

## Resource Activity #1: 1 Minute Letter/Sound Dash

- 1. Select a set of letter/sounds to practice using these guidelines:**
  - Select high-priority and high-utility sounds
  - Select sounds students are able to identify accurately
  - Separate highly similar examples. Separate sounds with auditory similarity (e.g., b and d) and visual similarities (e.g., v and w)
  - Begin with lower case letters and move to uppercase as students demonstrate fluency
- 2. Guidelines for the flash-card practice activity:**
  - Include multiple examples in the practice set
  - Systematically decrease “think time” for answering (3-2-1 seconds)
  - Remove letter-sounds that students have identified correctly for 2 consecutive weeks
  - Review errors from previous lesson.
- 3. Make cards for each letter/sound. Include multiple cards of each letter in the set.**
- 4. Set goal for progress monitoring**
  - Ultimately, students should be able to identify one letter/sound per second
  - Set goal depending on previous fluency and number of sounds. For example:
    - 30 cards that students are accurate but not fluent with: goal might be 30 sounds in 1 minute
    - If students have practiced the sounds and are building fluency, a goal might be 30 sounds in 30 seconds
- 5. Do a 1-minute small-group practice. Position cards so all can see.**
- 6. Start the stop watch and time for the selected goal time (i.e., 30 seconds or 1 minute)**
- 7. Present the first letter so that all students answer together.**
- 8. Provide quick corrective feedback on errors.**

If students do not answer correctly: *“My turn, this sound is \_\_\_\_\_. What sound? \_\_\_\_\_ Yes, \_\_\_\_\_”*. (You do not need to go back because there are multiple examples of sounds in the set)
- 9. Continue presenting letters adjusting the pace of presentation systematically.**
- 10. Letter-sounds correctly identified go in one pile. Place errors in a second pile.**
- 11. At the end of 1 minute, tally the number correct.**
- 12. Review errors and repeat activity.**

Adapted from Harn, 2003