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:
     o 30 cards that students are accurate but not fluent with: goal might be 30 sounds in 1 minute
     o 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