Fluency



Letter-Sound Correspondence

F. 006

Letter Flash



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

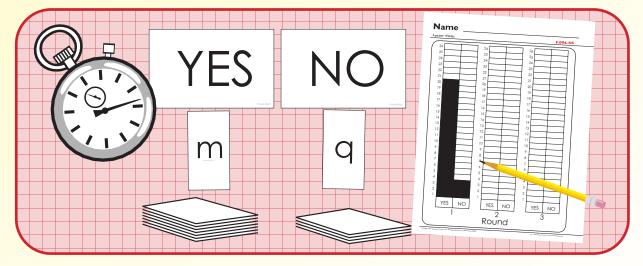
- ▶ Letter cards
 - Choose a complete set of uppercase or lowercase letters.
- ▶ YES and NO header cards
- ► YES and NO graph student sheet Choose or make a graph appropriate to students' fluency level.
- ► Timer (e.g., digital)
- ▶ Pencils



Activity

Students identify letters and their sounds in a timed activity.

- 1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
- 2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card, names the letter, and says its sound (e.g., "p, /p/").
- 3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
- 4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
- 5. Together, name the letters and say the sounds of the cards in the "NO" pile.
- 6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
- 7. Continue until student sheet is complete.
- 8. Teacher evaluation.



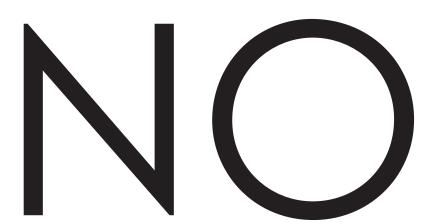


Extensions and Adaptations

► Combine uppercase and lowercase letters and repeat activity.

F. 006 Letter Flash

header



header

header cards



Letter Flash F. 006

| 26 | | | 26 | | | 26 | | |
|------|-----|----|----|------|-----|----|-----|----|
| 25 | | | 25 | | | 25 | | |
| 24 | | | 24 | | | 24 | | |
| 23 | | | 23 | | | 23 | | |
| 22 | | | 22 | | | 22 | | |
| 21 | | | 21 | | | 21 | | |
| 20 | | | 20 | | | 20 | | |
| 19 | | | 19 | | | 19 | | |
| 18 | | | 18 | | | 18 | | |
| 17 | | | 17 | | | 17 | | |
| 16 | | | 16 | | | 16 | | |
| 15 | | | 15 | | | 15 | | |
| 14 | | | 14 | | | 14 | | |
| 13 [| | | 13 | | | 13 | | |
| 12 | | | 12 | | | 12 | | |
| 11 | | | 11 | | | 11 | | |
| 10 | | | 10 | | | 10 | | |
| 9 | | | 9 | | | 9 | | |
| 8 | | | 8 | | | 8 | | |
| 7 | | | 7 | | | 7 | | |
| 6 | | | 6 | | | 6 | | |
| 5 | | | 5 | | | 5 | | |
| 4 | | | 4 | | | 4 | | |
| 3 [| | | 3 | | | 3 | | |
| 2 | | | 2 | | | 2 | | |
| 1 | | | 1 | | | 1 | | |
| | YES | NO | | YES | NO | | YES | NO |
| • | 7 | | • | |) | | 3 | 3 |
| | 1 | I | | Rou | nd | | | |
| | | | | 1/OO | IIU | | | |

F. 006 Letter Flash

| | YES | NO | | YES | NO | | YES | NO |
|---------|-----|----|----------|-----|----|----------|-----|----|
| 27 | | | 27 | | | 27 | | |
| 29 | | | 28 | | | 29 28 | | |
| 30 29 | | | 30 29 | | | 30 29 | | |
| 31 | | | 31 | | | 31 | | |
| 32 | | | 32 | | | 32 | | |
| 33 | | | 33 | | | 33 | | |
| 34 | | | 34 | | | 34 | | |
| 35 | | | 35 | | | 35 | | |
| 36 | | | 36 | | | 36 | | |
| 37 | | | 37 | | | 37 | | |
| 38 | | | 38 | | | 38 | | |
| 39 | | | 39 | | | 39 | | |
| 40 | | | 40 | | | 40 | | |
| 41 | | | 41 | | | 41 | | |
| 42 | | | 42 | | | 42 | | |
| 43 | | | 43 | | | 43 | | |
| 44 | | | 44 | | | 44 | | |
| 45 | | | 45 | | | 45 | | |
| 46 | | | 46 | | | 46 | | |
| 47 | | | 47 | | | 47 | | |
| 48 | | | 48 | | | 48 | | |
| 49 | | | 49 | | | 49 | | |
| 50 | | | 50 | | | 50 | | |
| 51 | | | 51 | | | 51 | | |



Letter Flash F. 006

