

Building Automaticity: Letter Sound Identification 2: Snap

College- and Career-Ready Standard Addressed: K3a.

Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most common sound for each vowel and consonant.

Objective: Students will increase their fluency at identifying known letter sounds.

Materials

Cards with letter sounds that the student has learned in previous instructional sessions and can identify accurately (see sample letter cards below).

- Use common, frequently used sounds, such as /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.
- Include three to four copies of each letter sound for each pair of students.
- Separate similar sounds (e.g., auditorially similar /b/, /p/; visually similar /v/, /w/).
- Timer (optional).
- Determine which card will be the “SNAP” card, either based on a frequent error the student makes or the most recently learned sound.

Suggested Schedule and Group Size

Schedule: Daily, approximately 5 minutes to 10 minutes per session.

Recommended group size: Small group (up to five students).

Note: The following script is intended as a model.

Activity

Intervention Principle

Use precise, simple language to preview and teach key concepts and procedures.

Sample Script and Procedures

Today, we’re going to play a game called “SNAP” to see how quickly and correctly you can say the sounds you’ve been learning.

Saying sounds quickly and correctly will help you read words. What will saying sounds quickly and correctly help you do? (*Students respond: Read words*)

Adapted with permission from The University of Texas Center for Reading and Language Arts. (2004). *Reading strategies and activities resource book for students at risk for reading difficulties, including dyslexia* (pp. 150–158). Austin, TX: Author.

<p>Review previously taught information that connects to the activity.</p> <p>Provide repeated opportunities to correctly practice the step.</p>	<p>First, let’s review the sounds you already know. <i>Review the sounds by showing each card and asking: What sound? The student should identify each sound correctly.</i> <i>Correct errors by saying, This sound is /a/. What sound?</i></p> <p>Now, we’ll play the SNAP game. You will play with a partner to practice saying sounds as quickly as you can. <i>Assign partners or groups of three, if needed. Have students sit facing one another. Each group should have a set of cards with three to four copies of the sounds the students are practicing.</i></p> <p>When I say, “Begin,” turn over a card, say the sound of the letter quickly, and place the card face up on the card stack between you and your partner(s). Keep doing this with all of your cards. (Model the procedure with a student volunteer.)</p> <p>One of the cards will be the SNAP card. Today’s SNAP card is the /fff/ sound. Say it with me: /fff/. Substitute the sound as needed.</p> <p>When you see and hear the /fff/ sound, try to be the first to SNAP the cards by putting your hand on the stack, like this. (Demonstrate.) The first person to SNAP the cards reads the /fff/ sound again and then gets to keep all the cards in the stack. The person with the most cards at the end of the game wins!</p> <p>Now, it’s your turn to practice with your partner(s). Are you ready? (Make sure groups have their cards ready.) Begin! (Start the timer or allow students to work through their entire pile of cards. Repeat the game two to three times as time allows.)</p>
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Error Correction

<p><u>Intervention Principle</u></p> <p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p><u>Sample Script and Procedures</u></p> <p><i>Observe students as they practice. After the game, correct any errors you heard. Watch and listen. Hold up a card. This sound is /fff/. What sound? Repeat for all errors and continue to review until they say all sounds correctly.</i></p>
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Instructional Considerations

<p><u>Intervention Principle</u></p>	<p><u>Sample Script and Procedures</u></p> <ul style="list-style-type: none"> ● Start with a small number of sounds and increase the number as students develop accuracy with new sounds. ● Use a timer to adjust the amount of time for the game as needed. ● Take turns playing the game with individual students so that you can listen for errors and provide immediate feedback. e assigned to be “Partner 1” and the lower level one is “Partner 2”.
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Letter Cards (Cut out and use for review as needed.)

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				