

Intervention Guide: Picture Card Sort

Purpose

Objective: Students will master letter names and sounds and letter-sound correspondence. Students will learn how to identify the initial sound in words.

Skill Area/Need: Accuracy in letter-sound correspondence.

Preparation

Pre-assessment

- Determine what letter sounds to practice by reviewing each student's earlyReading assessment (Letter Sounds assessment).
 - Consider using the Group Skills Inventory for Letter Sounds.
 - If needed, complete a quick inventory for each student's known and unknown letter sounds using alphabet list. Students should say each sound in 3 seconds or less to be considered a known sound.

Progress Monitoring

- earlyReading letter sounds assessment

Time

- 3-4 times per week for 10-15 minutes until all letter-sound correspondences are mastered (approximately 4-8 weeks).
 - Use in correspondence with *Letter Sound Bingo* to build automaticity of target letter sounds each week. Use this intervention 3-4 times per week and use *Letter Sound Bingo* with same sounds 1-2 times per week at end of week.

Materials

- Lowercase letter cards for each student and teacher
- Picture cards that match target letter sound cards for each student and teacher
 - Teacher may use a pocket chart or smartboard to display large size pictures.

Format

- Flexible groupings: Classwide, large group, small group or one-on-one

Lesson Sequence Plan

- Introduce 1-2 unknown letter sounds each week and review 2-3 sounds that have become knowns each week. If previously taught sounds are not yet known, include sounds again in activity the following lesson(s).
- Recommended sequence: a, m, t, s, l, f, d, r, o, g, l, h, u, c, b, n, k, v, e, w, j, p, u, x, q, z
 - If possible, match when the letters are being taught during daily core instruction with when the letters are taught for intervention.

Intervention Procedures

Prepare Materials

1. Identify 4 target letter sounds to teach/review based on pre-assessment information and using the lesson sequence plan above.
 - 1-2 of these letter sounds are unknown and will be taught each lesson.
2. Gather all materials and then pass out letter cards and picture cards to each student.

Explain the Activity

3. Explain the activity by providing the objective and what the activity includes (this step can be shortened when students become familiar with the intervention activity).
 - *“Today you will learn letter sounds by matching pictures with their beginning letter sounds. We will look at picture cards and identify their beginning sounds. These sounds are important to learn because the letters make up words and this will help you learn to read.”*

Review Letter Sounds and Pictures

4. Review what each picture card is and have students name each picture card to make sure they know what each picture card represents.
 - *“This is a picture of a _____. What is this picture? (Student’s respond). Good.”*
5. Introduce the target letter sounds and review all 4 letter sounds you are using for the lesson.
 - *“This is the letter ___ and it makes the /_/ sounds. What is this letter? (Student’s respond). What sound does it make? (Student’s respond). That’s right, this letter is ___ and it makes the /_/ sound.”*

Model the Activity and Provide Guided Practice

6. Demonstrate the activity with students following along. First, put the 4 letter sounds in a row (e.g., using a pocket chart or tape letters to board) and have students put their 4 letters in a row on their desk. Then have students observe you pick a card at random in your deck.
 - *Say, “I am going to pick a card from my deck and I want you to watch what I do with the card. (Pick card). This is a picture of a _____. I know that the first sound in the word for this picture is /_/ so I am going to place this picture card under the letter card ___.”*
7. Next, pick another card from the deck and do the activity with students by picking a volunteer to help you place the card under the correct letter card.
 - Provide an example of each of the four letters.
8. After making sure each students knows what to do, have each student take a picture card, say the picture name and first sound and place each picture under the correct letter. Have each student work through the 16-20 picture cards independently or with a partner nearby. Make sure to monitor students as they complete the activity, providing corrective feedback when needed.

9. When all students are done placing the cards, review each card with the students using your deck so that all students can check their work.
 - Allow student volunteers to pick a card and put it under the correct letter card and provide immediate feedback.

Give Clear Feedback

10. Provide verbal praise to each student with correctly placed picture cards throughout the activity.
11. Provide corrective feedback when any student makes a mistake on any card as soon as possible. With a neutral tone, read the word and say the correct first sound and help the student identify the correct letter to place the card under.
 - *“No, this picture card is _____ and the first sound of the word is /_/ . What’s the first sound? (Student responds) Good. Now, what’s the correct letter? (Student responds) Good, ___ is the letter that makes the /_/ sound.”*

Provide Independent Practice

12. After going through all of the picture cards together, have students go through the cards 1-2 more times on their own if there is time. If students seem comfortable with the letters, have the students race to see how fast they can place the cards under the correct letter.

Additional Ideas

Procedure Modifications or Accommodations

- For additional support, use picture cards that have name on the back or on a fold.
- Include letter cards that include both uppercase and lowercase examples on the card.
- For a simplified version, use one set of letters and pictures with students taking turns.
- Have students complete the activity with peer partners.
- Instead of sorting cards into columns on desk, consider using an envelope or brown bag labeled with each letter for the lesson and have students place picture cards in correct envelope or bag.
- In addition to practicing initial sounds, consider practicing medial and end sounds of the words and having the students find the letters that match medial and end sounds of the picture cards used.

Additional Practice Ideas

- Have students write each letter for each picture (copying).
- Have students shuffle cards and lay out picture cards and letters on desk. Then name a letter or the name of a picture and instruct students to find the correct letter or a picture and place it above their heads as quickly as possible.
- Have students take turns sharing other words that start with the letter sounds.
- Provide a short story on the smartboard and have students point at words that start with the target letter sounds(s).
- Include letter sounds that are currently being taught during core instruction as target letter sounds during the intervention.
- Include pictures that are currently being used in other class activities.