

INTERVENTION STRATEGY: Letter-Sound Association Cards

Brief Description: These are two different interventions both using letter sound association cards. One is known as *Using Letter-Sound Cards to Introduce Letter-Sound Associations*. This technique has teachers using cards to introduce the letter-sound relationships. The other intervention is known as *Reviewing Letter-Sound Relationship With Letter-Sound Cards*. This strategy builds on the previous intervention and has teachers using a deck of cards (only with letter or letter combinations that are previously taught) to review the previously taught letter-sound relationship. This is a Phonics activity.

Materials Needed:

For *Using Letter-Sound Cards to Introduce Letter-Sound Associations*, letter-sound cards are needed. These cards need to be large enough, so they are visible from a wall. The collections of cards should include all the letters as well as a card for the digraphs of sh, ch, th, wh, and ck. On each card there will be a letter or a digraph (usually in both uppercase and lowercase) as well as a picture that is representative of the key word for the sound being taught. For example a card for A might have a picture of an Apple and a card for M may have a picture of a mop. Additionally these cards may include alternative ways to spell the sound. There are several cards available for purchase; however, they can also be made by the teacher. Animated Literacy cards may be used here.

When using *Reviewing Letter-Sound Relationships With Letter-Sound Cards* another deck of cards with letter and letter combinations is required. This time, however, the cards are smaller and are similar to the size of playing cards. The size of the cards usually ranges from 1.5 x 2 to 3 x 5 inches. These can be either made by the teacher or purchased. Some teachers have found it beneficial to place multiple cards for each letter or letter combination in the deck. There are two reasons for this; one is repetition and the other being that the student does not assume that once a card is shown it will not be shown again. This decision is left up to the individual teacher.

Implementation: These strategies can be implemented the whole group, small group, or individually by either the teacher or a paraprofessional. First we will start with the intervention called *Using Letter-Sound Cards to Introduce Letter-Sound Associations*. After the cards are made or purchased, the teacher then begins by introducing the letters or letter combinations to the group. Usually this is done one or two at a time but can vary based on the level of the group. Below is a step by step way of doing this intervention.

1. First the letter sound cards are either made or purchased.
2. Next the sounds are introduced. When introducing sounds be sure to verbalize the name of the letter, the sound for the letter, and explain how the sound is contained in the key word. Here is an example of what would be said for the letter 'a.'
"This is the letter *a*. The sound for the letter *a* is /ă/. The word *apple* begins with the sound /ă/."
3. After the teacher has finished introducing the sounds, have the students review. This is done by having the students repeat the sound and the key word when each letter sound card is shown. For example when the *a* card is shown the students should say "/ă/ as in apple".
4. A new sound is presented and the teacher repeats the step.

Schedule for implementation: 20 minutes a day for 4-5 days a week.

Variations: Refer to Syllable Puzzles with Pictures

Research Summary & References:

This strategy and several variations of it have been referenced in many books. The following books and references may be consulted to learn the essentials and variations of this strategy:

Hall, S.E. (2006). *I've DIBEL'd, Now What? Designing Interventions with DIBELS Data*. Boston, MA. Sopris West.

Fitzpatrick, J. (2002) *Getting Ready to Read: Independent Phonemic Awareness Centers for Emergent Readers*. Cypress, CA: Creative Teaching Press.