



## F.001

## Letter-Sound Correspondence

### Letter-Sound Mix-Up

#### Objective

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

#### Materials

- ▶ Letter-sound sheets (Activity Master F.001.AM1a - F.001.AM1b)  
*Some letters have more than one sound (e.g., c, g, s, x, y, and all vowels). It is suggested that when timing, students say only one sound per letter. There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both. Make two copies of each sheet and laminate.*
- ▶ Sounds correct per minute record (Activity Master F.001.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® markers

#### Activity

Students take turns identifying sounds of letters in a timed activity.

1. Place two copies of the letter-sound sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two goes across the page, points to each letter, and says sound of letter (e.g., points to the letter “b,” says /b/). Student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any letters that are mispronounced. If all sounds are pronounced, go back to the top and continue until timer goes off.
4. Student two counts number of sounds pronounced correctly and records on his sounds correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

| Fluency             |   | F.001.AM1a |   |   |   |
|---------------------|---|------------|---|---|---|
| Letter-Sound Mix-Up |   |            |   |   |   |
| 1.                  | r | c          | x | f | p |
|                     | v | k          | a | b | e |
|                     | h | x          | n | i | o |
|                     | w | y          | u | z | s |
|                     | g | d          | c | m | j |
|                     | b | a          | k | v | t |
|                     | n | l          | i | h | p |
|                     | z | u          | y | w | v |
|                     | f | l          | o | q | t |
|                     | k | e          | f | d | c |
|                     | m | j          | y | r | g |
|                     | f | x          | d | v | h |

| Fluency             |       | F.001.AM2     |  |
|---------------------|-------|---------------|--|
| Letter-Sound Mix-Up |       |               |  |
| Sounds Per Minute   |       |               |  |
| 1 <sup>st</sup> try | _____ | letter-sounds |  |
| 2 <sup>nd</sup> try | _____ | letter-sounds |  |
| 3 <sup>rd</sup> try | _____ | letter-sounds |  |
| 4 <sup>th</sup> try | _____ | letter-sounds |  |
| 5 <sup>th</sup> try | _____ | letter-sounds |  |



#### Extensions and Adaptations

- ▶ Say letter name and sound.
- ▶ Time how long it takes to pronounce all sounds.
- ▶ Say all possible sounds during the timing for c, g, s, x, y, and all vowels.

# Fluency

Letter-Sound Mix-Up

F.001.AM1a

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

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

## Sounds Correct Per Minute

|                     |                     |
|---------------------|---------------------|
| 1 <sup>st</sup> try | _____ letter-sounds |
| 2 <sup>nd</sup> try | _____ letter-sounds |
| 3 <sup>rd</sup> try | _____ letter-sounds |
| 4 <sup>th</sup> try | _____ letter-sounds |
| 5 <sup>th</sup> try | _____ letter-sounds |

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## Sounds Correct Per Minute

|                     |                     |
|---------------------|---------------------|
| 1 <sup>st</sup> try | _____ letter-sounds |
| 2 <sup>nd</sup> try | _____ letter-sounds |
| 3 <sup>rd</sup> try | _____ letter-sounds |
| 4 <sup>th</sup> try | _____ letter-sounds |
| 5 <sup>th</sup> try | _____ letter-sounds |



## F.002

## Letter-Sound Correspondence

### Digraph and Diphthong Dash

#### Objective

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

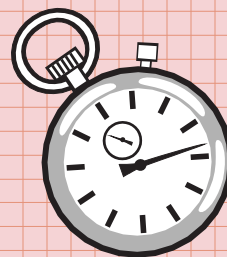
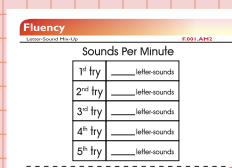
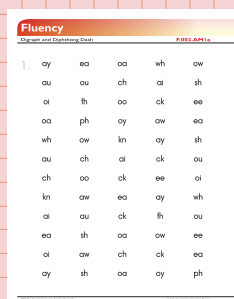
#### Materials

- ▶ Digraph-diphthong practice sheets (Activity Master F.002.AM1a - F.002.AM1b)  
*Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.*  
*Diphthongs presented are: oy, oi, ow, and ou.*  
*There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.*  
*Note: Some letter combinations have more than one sound (e.g., “ea” as in eat, head, break; “ow” as in now, row; “ou” as in out, four, you, country; “th” as in think, this; “oo” as in foot, boot, floor; “ch” as in chin, chorus, chivalry; “ai” as in bait and said).*  
*It is suggested that, when timing, students say only one sound per letter combination.*
- ▶ Sounds correct per minute record (Activity Master F.001.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### Activity

Students take turns identifying digraphs and diphthongs in a timed activity.

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or diphthongs read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation



#### Extensions and Adaptations

- ▶ Use the mixed letter-sound, digraph, diphthong sheet 3 (Activity Master F.002.AM2).
- ▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).
- ▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

# Fluency

Digraph and Diphthong Dash

F.002.AM1a

1.    ay            ea            oa            wh            ow  
      au            ou            ch            ai            sh  
      oi            th            oo            ck            ee  
      oa            ph            oy            aw            ea  
      wh            ow            kn            ay            sh  
      au            ch            ai            ck            ou  
      ch            oo            ck            ee            oi  
      kn            aw            ea            ay            wh  
      ai            au            ck            th            ou  
      ea            sh            oa            ow            ee  
      oi            aw            ch            ck            ea  
      ay            sh            oa            oy            ph

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 2. | au | ou | ch | ai | sh |
|    | oa | ph | oy | aw | ea |
|    | ch | kn | ck | ee | oi |
|    | ph | aw | ea | ay | wh |
|    | ai | au | ck | th | ou |
|    | oi | th | oo | ck | ee |
|    | ay | ea | oa | wh | ow |
|    | au | ou | ch | ai | sh |
|    | wh | ow | oa | kn | ch |
|    | ck | ou | ph | ck | aw |
|    | oo | wh | oi | sh | ay |
|    | ee | ay | au | th | ea |

# Fluency

Digraph and Diphthong Dash

F.002.AM2

3. m oo aw o ay  
ck b sh z oi  
a n ea ay w  
au th u ow wh  
c f ou h j  
ai x th e ph  
s g i au k  
q t r oy sh  
d ai ee oa v  
kn y oy ch ou  
aw v d l sh  
r aw p ea h