

# Letter Sound Bingo

## Phonics

### Small Group Administration

#### Tier 2 Intervention

# Intervention Guide: Letter Sound Bingo

**Type:** Intervention (Tier 2 Intervention)

**Objective:** Students will increase automaticity and retention of letter sounds, and letter-sound correspondence. Students will increase automaticity in identifying initial sounds of words.

**Instructional Need:** Automaticity

**Recommended Level:** Beginning readers (PreK-Kindergarten).

**Recommended Group Size:** 2-6 students

**Duration:** 2-3 times per week, 10-12 minutes per session, approximately 4-6 weeks.

**Progress Monitoring:** 3 minutes per student, 1 day every 2 weeks

## Rationale

The CCSS state kindergartners will *demonstrate understanding of spoken words, syllables, and sounds (phonemes)* and *know and apply grade-level phonics and word analysis skills in decoding words*. (CCSS.ELA-Literacy.RF.K.2, CCSS.ELA-Literacy.RF.K.3)

- **Kindergartners:**
  - *Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (CCSS.ELA-LITERACY.RF.K.2.D)
  - *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.* (CCSS.ELA-LITERACY.RF.K.3.A)

## Before Intervention

### Format

- As a Tier 2 intervention, this is designed to provide additional small group instruction (2-6 students) to support automaticity of letter names, letter sounds, and letter-sound correspondence.
  - Use alongside *Picture Card Sort* Tier 2 Intervention when students have learned at least 10 letter sounds. For example, implement *Picture Card Sort* 3 times per week and then Bingo 1-2 times at end of week using letters that were learned.
  - If you have 7 or more students in your classroom that need this intervention, consider completing a classwide intervention. See *Tier 1 Mini-Lesson: Letter Sound Bingo*, for use with larger groups.

### Pre-assessment

- Determine which 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.

**Duration**

- 2-3 times per week for 10-12 minutes until letter sounds become automatic (approximately 4-6 weeks).

**Prepare Materials**

- 10-20 letter cards (small size) for each student
- Bingo card template for each student (decide on 3x3, 4x4, 5x5)
- Bingo chips/counters for each student
- One set of picture cards that match with the student letter cards (Can have many picture cards per sound to switch out for new bingo games)

**Daily Lesson Plan**

- Review letter sounds and provide a high level of opportunity to practice them. Make sure to include the majority of known letters across all student in class (i.e., limit unknowns to 1 or 2).
- Switch out sounds and picture cards each day or lesson based on gains in automaticity.
  - Recommendation: If not incorporating with *Picture Card Sort intervention*, practice a set of sounds 2-3 days in a row and switch out a few each day as students build automaticity with those sounds (e.g., all students can identify the sound in less than 3 seconds).

**Progress Monitoring**

- 1 day every 2 weeks, 3 minutes per student (approximately 4-6 weeks)
- Assessment options
  - FAST earlyReading letter sounds assessment
  - AUTOREading (an automated, computer administered assessment).
  - May also opt to use other paper/pencil assessments available in your curriculum or classroom assessment materials.

## Intervention Procedures

### Prepare Materials

1. Ensure all materials are prepared prior to beginning intervention procedures.

### Explain the Activity

2. 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 be practicing some letter sounds so we can say them in 3 seconds. These sounds are important to learn because they help us to make words and then we can read books together. We will be practicing these sounds by reviewing them on our flashcards, reviewing some picture cards, and playing bingo together.”***

### Review Letter Sounds and Pictures

3. Read through all the letters (name and sound) in the identified deck with the students repeating after you to make sure the students can say all of them correctly. Say:
  - ***“First we will go through the deck of letters (teacher can have large flashcard list for students to look at vs. small student flashcards) and I will say the letter name and sound and then you will repeat them after me.”***
  - ***“This letter is \_\_\_\_\_. It makes the /\_\_\_/ sound. What letter is this? (Student response). And, what sound does it make? (Student response). Good.”***
4. Next, review all the picture cards by identifying what they are and what letter sound they start with and have the students respond after you for each picture card.
  - ***“Now we will review each of the picture cards. This picture is a \_\_\_\_\_. I know the word \_\_\_\_\_ begins with the /\_\_\_/ sound. The letter \_\_\_ makes the /\_\_\_/ sound.”***
  - Then, ***“What is this a picture of? (Student response). What is the first sound you hear in \_\_\_\_\_? (Student response). Good. What letter makes the /\_\_\_/ sound?”***
    - Provide corrective feedback when needed. ***“No, this picture card is a picture of a \_\_\_\_\_. I know the word \_\_\_\_\_ begins with the /\_\_\_/ sound and the letter \_\_\_ makes the /\_\_\_/ sound.”***

### Model the Activity and Provide Guided Practice

5. Hand out flashcard sets, bingo cards, and markers to all students and provide directions for how to set up the bingo card.
  - ***“You will get to build your own bingo card. Take the letter cards that you want and place one in each box on your bingo sheet (demonstrate on a card in front of class if needed for the first week). You may have extras. If so, place them to the side of your desk for later. If you need help, please raise your hand.”***
6. Give students 1-2min to read all the letter names and sounds on their card.
  - ***“I want you to turn to your partner and say the letter names and sounds on your bingo card quickly and take turns.”***
    - Option: Have an adult listen to students who need additional support.
7. Provide directions for how to play bingo. Provide students with directions for how a winner is determined (e.g., vertical, horizontal, diagonal, black out) and any incentives (e.g., make incentive

a class-wide or group-wide preferred activity that students can pick out for one another such as 1 minute extra free time).

- ***“We will be playing a version of bingo now. I will call out a word and show you the picture card. Then, you will figure out what letter makes the first sound in the word and check your bingo card to see if you have that letter. Then you will put a marker on the letter.”***
- ***“When you see that you have three (or four) letters covered in a line, call out ‘bingo.’ Then, you will read your letters and say the sounds to me and I will check to see if they match with the pictures we used. Then, if they are all correct, you will be declared the winner for that round.”***

8. From the determined picture set, the teacher picks out a picture at random from the set. The adult holds up the picture and says the word that the picture represents.

- For example, if the picture card was a **cat**, you would call out: ***“This is a picture of a cat. What sound does the word cat start with? (Student response). “Yes, cat starts with /c/ and the letter ‘c’ makes the /c/ sound. If you have a letter ‘c’ on your card, place a marker on it.”***
  - Demonstrate with an example card if needed and model placing a marker on the letter on the bingo card. Remind students middle space is a free space.

9. When a student wins, another round is started (play as many rounds as desired). Have students clear their boards and place letters on their card in different places each round.

### **Give Clear Feedback**

10. Check to make sure students are on track with the activity after each picture card is shared.

11. Provide corrective feedback if students are having difficulty finding the correct letters on their card but try to reduce feedback to increase quick practice opportunities.

- ***“This picture card is \_\_\_\_ and the first sound I hear in the word is /\_/. What letter makes that sound? Good.”***

**Accommodations**

- For additional support, place picture cards on the board after they have been called so students can look back at them.
- Instead of using the bingo card templates, an additional option could be to provide students with marker boards and have each student draw grid and write letters in each box.
- Include letter cards that include both uppercase and lowercase examples on the card versus only the lower case letter.

**Intervention Extensions**

- 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.
- To make the game more challenging when students know the pictures and letters, add time pressure by increasing the pace of reading out the picture cards.
- Make the game more challenging by going from a smaller bingo card size (3x3) to larger bingo card sizes (4x4 or 5x5).