

Picture Card Sort

Phonics

Small Group Administration

Tier 2 Intervention

Intervention Guide: Picture Card Sort

Type: Intervention (Tier 2 Intervention)

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

Instructional Need: Accuracy

Recommended Level: Beginning readers (PreK-Kindergarten).

Recommended Group Size: 2-6 students

Duration: 4-5 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 to support mastery of letter names, letter sounds, and letter-sound correspondence.
 - If you have 7 or more students in your classroom that need this intervention, consider completing a classwide intervention. See *Tier 1 Mini-Lesson Picture Card Sort*, for use with larger groups.

Pre-assessment

- Review universal screening data to identify students who are below grade-level target on identifying letter names and letter sounds.
- Determine which letter sounds to practice by reviewing each student's earlyReading assessment (Letter Sounds assessment) or opt to begin by teaching using the recommended teaching sequence provided below in the *daily lesson plan*.
 - 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

- 4-5 times per week for 10-12 minutes until all letter-sound correspondences are mastered (approximately 4-6 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.

Prepare Materials

- Lowercase letter cards for each student and teacher
- 3-4 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.
 - Teacher may use *Picture Card Sort Powerpoint* template of letters and pictures (PPT) from the whole group administration.

Daily Lesson Plan

- Introduce 1-2 unknown letter sounds each week and review 2-3 letter sounds from previous lesson that have become knowns (include a total of 3-4 letter sounds each lesson based on student ability level with 3-4 picture cards per letter). If previously taught sounds are not yet known, include sounds again in the activity the following lesson(s).
- Recommended teaching sequence:
 - a, m, t, s, i, f, d, r, o, g, l, h, u, c, b, n, k, v, e, w, j, p, y, x, q, z
 - If possible, match when the letters are being taught during daily core instruction with when the letters are taught for intervention.

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 learn new 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

3. 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.”***
4. 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 /_/ sound. 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

5. 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 ____.”***
6. 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.

Provide Guided Practice

7. After making sure each student 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 12-20 picture cards independently. Make sure to monitor students as they complete the activity, providing corrective feedback when needed.
8. 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

9. Provide verbal praise to each student with correctly placed picture cards throughout the activity.

- ***“Good. That is a picture of a _____. You knew the first sound in the word for this picture is /_/ so you put it in the correct place, under the letter card ____.”***

10. 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

11. After going through all 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.

Accommodations

- For students having a hard time, choose only two phoneme words or words with only stop letters sounds until mastery is achieved.
- Use your own pictures when available or as desired instead of the pictures provided.
- For additional support, use picture cards that have the 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 a 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.

Intervention Extensions

- Have students write each letter for each picture (copying or tracing as needed).
- Use words from books or activities in the classroom. Have students come up with words.
- 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.
- Have students shuffle cards and lay out picture cards and letters on the 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.
- Provide a short story on the smartboard and have students point at words that start with the target letter(s).
- Have students take turns sharing other words that start with the letter sounds.
- 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.
- If using this intervention alongside the *Letter-Sound Bingo* Tier 2 intervention, this intervention can be implemented 3 days per week with the *Letter-Sound Bingo* implemented 2 days a week afterward.