**Objective:**  To increase fluency of letter sounds  

**Materials:**  Alphabet Flash Cards with 1 letter on each

**Description:** Student practices sounds using letter cards.

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**Intervention Procedure:**

1. **Explain:** Tutor says to the student “Today you are going to practice saying the sounds for some letters to help you become a better reader. When I point to the left of the letter, figure out the sounds in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter.”

2. **Model:** Tutor says to the student “I’ll model for you how to say the sound of the first two letters when I touch under them. My turn.” Tutor models for the students, using the signaling procedure described above. Tutor should model this at the beginning of each tutoring session.

3. **Practice:** Tutor says to the student: “Each time I touch under a letter, you say the sound it makes. Your turn.” Tutor practices with student, going through the 5 cards repeatedly until the student gets all 5 sound correct. Tutor may mix up the order of the cards. Tutor maintains a brisk pace with little pause between words.

4. **Correction:** Any time a student responds incorrectly, the tutor immediately says “My turn,” demonstrates the correct response, then says “your turn.” The student should correct the same word, back up two words and continue forward.

5. **Substituting Letters:** If a student demonstrates consistent mastery and automaticity with the 5 letter cards, substitute 2 new cards to make a new combination of 5 cards.

**Progress Monitor:**

1. Students should be progress monitored using DIBELS FSF (first sound fluency).