

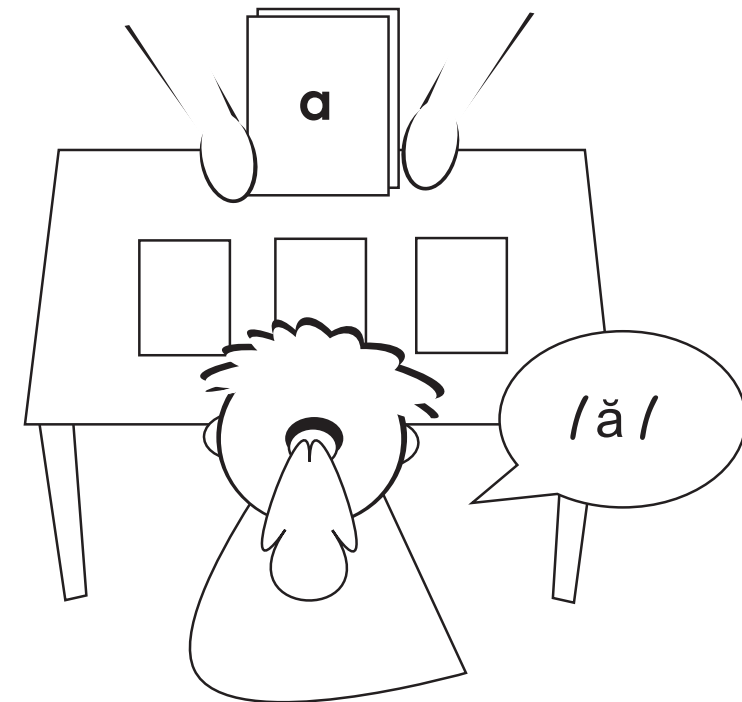
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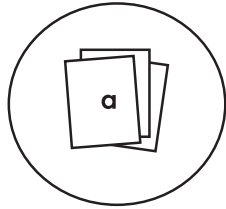
VISUAL DRILL

Review and reinforce sounds the student has learned.

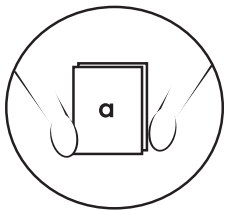
Using a card deck containing sounds your student has already worked on, show each card and have the student give the known sounds that correspond to the written letter(s).



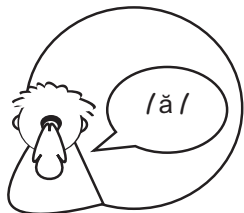
VISUAL DRILL STEPS



Prepare the card deck. Put together a card deck of all the sounds (including blends) the student has worked on. Mix up the cards enough so that all the vowels (or other related sounds) are not together. You don't want students to get in the habit of only recognizing a sound because the cards always come grouped together or in the same sequence.



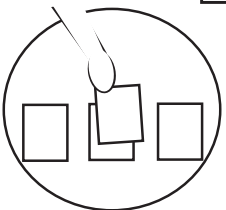
Show a card. Hold the deck with the cards face up, facing the student. There should be little to no verbal input from you in this drill. The idea is to go through the deck as quickly as possible.



Student says the sound that corresponds to the letter(s) on the card. If there are multiple sounds for a given card, all known sounds should be given.



if response is correct...

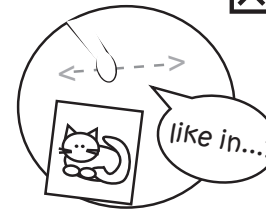


place the card face down in one of three piles in front of you, depending on whether the card has a beginning, vowel or ending sound on it. These piles will be used for the subsequent blending drill.

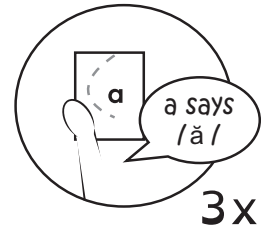
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if response is incorrect...

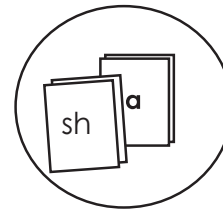


guide the student to the correct sound through the use of hand signals, keyword pictures or brief prompts such as "like in...?" or "keyword...?" It might also help to have the student trace over the letters on the card and say "<letter> says..."



3x

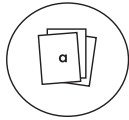
Reinforce the corrected sound by having the student trace over the letter(s) on the card and say "<letter> says /sound/>." They should repeat this two additional times.



Return the card to the deck. You want to make sure the student has another chance later in the drill to practice the sound they missed.

Continue showing cards until you have gone through all cards in the deck.

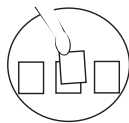
TIPS FOR VISUAL DRILL



If you suspect your student may have a problem with a given sound, place it closer to the front of the deck so that if they miss it, they will have the opportunity to practice it again later in the drill. It is also helpful to place newly learned sounds towards the front of the deck for the same reason.

If a student needs a little extra support for a given card, it may be helpful to add a second card with both the letters and the keyword picture on it. Place this ahead of the card with only the letters so they have the opportunity to practice it with the picture as a hint first.

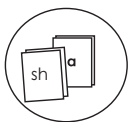
For nasal blends, make “vowel” cards for ang, ing, ong, ung, ank, ink, onk, unk rather than having just an ng or nk card. Students need to practice the different vowel combination sounds, which they cannot do if you only have the card without the vowel. In addition, a short vowel + ng or nk is not equivalent to the sound (ie, short “i” + “ng” does not blend to “ing”.)



For sounds that can go either in the beginning or ending pile, you may want to put most of them in the ending pile since there are usually more beginning sounds than ending ones. However, mix it up as to which ones you put where so that you don't always place the same ones in the ending pile every lesson. Students need a chance to sometimes practice the sound when it comes at the beginning of the word as well.



If your student has trouble with a beginning or ending blend card, cover it with your finger to show one letter at a time and have them sound out separately, then try as written.



When returning an incorrect card to the deck, place it just a little ways from the front of the deck, not at the end. That way, if they miss it the next time it comes up (or you just want them to practice it a couple more times), there will be opportunities to show it again before the drill is over. If they continue missing it too many times however, consider having another lesson on the concept.