Sound Spelling Cards

Problems:
1. Review of the card doesn’t include all 3 parts: name (picture), sound, and spelling
2. Sounds are not crisp and often include a schwa
3. Dropping air writing of the letters and saying the sound
4. Calling card by letter or other pet names
5. Some students can’t see cards
6. Teacher not moving/touching card
7. Not referencing cards during dictation or any writing or decoding lesson.
8. Not accessing prior knowledge before intro. cards
9. Placement too high
10. Adding inappropriate spelling to cards (suggestion: If it’s on C.O.R.E. Sourcebook, p 319....OK, if not, not OK)

Solution:
(problems 1, 3, 4, 6, 7, 8, and Purpose 1)
1. Teacher should use the routine card and follow it step by step during instruction. (follow up with periodic review during teaming)

(problem 2 and Purpose 1)
2. Coaches should directly teach the pronunciations with corrective feedback.

(problems 5, 9 and Purpose 1)
3. Post the cards where all students can see them during reading/writing.

Purpose:
1. It is important for students to be able to use and remember sound/spelling associations for both reading and writing. It is important for students to make the association between the sounds of language and written symbols.