

- **Letter Bean Bag Toss:** Place all of the focus letter cards on the floor in front of the student face up. Space them out so that there is about a foot between each card. Give the student a bean bag to toss onto a letter. The student says the letter the bean bag lands on (or near). Previously learned letters can be added to increase the difficulty of the lesson.
- **Letter Direction Game:** Place all of the focus letter cards on the floor. Give the student(s) oral directions focusing on the letters. Examples: "Go stand next to the letter \_\_\_\_\_.", "Hop over the letter \_\_\_\_\_.", "Pick up the letters \_\_\_\_\_ and \_\_\_\_\_.", "Point to the word that comes before 'F'.", "Point to the letter that comes after 'S'.", "Find the letter that makes the /p/ sound.", etc. Make sure the student says the letter each time. Previously learned letters can be added to increase the difficulty of the lesson.
- **Name Puzzle:** Model how to put together a name puzzle starting with the first letter, then the second, then the third, etc. Have the student state the name of each letter as it is moved into place. Have the student put together his/her name puzzle while stating each letter in order. Assist student as needed. Show the student how to mix up the letters and reassemble the name puzzle again. Repeat this step until the student can put the puzzle together and can say the names of each letter without assistance. Ask questions about the student's name such as: "What is the first letter of your name?", "How many letters are in your name?", "Do you have a 'b' in your name?", etc.
- **Letter War:** Two sets of cards will be needed for this game (you will need both upper case and lower case letters in each set). The teacher uses one deck and the student uses the other. Place cards in a stack face down and flip the top card over to reveal the letter. The person who has an upper case letter wins and takes the other person's card(s). If both cards have upper case letters then WAR is declared. Both the teacher and the student count out 3 cards (W-A-R) and then flip over a 4th card. The card with the upper case letter wins. If a tie occurs yet again, continue going to WAR until a winning card is revealed. Make sure the student practices saying the letters throughout the game. You may also use other criteria to specify a winning card. For example, cards that have lower case letters win over upper case cards or consonant cards win over vowel cards.
- **Letter Swat:** Tape all of the focus letter cards on the board (or wall) and give the student a fly swatter. The student swats the card called out by the teacher. The student must also repeat and say the letter as he/she swats it. The teacher can add previously learned letters to those already on the board (or wall) to increase the difficulty of the lesson.

**STEP 3:** Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each letter over several repetitions.

## Research References:

- Burns, M. K. (2004). Empirical analysis of drill ratio research: Refining the instructional level for drill tasks. *Remedial and Special Education, 25*, 167-175.
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- MacQuarrie-Klender, L. L., Tucker, J. A., Burns, M. K., & Hartman, B. (2002). Comparison of retention rates using traditional, Drill Sandwich, and Incremental Rehearsal flashcard methods. *School Psychology Review, 31*, 584-595.
- Szadokierski, I., & Burns, M. K. (in press). Comparison of drill ratios and opportunities to respond within drill rehearsal of sight words. *Journal of School Psychology*.