



Practice Packet #1

Fixing

b-d Confusion

V3 with Kindergarten Practice

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Contents

I. Overview	1
II. A. Directions for Teaching the b-hand – All Grades	2
II. B. Additional Teaching the b-hand – Kindergarten	3
III. Using the b-hand in Step 1 – All Grades	4
IV. Positive Error Correction – All Grades	4
V. Guide to Materials for Practice – All Grades	5
VI. Directions for b-d Practice – All Grades	7
VII. Directions for Small Group Practice – All Grades	8
Grades 1 and Higher Materials	
Teaching the b-hand	9
Practice Pages	
b-d Letter Naming Practice	10
b-d Word Reading Practice	15
Tracking Charts	
Student Tracking Chart	20
Small Group Tracking Chart	21
Kindergarten Materials	
Teaching Pages	22
Practice Pages	
b-d Letter Naming Practice	25
Tracking Charts	
Student Tracking Chart	28
Small Group Tracking Chart	29

I. OVERVIEW

A student who mixes up **b** and **d** needs focused, frequent, consistent practice to eliminate the confusion.

GRADES 1 AND HIGHER

The focused practice for students in grades 1 and higher is a three-step, multi-sensory process detailed on pages 2–7.

In Steps 1 and 2, the student names letters, half of which are **b**'s or **d**'s. In Step 3, the student reads words with the letters **b** and **d** such as *cod*, *cob*, *dad*, *bad*, *bid*, and *did* to ensure he can read the letters correctly in these potentially confusing words with **b**'s and **d**'s.

The student masters the goal for each step before moving to the next step. When the goal for the third step is mastered, the student should rarely or never confuse the letters **b** and **d** when reading.

KINDERGARTEN

Additional initial practice for a kindergarten student is detailed on page 3. A kindergarten student gets more practice learning how the b-hand works, and his practice pages have slightly larger letters. In addition, he practices only Steps 1 and 2. He does not read words.

GOALS, DAILY PRACTICE, AND MASTERY

The **goals** for each step are:

- Step 1: Accurately name letters while putting the b-hand next to the letters **b** and **d** to check
- Step 2: Accurately name letters without using the b-hand to check
- Step 3: Accurately read words with **b** and **d** without using the b-hand to check (not used in kindergarten)

During **daily practice**, the student names letters or reads words until he names all letters or reads all words in three rows correctly, with no errors or self-corrections. These rows do not have to be consecutive.

The student demonstrates **mastery** of a step by naming letters or reading words in the **first 3 lines attempted** with no errors or self-corrections **3 days in a row**. These are three consecutive rows.

100% ACCURACY

To eliminate b-d confusion, the student needs to practice until he consistently achieves 100% accuracy. Self-corrections are always counted as errors because the student needs to be correct **the first time** and **every time** he reads a word with a **b** or **d**.

DAILY ONE-ON-ONE PRACTICE

The most effective practice is when a teacher works daily with one student at a time. Practicing one-on-one generally takes 3–5 minutes daily. Practice three days a week is the minimum recommended. Practicing less often may not result in any improvement.

It may be necessary to practice in a small group. Page 8 has directions for small group practice.

THE B-HAND



The b-hand is a multi-sensory anchor that the student uses to know with confidence whether a letter is a **b** or a **d**. All students learn the b-hand in Step 1 on page 2. The student places his b-hand next to the letters **b** and **d**, and he compares the shape of his b-hand with the shape of the letter. If the vertical line of the letter is on the same side as the thumb, the letter is a **b**. If the vertical line on the letter is on the opposite side as the thumb, the letter is a **d**.

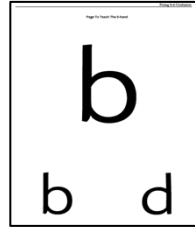
Readsters teaches only the b-hand, and not a d-hand, because some students can be confused about which hand is which. When a student uses only the b-hand, if the letter “matches” the b-hand, it is a **b**, and if the letter doesn’t match the b-hand, it is a **d**.

II. A. DIRECTIONS FOR TEACHING THE B-HAND – ALL GRADES

Before starting practice, teach the student how to make a b-hand.

1. **Use a copy of the page used to teach the b-hand.**

- Grades 1 and higher – page 9
- Kindergarten – page 22



2. **Show the student how to make the b-hand:**

- First, show how to make a fist with the back of the hand resting on the desk next to the letter **b** at the top of the page.



- Next, show how to extend the thumb so that it points the same direction as the line on the **b**.



3. **Show the student that the b-hand has the same shape as the letter 'b'.**

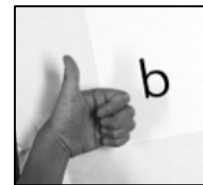
- Point out that the student's fist with the extended thumb looks like the letter **b**. The ball of the fist is like the circle on the **b**. The extended thumb is like the line.
- Point out that the extended thumb is on the same side of the fist as the line on the letter **b**. Explain that the student will know the letter is a **b** when his thumb is on the same side of the circle as the line on the **b**.

Note: If the student points out that his right hand looks like a **d**, acknowledge that it does. Tell the student that he won't need a d-hand for this practice because if the letter does not look like the b-hand, it is a **d**.

4. **Show the student how to use the b-hand to tell the difference between 'b' and 'd'.**

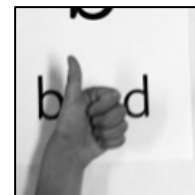
- The student places the b-hand immediately to the left of letter **b** at the bottom of the page.

1. Teacher asks: *Is that letter a 'b' or a 'd'?*
2. Student answers: **'B'**.
3. Teacher asks: *How do you know?*
4. Student answers something similar to: *Because the line on the letter is on the same side as my thumb.*



- The student places his b-hand immediately to the left of letter **d** at the bottom of the page.

1. Teacher asks: *Is that letter a 'b' or a 'd'?*
2. Student answers: **'D'**.
3. Teacher asks: *How do you know?*
4. Student answers something similar to: *Because the line on the letter is not on the same side as my thumb.*



ALTERNATIVE B-HAND

Some teachers elect to make a b-hand by making fist and extending the index finger (instead of a thumb). In this case, **Step 2** would read:

- First, show how to make a fist and place it next to the letter **b** at the top of the page.



- Next, show how to extend the index finger so that it points the same direction as the line on the **b**.



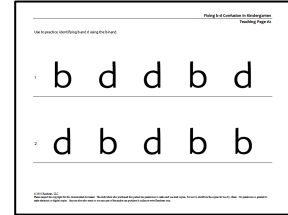
II. B. ADDITIONAL TEACHING THE B-HAND – KINDERGARTEN

ADDITIONAL PRACTICE USING THE B-HAND TO TELL THE DIFFERENCE BETWEEN 'B' AND 'D'

A kindergarten student needs extra practice to understand why the b-hand looks like a **b**, not a **d**, and to practice naming **b**'s and **d**'s with mixed letters.

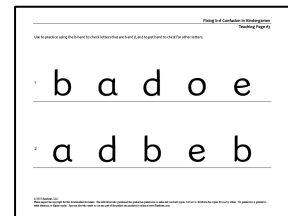
Practicing 'b' and 'd'

5. Use a copy of the Teaching Page #2, page 23.
6. Teacher models using the b-hand to check if the letter is 'b' or 'd'.
 - (1) Place your b-hand immediately to the left of each letter, (2) verbally compare the b-hand to the letter by talking about which side of the line the circle is on, (3) then name the letter.
 - Repeat modeling with all the letters in the row 1.
7. Student practices naming 'b' and 'd' while checking with the b-hand.
 - Starting with row 1, the student places his b-hand immediately to the left of the letter, compares the b-hand to the letter, then names the letter. Student continues until he finishes naming all letters in row 1. (Self-corrections count as errors.)
 - If the student misses one of the first 2 letters, stop him and remind him how to use his b-hand.
 - If the student self-corrects, stop him and remind him to compare the letter and his b-hand *before* he names the letter.
 - If the student names the first two letters correctly, let him continue with the next three letters even if he misses one of them.
 - After the student finishes row 1, tell him how many he got right.
 - If the student missed any letters, have the student go back to each letter he missed, have him compare it to his b-hand, and have him verbalize how the letter looks like the b-hand or not *before* naming it.
 - If the student names all letters correctly, have him name the letters in the row 2.
 - The student continues to practice with this page until he has named all the letters in both rows, consecutively, correctly, and with no self-corrections.



Practicing with Additional Letters

8. Use a copy of the Teaching Page #3, page 24.
9. Teacher models naming 'b' and 'd' with other letters in the practice.
 - Explain that you only use your b-hand for the letter **b** and **d**.
 - Explain that you hold your hand to your chest unless the letter is a **b** or **d**. Show holding your hand to your chest.
 - Model with row 1.
 - When naming letters **b** or **d**, place your b-hand to the left of the letter *before* you say the name of the letter. After you say the name of the letter, lift your b-hand to your chest and hold it there.
 - For any letter other than **b** or **d**, keep your hand to your chest as you name the letter.
 - Repeat modeling with all the letters in row 1.
10. Student practices naming 'b' and 'd' with other letters in the practice.
 - The student continues the practice until he has named all 10 letters, consecutively, in both lines correctly, with no self-corrections.
 - If the student misses letters, use the correction strategies in step 7 above.



III. USING THE B-HAND IN STEP 1 PRACTICE – ALL GRADES

HOW THE STUDENT USES HIS B-HAND

Each time the student comes to a **b** or **d**, he places his b-hand to the left of the letter. The student compares his b-hand with the letter **before he names the letter**, and he takes his hand away from the practice page after he names the letter. (The student does not have his b-hand on the practice page when he names letters other than **b** or **d**.)



DELIBERATE USE OF THE B-HAND

Before naming letters **b** and **d**, the student must deliberately and clearly place his b-hand by the letters and look at his b-hand to compare it with the letter. This ensures the student checks the letter against the b-hand *before* naming it.

TAKE THE HAND AWAY FOR OTHER LETTERS

The student takes his hand away from the page for all letters that are not confusing. Have the student hold his hand to his chest when he is not naming a confusing letter.

WHAT TO DO IF THE STUDENT DOES NOT USE HIS B-HAND

In Step 1, it is critical the student practice using the anchor. If the student (1) does not use his b-hand or (2) does not clearly check his b-hand against the letter, *immediately* tell the student that he did not use his b-hand or check the b-hand and have him start the line over. Do this even if the student names the letter correctly. The line that the student starts again counts as correct if he checks his b-hand and names all letters correctly.

Note for Steps 2 & 3: Some students use the b-hand below the table, which is acceptable.

Directions for additional practice needed by kindergarten students is on the following page.

IV. POSITIVE ERROR CORRECTION – ALL GRADES

Use the following procedure to guide the student when correcting mistakes.

1. Tell the student how many he got right by saying with a positive voice: number correct.
2. Point to any letter or word that was missed and say:
 - If the letter is a **b** or **d**: Check this letter with your b-hand.
 - If the letter is not a **b** or **d**: Check this letter.
 - After all mistakes are corrected, have the student move on to name the letters or read the words in a different line.

V. GUIDE TO MATERIALS FOR PRACTICE – ALL GRADES

The teacher and student each use a copy of the same practice page.

The student uses a copy of the practice page to name letters or read words. Some teachers laminate a copy of the practice pages for students to use or put them in sheet protectors.

The teacher uses a copy of the same practice page (1) to mark errors as the student names letters or reads words and (2) to record the number correct at the end of each line. Some teachers keep the page they use to track errors as part of the student’s record. Other teachers laminate this page or put it in a sheet protector, use a marker they can erase, and use it for all students.

Several versions of the daily practice pages are provided in case teachers want to vary the pages used. However, most students can use one practice page multiple times without memorizing it.

DAILY PRACTICE PAGES — GRADES 1 AND HIGHER

Five versions of the Letter Naming and Word Reading practice pages are provided.

Letter Naming Practice Page for Steps 1 and 2 (pages 10–14)

Fixing b-d Confusion

Letter Naming Practice #1

1	a	d	s	b	c	b	f	d	r	b
2	x	b	d	a	d	o	b	c	d	j
3	d	y	b	q	b	o	d	g	w	b
4	r	b	d	i	l	b	s	d	h	d

Word Reading Practice Page for Step 3 (pages 15–19)

Fixing b-d Confusion

Word Reading Practice #1

1	did	bun	cob	bin	dug	rid	dog	rod	rib	cod
2	dun	dill	bud	bog	rob	dud	stud	bug	did	cab
3	stub	cad	big	bill	cub	tad	lab	grab	din	tab
4	lad	cud	grad	big	stud	bud	bin	dog	cab	bug

TRACKING CHARTS – GRADES 1 AND HIGHER

This packet has two tracking charts that the teacher uses daily to record each student's performance.

Student Tracking Chart for one-on-one practice (page 20)

Fixing b-d Confusion

Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name: _____

Step 1 Letter Names with b-hand				Step 2 Letter Names (no b-hand)				Step 3 Words			
Date Goal 1 Met:				Date Goal 2 Met:				Date Goal 3 Met:			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			

Small Group Tracking Chart for practice with a small group (page 21)

Fixing b-d Confusion

Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student #1				Student #2				Student #3			
Name:				Name:				Name:			
Goal 1 - Date Met:				Goal 1 - Date Met:				Goal 1 - Date Met:			
Goal 2 - Date Met:				Goal 2 - Date Met:				Goal 2 - Date Met:			
Goal 3 - Date Met:				Goal 3 - Date Met:				Goal 3 - Date Met:			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			

DAILY PRACTICE PAGES – KINDERGARTEN

Three versions of the Letter Naming practice pages are provided.

Letter Naming Practice Page – K
for Steps 1 and 2 (pages 25–27)

Fixing b-d Confusion in Kindergarten
Letter Naming Practice #1

Use one of these 3 practice pages for daily practice.

1 b a d o e b d u d i

2 a d b e b o u d i b

3 e u b d o d i b a b

4 c b e d i b a d u d

TRACKING CHARTS – KINDERGARTEN

This packet has two tracking charts that the teacher uses daily to record each student's performance.

Student Tracking Chart – K
for one-on-one practice (page 28)

Fixing b-d Confusion in Kindergarten

Kindergarten Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name: _____

Step 1 Letter Names with b/hand				Step 2 Letter Names (no b/hand)			
Date Goal Met: _____				Date Goal Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			
12				12			
13				13			
14				14			
15				15			
16				16			

Small Group Tracking Chart – K
for practice with a small group (page 29)

Fixing b-d Confusion in Kindergarten

Kindergarten Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student #1				Student #2				Student #3			
Name: _____				Name: _____				Name: _____			
Goal 1 - Date Met: _____				Goal 1 - Date Met: _____				Goal 1 - Date Met: _____			
Goal 2 - Date Met: _____				Goal 2 - Date Met: _____				Goal 2 - Date Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			
15				15				15			
16				16				16			

VI. DIRECTIONS FOR B-D PRACTICE – ALL GRADES

1. Practice every day.
2. The student names letters or reads words on a practice page until he has read **three** lines correctly, with no self-corrections.
 - Lines read accurately do not have to be consecutive. (For example, when mistakes or self-corrections are made in 2 lines, the student completes 5 lines total: 3 correct, 2 with errors.)
3. The teacher uses his own practice page to track and mark errors as the student reads, and records the number correct at the end of the line.
 - Self-corrections are counted as errors.
4. When the student finishes each line, the teacher tells the student how many letters or words were read correctly. (Each line has 10 letters or words.)
 - If the student makes an error, including a self-correction, the teacher uses Positive Error Correction (see Section IV, page 4).
5. The student continues with new lines until he has named letters or words correctly, without self-corrections, in 3 lines total.
6. If the student does not read 3 lines correctly by the end of line 10, stop for the day.
7. The teacher records the student's performance each day on the Student Tracking Chart.

WHEN TO MOVE TO THE NEXT STEP

The student completes a step only when he names letters or reads words in the **first 3 lines he attempts** without errors or self-corrections **3 days in a row**.

When the student finishes Step 3 (Reading Words – for Grade 1 and higher only) and can read **words in the first 3 lines he attempts** without errors or self-corrections **3 days in a row**, he has finished practicing. At this point, the student should rarely or never confuse **b** and **d** when he reads.

VII. DIRECTIONS FOR SMALL GROUP PRACTICE – ALL GRADES

Although one-on-one practice is the most effective way to fix b-d confusion, sometimes it is necessary to practice with a small group.

Maximum Group Size – 3 students

Moving to the Next Step – Completion of the steps for each student is the same as described in Section VI (page 7).

Student Practice – Each student names letters or reads words in only three lines daily, regardless of whether he reads the lines accurately or not.

Practice Pages

- All students in the group use a copy of the same practice page.
- Each student needs a copy of the practice page to use for tracking along with the reader and marking errors. (See Group Management below.)
- The teacher can place one practice page in a sheet protector, or laminate it, to hand to the student who is naming letters or reading words.

Tracking Chart – Use the Small Group Tracking Chart.

GROUP MANAGEMENT

- When one student names letters or reads words, the other students are Checkers.
- Checkers track and mark errors for the reader.
 - Checkers use their pencils to track the letters the student is naming. (The teacher must be vigilant about making this happen so they stay engaged.)
 - Checkers mark an X above any letter or word the student misreads.
- The teacher tracks and marks errors on a copy of the practice page.
- After a student finishes each line, teacher says: **Checkers?**
 - Checkers give a ‘thumbs up’ if the student correctly named the letters or words.
 - Checkers put up a ‘helping hand’ if the student missed any letters or words.
 - If the teacher disagrees with Checkers, teacher says: ***I heard them as all correct*** or ***I heard number correct.***
- Use Positive Error Correction (see Section IV, page 4) with students who make errors.



Teaching b-Hand – Grades 1 and Higher

b

b

d

Letter Naming Practice #1

1 a d s b c b f d r b

2 x b d a d o b c d j

3 d y b q b o d g w b

4 r b d i l b s d h d

5 d u e b k b t b d a

6 r o b d c d a d b s

7 u d i d b g b f b s

8 d c b d w b q d x y

9 b j d o b e b r d h

10 l b k d t b o d c d

Letter Naming Practice #2

1 b j d c b e b r d w

2 l b k d t b a d s d

3 u d s d b g b f b o

4 d h b d i b q d x y

5 r d b o c d a b b c

6 d s a d c b f d r b

7 d x b q b o d g w b

8 l b d i d b s h t d

9 d u e b j b r b o d

10 k b d a d y b c d o

Letter Naming Practice #3

1 x b k d a b a d s d

2 b j d c b e b r d w

3 d h b d i b q d u y

4 f d s d b g b o b o

5 t d b r c d l d b s

6 d x g q b o d b w b

7 t b d y d c b h k d

8 i d e b u b r b d o

9 d f b a b c j d r b

10 l b d a d b s o d c

Letter Naming Practice #4

1 s c b d a a b d k d

2 d j e q b w b r d b

3 u h b d i g d d b y

4 b d t d b o f b s o

5 b c d r d l x d b s

6 r f b a d j d b o b

7 k b c y d b t r d d

8 l x d q b h d b g b

9 d b b a d s w o d c

10 d c b b u d i b e o

Letter Naming Practice #5

1 b f s d o t d o b d

2 j b d q b e b r d w

3 g d u d i b h d b y

4 d c d b u b i b e o

5 l d b r c d x d b s

6 j f b d o b a d r b

7 a b s d a b c d k d

8 b x b q h d l d g b

9 b k b y d c d r d t

10 s b d a d b w c b o

Word Reading Practice #1

1 bog dill bib bug bud dad tab did dud cad

2 lad din bug cub rib dad did tab bog bad

3 cab bad bib rod big lab cub din dot dig

4 cad dog cab bid dug cob lab dud rod big

5 bug lad bug dog rob bin bud cud bib dot

6 bin dog cod tad cob bid dug rib rid bill

7 tad rob rib rod rid cab din big cud dug

8 dad bad dig bin lad cub cob big dug bug

9 dill cad tab lab dud did cod bid bill bog

10 did dig bud bill rob rid cud cod tad dill

Word Reading Practice #2

1 big dog dug cod rib tad rid cob bill bin

2 dad dill tab bib did bug dud bud cad bog

3 lab bad cub bib din rod dot big dig cab

4 bin lad dad bug bib dog bud rob cud bug

5 did cad cod tab bid lab bill dud bog dill

6 cab rob din rib big rod cud rid dug lad

7 cub bad cob dig dot bin dug lad bug tad

8 dad bid bad bug tab cub bog rib did din

9 cob dog lab cab dud bib rod dug big cad

10 rid dig cud bud cod bill tad rob dill did

Word Reading Practice #3

1 bug cob bill bin rid dug dog rib tad cod

2 bad big dig cab dot cub lab din rod bid

3 dill bud cad bog dud tab dad did bug cub

4 lad rob cud dug bud bin bib dog bug cab

5 rib bid dug bib cud din big rod tad rid

6 tab dud bog cad bill cod dug did lab dill

7 cub lad dad bad dig cob rob dot bin lad

8 rod dug big dog cab lab cob dud bib cad

9 bog rib did din bug bad bid tab dug dad

10 tad rob dill dig bud cud rid cod bill big

Word Reading Practice #4

1 bug cad dill bud dot bib tab bug did dud

2 cab bill bin cob dog dug tad cod rib rid

3 bib dig bad big lab cub rod dad din bog

4 cud rob lad dug did cad lab dill rod bill

5 rid din dug rib bin dot dog bug bib bud

6 lad cob dig cub dot bad dug tad big cud

7 dud cod bog tab bib cab rob did lad bin

8 rob cud dill dig bud rid tad cod bill cub

9 dug lab big dog cab cob rob cad dud bib

10 rib bad did din bug dad bog rid tab big

Word Reading Practice #5

1 big cob bill dot dug rid dog tad rib cod

2 cad bud dill bog tab dud dad bug did bib

3 dig big bad cab cub bib lab rod din bid

4 cud rob lad dug bug dad bin dog dot bid

5 bid dug rid rib rob dot dig cob rod dad

6 bog dud tab cad dill bill cod lab bud did

7 cab lad cub bad din cud bug bib dud cad

8 did rib bog din tad bad bug dad cub tab

9 dill rob tad dig cud bud rid bill cod lad

10 big dug rod dog lab cab cob bin bug did

Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name: _____

Step 1 Letter Names with b-hand			
Date Goal 1 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Step 2 Letter Names (no b-hand)			
Date Goal 2 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
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19			
20			
21			
22			
23			
24			
25			
26			
27			

Step 3 Words			
Date Goal 3 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student #1					Student #2					Student #3				
Name: _____					Name: _____					Name: _____				
Goal 1 - Date Met: _____					Goal 1 - Date Met: _____					Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____					Goal 2 - Date Met: _____					Goal 2 - Date Met: _____				
Goal 3 - Date Met: _____					Goal 3 - Date Met: _____					Goal 3 - Date Met: _____				
Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct	
1					1					1				
2					2					2				
3					3					3				
4					4					4				
5					5					5				
6					6					6				
7					7					7				
8					8					8				
9					9					9				
10					10					10				
11					11					11				
12					12					12				
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14					14					14				
15					15					15				
16					16					16				
17					17					17				
18					18					18				
19					19					19				
20					20					20				
21					21					21				
22					22					22				
23					23					23				
24					24					24				
25					25					25				
26					26					26				
27					27					27				

Teaching b-Hand – Kindergarten

b

b

d

Use to practice identifying b and d using the b-hand.

1

b d d b d

2

d b d b b

Use to practice using the b-hand to check letters that are b and d, and to put hand to chest for other letters.

1

b a d o e

2

a d b e b

Use one of these 3 practice pages for daily practice.

1 b a d o e b d u d i

2 a d b e b o u d i b

3 e u b d o d i b a b

4 o b e d i b a d u d

Use one of these 3 practice pages for daily practice.

1 d o b b u d e i b a

2 i b e d o d a b u d

3 e o d a b u d b a b

4 b a u d e b i d o d

Use one of these 3 practice pages for daily practice.

1 b e d u b d a e b i

2 i d a b e b o d u b

3 u o b i d e b a b d

4 d i o b e d u b a d

Kindergarten Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name: _____

Step 1 Letter Names with b-hand			
Date Goal 1 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Step 2 Letter Names (no b-hand)			
Date Goal 1 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
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21			
22			
23			
24			
25			
26			
27			

Kindergarten Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student #1					Student #2					Student #3				
Name: _____					Name: _____					Name: _____				
Goal 1 - Date Met: _____					Goal 1 - Date Met: _____					Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____					Goal 2 - Date Met: _____					Goal 2 - Date Met: _____				
Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct	
1					1					1				
2					2					2				
3					3					3				
4					4					4				
5					5					5				
6					6					6				
7					7					7				
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26					26					26				
27					27					27				

Readsters®

Practice Packets:

Practice Packet #1: **Fixing b-d Confusion**

Practice Packet #2: **Fixing Common Letter Name Confusions**

Practice Packet #3: **Fixing Common High Frequency Word Confusions**

Practice Packet #4: **Fixing Silent-e Confusion**

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Practice Packet #2

Fixing

Common Letter

Name Confusions

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Contents

I. Overview	1
II. Directions for Teaching Anchors	2
III. Using the Anchor in Step 1	5
IV. Positive Error Correction	5
V. Materials for Practice	6
VI. Directions for Individual Practice	7
VII. Directions for Small Group Practice	8
Pages for Teaching the Anchors	9

Practice Pages

Note: To fix b-d confusion, use Readers’ Practice Packet #1, Fixing b-d Confusion, which is available at www.readsters.com. It is not included in this packet because the procedure differs, involving three steps instead of two.

b-p Letter Naming Practice	21
f-t Letter Naming Practice.....	26
g-j Letter Naming Practice	31
h-n Letter Naming Practice	36
i-j Letter Naming Practice.....	41
m-n Letter Naming Practice	46
m-w Letter Naming Practice	51
n-u Letter Naming Practice	56
p-q Without a Hook Letter Naming Practice	61
p-q With a Hook Letter Naming Practice	66
v-w Letter Naming Practice	71
w-y Letter Naming Practice	76

Tracking Charts

Student Tracking Chart	81
Small Group Tracking Chart	82

I. OVERVIEW

Students who confuse letters need focused, frequent, and consistent practice to eliminate the confusion. The focused practice in this packet is a two-step, multi-sensory process.

If students confuse more than two letters, work on fixing only one pair at a time. After one pair of confusions is fixed, move to the next pair, in any order you choose. For example if the student confuses **m-n**, **n-u**, and **v-w**, you might work on **m-n** first. After that, if the student still confuses **n-u**, fix that before resolving **v-w** confusion.

There is no assessment to determine which letters students confuse. The practice in this packet can be used when teachers notice that students are confusing specific letters.

Important note about b-d confusions: This packet does not address **b** and **d** confusions because the procedure is somewhat different, involving three steps instead of two steps. To fix b-d letter confusion, use Readsters' Practice Packet #1, Fixing b-d Confusion, available at www.readsters.com.

Goals, Daily Practice, and Mastery

The goals for each step are: Step 1: Accurately name letters while using an anchor.
 Step 2: Accurately name letters without an anchor.

During daily practice, the student names letters until he names all the letters in three lines correctly, with no errors or self-corrections. The student does not have to name letters correctly in consecutive lines. He keeps practicing until he has named letters correctly in three lines.

Naming letters correctly, without errors or self-corrections, in three lines consecutively is required to master the goal for each step. The student completes a step by naming letters in the **first 3 lines attempted 3 days in a row**. After mastering the goal for Step 1 using the anchor, the student moves to Step 2 and names letters without using the anchor. When the goal for Step 2 is mastered, the student is finished practicing and should rarely or never confuse the letters again.

100% Accuracy

To eliminate the confusion between the letters, students need to practice until they consistently achieve 100% accuracy. Self-corrections are always counted as errors because students need to be correct **the first time** and **every time** they read a word with the confusing letters.

Daily One-on-One Practice

The most effective way to fix letter confusion is for the teacher to work every day with one student at a time. Practicing one-on-one with a student generally takes 3–5 minutes daily. Practice three days a week is the minimum recommended. Practicing less often may not result in any improvement.

Sometimes it may be necessary, though not ideal, to practice in a small group. Directions for practicing with small groups are on page 8.

Anchors

Students use a multi-sensory anchor to know with confidence how to differentiate between two confusing letters. Students learn an anchor for only one of the two letters, because the letter either matches or differs from the anchor. For example, when a student confuses the letters **m** and **n**, the student learns to use an anchor for the letter **m**. The anchor is to touch by the top of the letter with two fingers while saying: **'m' has two humps, 'm'**. In Step 1, when the student sees an **m** or **n**, the student uses two fingers to touch by the top of the letter and compares the letter to the anchor. If the letter is an **m**, the student says: **'m' has two humps, 'm'**. If the letter is an **n**, the student just names the letter **n**.



II. DIRECTIONS FOR TEACHING ANCHORS

The anchors below help students distinguish between two confusing letters. Each anchor consists of a hand gesture and a phrase. Students use the hand gesture next to both the confusing letters. Students say the phrase only with the letter it describes. They take their hand away from all other letters.

b-p Make the left hand into a fist with the thumb pointing down and place it next to **p** and **b**. If the letter is **p**, say: **'p' points down, p**. If the letter is **b**, just say the letter name **b**.



f-t Curl the left index finger, place it next to the letters **f** and **t**. If the letter is **f**, say: **'f' has a curve, 'f'**. If the letter is **t**, just say the letter name **t**.



g-j Point next to the top of **g** and **j**. If the letter is **j**, say: **'j' has a dot, 'j'**. If the letter is **g**, just say the letter name **g**.



h-n Extend the left finger pointing up, place it next to the letters **h** and **n**. If the letter is **h**, say: **'h' points up, 'h'**. If the letter is **n**, just say the letter name **n**.



i-j Point next to the bottom of the letters **i** and **j**. If the letter is **j**, say: **'j' has a hook, 'j'**. If the letter is **i**, just say the letter name **i**.



m-n Point with two fingers next to the letters **m** and **n**. If the letter is **m**, say: **'m' has two humps, 'm'**. If the letter is **n**, just say the letter name **n**.



m-w Point with two fingers next to the letters **m** and **w**. If the letter is **m**, say: **'m' has two humps on top, 'm'**. If the letter is **w**, just say the letter name **w**.



n-u Point with one finger next to the letters **n** and **u**. If the letter is **u**, say: **'u' is open at the top, 'u'**. If the letter is **n**, just say the letter name **n**.



v-w Make a **v** with the index and middle fingers on the left hand and place it next to the letters **v** and **w**. If the letter is **v**, say: **'v' has one point, 'v'**. If the letter is **w**, just say the letter name **w**.



w-y Use the right index finger to trace an angled line from top to bottom next to the letters **w** and **y**. If the letter is **y**, say: **'y' points down, 'y'**. If the letter is **w**, just say the letter name **w**.



Special Anchors for p-q Letter Confusion

Students most often confuse **p** with **q** when the **q** does not have a hook or tail. Students may also confuse **p** with **q** when the **q** does have a hook. Below are anchors to fix both confusions. This packet includes practice pages to fix both confusions.

p-q
without
a hook

Make the left hand into a fist with the thumb pointing down and place it next to **p** and **q**. If the letter is **p**, say: '**p**' *matches my hand, 'p'*. If the letter is **q**, just say the letter name **q**.



p-q
with
a hook

Point to the bottom of the letters **p** and **q**. If the letter is a **q**, say: '**q** has a hook, 'q''. If the letter is a **p**, just say the letter name **p**.



Teaching How to Use an Anchor

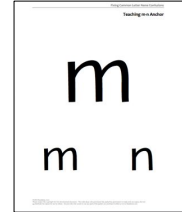
Students use an anchor for one of the two letters in each pair of easily confused letters. Anchors are described on pages 2 and 3.

The student will use the hand gesture touching near both letters that are confusing. The student says the anchor phrase only before naming the letter that the phrase describes. If the letter is not described by the anchor, the student just names the letter.

Before starting practice, teach the student how to use the anchor.

The steps below can be applied to all anchors. The sample script is for confusion with the letters **m** and **n**.

1. **Make copy of the appropriate confusing letters page to teach the anchor.**
(These are on pages 9–22.)



2. **Teach the anchor gesture and phrase for the letter that the anchor describes.**

1. Teacher says: *I'll show you how to use an anchor to get the letter names right for the letters 'm' and 'n'.*
2. Teacher uses two fingers to touch the large **m** at the top of each hump.
3. Teacher says: *First you need to know that 'm' has two humps.*
4. Teacher says: *Whenever you see 'm', you will say "m has two humps".*
5. Teacher says: *Say, "m has two humps".*
6. Student says: *'m' has two humps.*
7. Teacher says: *Now I'll show you how to use the anchor to be sure of the letter name.*



3. **Show the student how to use the anchor to tell the difference between the confusing letters.**

1. Teacher says: *The anchor is to put two fingers by the letter every time you see an 'm' or an 'n' and notice whether it has one hump or two.*
2. Teacher puts two fingers next to the **m** at the bottom of the page.
3. Teacher says: *If the letter is an 'm', you will say, "m has two humps, m".*
4. Teacher says: *If the letter is an 'n', you will just say the letter name 'n'.*
5. Teacher says: *So for this letter, I would touch with two fingers by the letter and say, "m has two humps, m".*



1. Teacher says: *Now, you put two fingers next to this letter and tell me what you say.*



2. Student puts two fingers next to the **m**.
3. Student says: *'m' has two humps, 'm'.*
4. Teacher says: *Now put two fingers next to the other letter.*
5. Student puts two fingers next to the **n** at the bottom of the page.
6. Teacher says: *Is that letter an 'n' or an 'm'?*



7. Student says: *'n'*
8. Teacher says: *How do you know?*
9. Student answers something similar to: *Because 'n' only has one hump.*
10. Teacher says: *Just say the name of that letter.*
11. Student says: *'n'.*

III. USING THE ANCHOR IN STEP 1

How the Student Uses the Anchor

Each time the student comes to one of the confusing letters, he makes the hand gesture next to the letter. The student compares the letter with the anchor **before he names the letter**. The student says the anchor phrase and names the letter if the letter matches the description. Otherwise, he just names the letter.



Deliberate Use of the Anchor

Before naming the target letters, the student must deliberately and clearly use the anchor and compare it with the target letter. This ensures the student checks the target letter against the anchor before naming it.

Take the Hand Away for Other Letters

The student takes his hand away from the page for all letters that are not confusing. Some teachers have their students hold their hand to their chest when they are not naming a confusing letter.

What To Do if the Student Does Not Use the Anchor

In Step 1, it is critical the student uses the anchor during practice. If the student (1) does not use the anchor or (2) does not clearly check the anchor against the letter, *immediately* tell the student that he did not use the anchor or check the anchor and have him start the line over. Do this even if the student names the letter correctly. The line that the student starts again counts as correct if he checks his anchor for each target letter and names all letters correctly.

Note for Step 2: Some students use the anchor below the table, which is acceptable.

IV. POSITIVE ERROR CORRECTION

Use the following procedure to guide the student when correcting mistakes.

1. Tell the student how many he got right by saying with a positive voice: number correct. (Each line has 10 letters.)
2. Point to any letter that was missed:
 - If the letter is a target letter, say: **Check this letter with your anchor.**
 - If the letter is not a target letter, say: **Check this letter.**
 - After all mistakes are corrected, have the student move on to name letters in a different line.

V. MATERIALS FOR PRACTICE

Practice Pages

The teacher and student each use a copy of the same practice page:

Letter Naming Practice
pages for both steps (pages 21–76).

Fixing Common Letter Name Confusions

m-n Letter Naming Practice #1

1	a n i m v m l n f m
2	g m n x n z m y n e
3	n k m s m c n o d m
4	x m n b p m v n r n
5	n q j m n m b m t a
6	x z m n y n x n m v
7	a n b n m o m l m i

The student uses a copy of the practice page to name letters. Some teachers laminate a copy of the practice pages for students to use.

The teacher uses a copy of the same practice page (1) to mark errors as the student names letters, and (2) to record the number correct at the end of each line.

Five versions of the Letter Naming practice pages are provided in case teachers want to vary the pages used. However, students can use one practice page multiple times without memorizing it.

Tracking Charts

This packet has two tracking charts for the teacher to use to record each student's performance.

Student Tracking Chart
to use for one-on-one practice (page 81).

Fixing Common Letter Name Confusions

Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and calculate!

Student Name: _____ Target Letters: _____

Step 1 Letter Names with Anchor				Step 2 Letter Names without Anchor			
Date Goal is Met:				Date Goal is Met:			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			
12				12			
13				13			
14				14			

Small Group Tracking Chart
to use with a small group (page 82).

Fixing Common Letter Name Confusions

Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and calculate!

Student #1				Student #2				Student #3			
Name: _____				Name: _____				Name: _____			
Target Letters: _____				Target Letters: _____				Target Letters: _____			
Goal 1 - Date Met: _____				Goal 1 - Date Met: _____				Goal 1 - Date Met: _____			
Goal 2 - Date Met: _____				Goal 2 - Date Met: _____				Goal 2 - Date Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct	Date	Practice Page #	# Rows Attempted	# Rows Correct
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			

VI. DIRECTIONS FOR INDIVIDUAL PRACTICE

General Directions

1. **Practice every day.**
 - The student uses the anchor when practicing during Step 1. (See Section III, page 5 for directions for using the anchor.)
 - The student does not use the anchor when practicing during Step 2.
2. **The student names letters on a practice page until he has read three lines correctly, with no self-corrections.**
 - Lines read accurately do not have to be consecutive. (For example, when mistakes or self-corrections are made in 2 lines, the student completes 5 lines total: 3 correct, 2 with errors.)
3. **The teacher uses his own practice page to track and mark errors as the student reads, and the teacher records the number of letters named correctly at the end of the line.**
 - Self-corrections are counted as errors.
4. **When the student finishes each line, the teacher tells the student how many letters were read correctly.** (Each line has 10 letters.)
 - If the student makes an error, including a self-correction, the teacher uses Positive Error Correction (see Section IV, page 5).
5. **The student continues naming letters in new lines until he has named all letters correctly, without self-corrections, in 3 lines total.**
6. **If the student does not name letters in 3 lines correctly by the end of line 10, stop for the day.**
7. **The teacher records the student's performance each day on the Student Tracking Chart.**

When To Move to Step 2

Before a student moves to Step 2, he must name letters correctly, without errors or self-corrections, in the **first 3 lines he attempts for 3 days in a row**. During Step 2, he will name letters without using the anchor.

When To Stop Practicing

The student stops practicing when he finishes Step 2 by naming letters correctly, without errors or self-corrections, in the **first 3 lines he attempts for 3 days in a row**. At this point, the student should rarely or never confuse the target letters when he reads.

VII. DIRECTIONS FOR SMALL GROUP PRACTICE

Although one-on-one practice is the most effective way to eliminate letter confusion, sometimes it is necessary to practice with a small group.

Groups of students with the same letter name confusions are most efficient. However, it is possible to have students in the same group practice different letter confusions.

Maximum Group Size – 3 students

Moving to Step 2 and Stopping Practice – Completion of the two steps for each student is the same as described in Section VI (page 7).

Student Practice – Each student names letters in only three lines daily, regardless of whether he reads the lines accurately or not.

Practice Pages

1. All students in the group have the same confusions

- The teacher makes copies of the same practice page for all students in the group.
- The teacher gives each student a copy of the practice page to use for tracking and marking as each student names letters. (See Group Management below.)
- Having pencils in two different colors allows the students to use a different color pencil when tracking each student.

2. Students in the group have different confusions

- The teacher makes copies of each student’s practice page for every student in the group.
- When it is each student’s turn to read, the teacher passes out the appropriate page to each member in the group so that they can track and mark. The students will use this practice page for tracking and marking errors as each student names letters. (See Group Management below.)

Tracking Chart – Use the Small Group Tracking Chart.

Group Management

- When one student names letters, the other students are Checkers.
- Checkers track and mark errors for the student naming letters.
 - Checkers use their pencils to track the letters the student is naming. (The teacher must be vigilant about making this happen.)
 - Checkers mark an X below any letter the student misreads.
- The teacher tracks and marks errors on a copy of the practice page.
- After a student finishes each line, teacher says: **Checkers?**
 - Checkers give a ‘thumbs up’ if the student correctly named all letters.
 - Checkers put up a ‘helping hand’ if the student missed any letters.
 - If the teacher disagrees with Checkers, teacher says: **I heard them as all correct** or **I heard number correct.**
- Teachers uses Positive Error Correction (see Section IV, page 5) with students who make errors.



Note: It is not important that the Checkers catch all the errors. The important thing is that they are engaged.

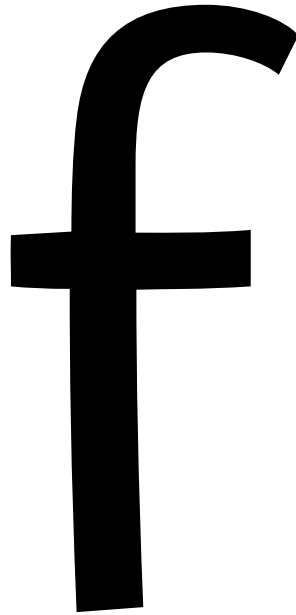
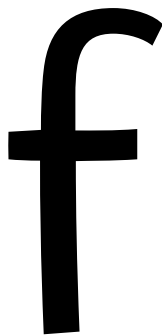
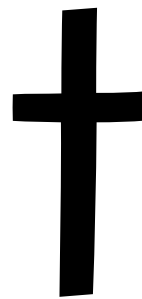
Teaching b-p Anchor

P

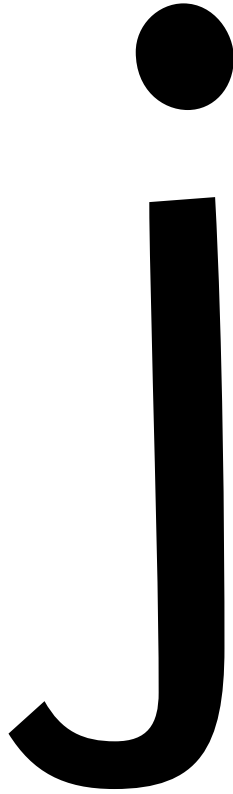
p

b

Teaching f-t Anchor

A large, bold, black lowercase letter 'f' is centered on the page. It has a curved top that hooks to the right, a horizontal crossbar, and a vertical stem that tapers slightly at the bottom.A smaller, bold, black lowercase letter 'f' is positioned to the left of the letter 't'. It has the same shape as the larger 'f' above it.A smaller, bold, black lowercase letter 't' is positioned to the right of the letter 'f'. It has a vertical stem and a horizontal crossbar.

Teaching g-j Anchor

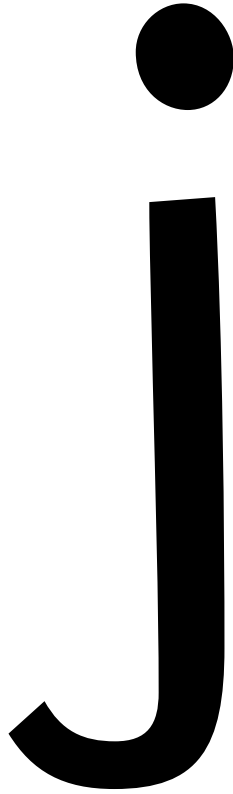
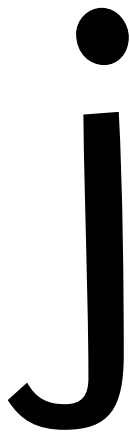
A large, bold, black lowercase letter 'j' is centered on the page. It features a solid black dot above the main stem of the letter.Two smaller, bold, black lowercase letters are positioned below the large 'j'. On the left is a lowercase 'j' with a dot above it. On the right is a lowercase 'g' with a circular loop at the top and a tail that curves to the left.

Teaching h-n Anchor

h

h n

Teaching i-j Anchor

A large, bold, black lowercase letter 'j' is centered on the page. It features a solid black dot above the main vertical stroke, which curves at the bottom.A smaller, bold, black lowercase letter 'j' is positioned in the lower-left area of the page. It has a solid black dot above the vertical stroke, which curves at the bottom.A smaller, bold, black lowercase letter 'i' is positioned in the lower-right area of the page. It has a solid black dot above the vertical stroke, which is straight.

Teaching m-n Anchor

m

m n

Teaching m-w Anchor

m m

m

w

Teaching n-u Anchor

u

u

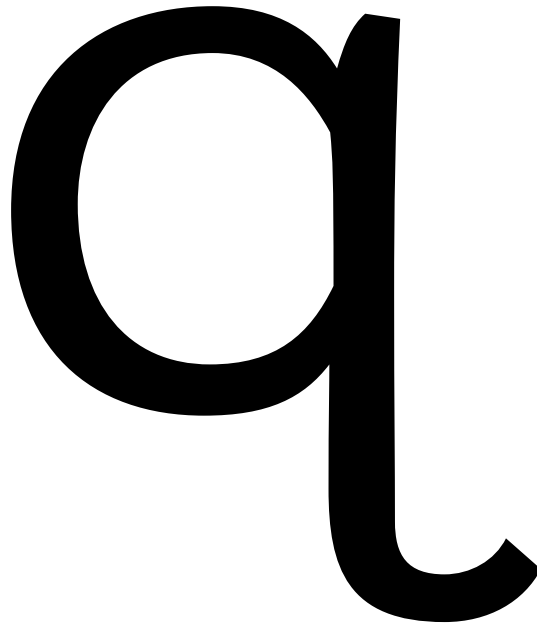
n

Teaching p-q without a hook Anchor

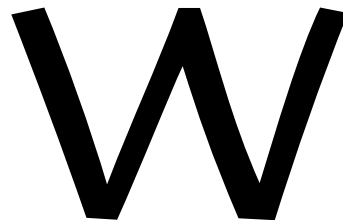
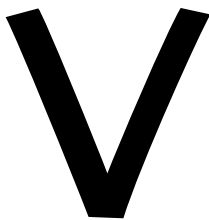
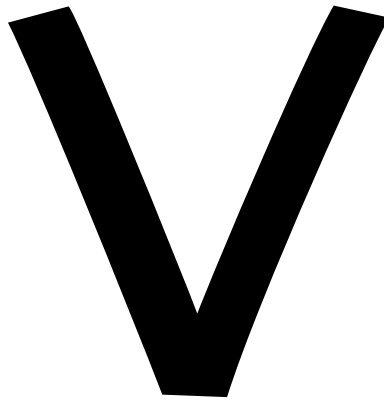
p

p q

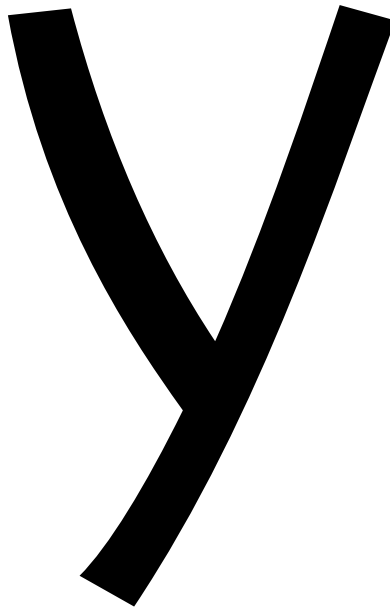
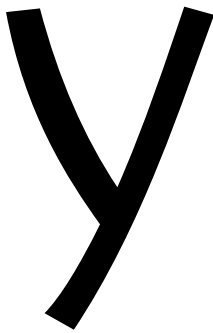
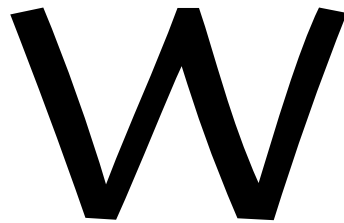
Teaching p-q with a hook Anchor

A large, bold, black lowercase letter 'q' with a hook. The letter is centered on the page. It has a circular bowl and a vertical stem that ends in a small hook pointing to the right.Two lowercase letters, 'q' and 'p', are shown side-by-side. Both are in a bold, black, sans-serif font. The 'q' is on the left and has a hook, while the 'p' is on the right and has a bowl.

Teaching v-w Anchor



Teaching w-y Anchor

A large, bold, black uppercase letter 'Y' is centered on the page. It has a thick, consistent stroke width and a simple, clean design.A small, bold, black lowercase letter 'y' is positioned in the lower-left quadrant. It features a thick, consistent stroke width and a simple, clean design.A small, bold, black uppercase letter 'W' is positioned in the lower-right quadrant. It features a thick, consistent stroke width and a simple, clean design.

b-p Letter Naming Practice #1

1 a p i b l b l p f b

2 h b p x p z b x p e

3 p k b s b c p o w b

4 e b p k t b m p r p

5 p q h b p b u b t a

6 e z b p x p x p b m

7 q p k p b o b l b i

8 w l b p p b s p h k

9 b e p c b h b f p r

10 t b t p u b z p x p

b-p Letter Naming Practice #2

1 b e p x b h b f p w

2 p r b p k b s p h k

3 q p i p b o b l b c

4 t b t p u b a p m p

5 p i a b l b l p f b

6 e p b z l p x p b x

7 p h b s b c p o w b

8 t b p k p b m r u p

9 b q h b p e p b z e

10 t b p x p k b x p z

b-p Letter Naming Practice #3

1 h b t p x b a p m p

2 b e p x b h b f p w

3 p r b p k b s p q k

4 l p i p b o b z b c

5 u p b e l p t p b i

6 p h o s b c p b w b

7 u b p k p x b r t p

8 k p h b q b e b p z

9 t b p x p b m z p x

10 p l b a l b e p f b

b-p Letter Naming Practice #4

1 m b a p x b x p t p

2 p e h s b w b f p b

3 q r b p k p o p b k

4 b c u p b l b z i p

5 b p t e l p h p b i

6 t h p s b r p b o b

7 p b x k p b u e t p

8 z l b p q p k b h b

9 p b x b p m w z p x

10 f p a b c e b p l b

b-p Letter Naming Practice #5

1 c p b l b u p z i b

2 o r q p k b p k b p

3 b e p s b h b f p w

4 a b m p x b x p t p

5 r h t p b p s b o b

6 t p b p l e h p b i

7 p l p b q b k b h z

8 b b t k p x u e p p

9 e p f b c b p l a b

10 m x p x p b w b p z

f-t Letter Naming Practice #1

1 a t i f s f l t w f

2 g f t x t z f y t e

3 t k f s f c t o z f

4 n f t c p f m t r t

5 t q h f t f u f o a

6 n z f t y t x t f m

7 q t c t f o f l f i

8 z s f t t f s t g k

9 f e t c f h f w t r

10 p f o t u f z t y t

f-t Letter Naming Practice #2

1 f e t y f h f w t z

2 t r f t c f s t g k

3 q t i t f o f l f c

4 p f o t u f a t m t

5 t i a f s f l t w f

6 n t f z s t x t f y

7 t g f s f c t o z f

8 p f t c t f m r u t

9 f q h f t e t f z n

10 o f t x t k f y t z

f-t Letter Naming Practice #3

1 g f o t x f a t m t

2 f e t y f h f w t z

3 t r f t c f s t q k

4 l t i t f o f z f c

5 u t f n s t p t f i

6 t g o s f c t f z f

7 u f t k t y f r o t

8 c t h f q f n f t z

9 p f t x t f m z t y

10 t l f a s f e t w f

f-t Letter Naming Practice #4

1 m f u t x f y t o t

2 t e h s f z f w t f

3 q r f t c t o t f k

4 f c u t f l f z i t

5 f t p n s t g t f i

6 p g t s f r t f o f

7 t f y k t f a n o t

8 z s f t q t c f h f

9 t f x f t m z z t y

10 w t a f c e f t l f

f-t Letter Naming Practice #5

1 c t f l f u t z i f

2 o r q t c f t k f t

3 f e t s f h f w t z

4 a f m t x f y t o t

5 r g p t f t s f o f

6 p t f t s n g t f i

7 t s t f q f c f h z

8 f f o k t y u n t t

9 e t w f c f t l a f

10 m y t x t f z f t z

g-j Letter Naming Practice #1

1 a j r g u g k j f g

2 k g j v j z g x j e

3 j s g r g c j n t g

4 m g j z o g l j q j

5 j p h g j g t g s a

6 m z g j x j v j g l

7 p j z j g n g k g r

8 t u g j j g r j k s

9 g e j c g h g f j q

10 o g s j t g z j x j

g-j Letter Naming Practice #2

1 g e j x g h g f j t

2 j q g j z g r j k s

3 p j r j g n g k g c

4 o g s j t g a j l j

5 j r a g u g k j f g

6 m j g z u j v j g x

7 j k g r g c j n t g

8 o g j z j g l q t j

9 g p h g j e j g z m

10 s g j v j s g x j z

g-j Letter Naming Practice #3

1 k g s j v g a j l j

2 g e j x g h g f j t

3 j q g j z g r j p s

4 k j r j g n g z g c

5 t j g m u j o j g r

6 j k n r g c j g t g

7 t g j s j x g q s j

8 z j h g p g m g j z

9 o g j v j g l z j x

10 j k g a u g e j f g

g-j Letter Naming Practice #4

1 l g a j v g x j s j

2 j e h r g t g f j g

3 p q g j z j n j g s

4 g c t j g k g z r j

5 g j o m u j k j g r

6 o k j r g q j g n g

7 j g x s j g t m s j

8 z u g j p j z g h g

9 j g v g j l t z j x

10 f j a g c e g j k g

g-j Letter Naming Practice #5

1 c j g k g t j z r g

2 n q p j z g j s g j

3 g e j r g h g f j t

4 a g l j v g x j s j

5 q k o j g j r g n g

6 o j g j u m k j g r

7 j u j g p g z g h z

8 g g s s j x t m j j

9 e j f g c g j k a g

10 l x j v j g t g j z

h-n Letter Naming Practice #1

1 a n i h e h k n f h

2 g h n v n z h x n e

3 n z h r h c n t i h

4 r h n k o h l n q n

5 n p s h n h t h s a

6 r z h n x n v n h l

7 p n k n h t h k h i

8 i e h n n h r n g z

9 h e n c h s h f n q

10 o h s n t h z n x n

h-n Letter Naming Practice #2

1 h e n x h s h f n i

2 n q h n k h r n g z

3 p n i n h t h k h c

4 o h s n t h a n l n

5 n i a h e h k n f h

6 r n h z e n v n h x

7 n g h r h c n t i h

8 o h n k n h l q t n

9 h p s h n e n h z r

10 s h n v n z h x n z

h-n Letter Naming Practice #3

1 g h s n v h a n l n

2 h e n x h s h f n i

3 n q h n k h r n p z

4 k n i n h t h z h c

5 t n h r e n o n h i

6 n g t r h c n h i h

7 t h n z n x h q s n

8 k n s h p h r h n z

9 o h n v n h l z n x

10 n k h a e h e n f h

h-n Letter Naming Practice #4

1 l h a n v h x n s n

2 n e s r h i h f n h

3 p q h n k n t n h z

4 h c t n h k h z i n

5 h n o r e n g n h i

6 o g n r h q n h t h

7 n h x z n h t r s n

8 z e h n p n k h s h

9 n h v h n l i z n x

10 f n a h c e h n k h

h-n Letter Naming Practice #5

1 c n h k h t n z i h

2 t q p n k h n z h n

3 h e n r h s h f n i

4 a h l n v h x n s n

5 q g o n h n r h t h

6 o n h n e r g n h i

7 n e n h p h k h s z

8 h h s z n x t r n n

9 e n f h c h n k a h

10 l x n v n h i h n z

i-j Letter Naming Practice #1

1 a j r i u i k j f i

2 w i j v j z i x j e

3 j s i r i c j e t i

4 m i j z o i o j q j

5 j p h i j i t i s a

6 m z i j x j v j i o

7 p j z j i e i k i r

8 t u i j j i r j w s

9 i e j c i h i f j q

10 o i s j t i z j x j

i-j Letter Naming Practice #2

1 i e j x i h i f j t

2 j q i j z i r j w s

3 p j r j i e i k i c

4 o i s j t i a j o j

5 j r a i u i k j f i

6 m j i z u j v j i x

7 j w i r i c j e t i

8 o i j z j i o q t j

9 i p h i j e j i z m

10 s i j v j s i x j z

i-j Letter Naming Practice #3

1 w i s j v i a j o j

2 i e j x i h i f j t

3 j q i j z i r j p s

4 k j r j i e i z i c

5 t j i m u j o j i r

6 j w e r i c j i t i

7 t i j s j x i q s j

8 z j h i p i m i j z

9 o i j v j i o z j x

10 j k i a u i e j f i

i-j Letter Naming Practice #4

1 o i a j v i x j s j

2 j e h r i t i f j i

3 p q i j z j e j i s

4 i c t j i k i z r j

5 i j o m u j w j i r

6 o w j r i q j i e i

7 j i x s j i t m s j

8 z u i j p j z i h i

9 j i v i j o t z j x

10 f j a i c e i j k i

i-j Letter Naming Practice #5

1 c j i k i t j z r i

2 e q p j z i j s i j

3 i e j r i h i f j t

4 a i o j v i x j s j

5 q w o j i j r i e i

6 o j i j u m w j i r

7 j u j i p i z i h z

8 i i s s j x t m j j

9 e j f i c i j k a i

10 o x j v j i t i j z

m-n Letter Naming Practice #1

1 a n e m v m l n f m

2 g m n x n z m y n i

3 n k m s m c n o c m

4 x m n t p m x n r n

5 n q k m n m z m t a

6 x z m n y n x n m x

7 q n t n m o m l m i

8 c v m n n m s n g k

9 m e n c m k m f n r

10 p m t n z m z n y n

m-n Letter Naming Practice #2

1 m i n y m k m f n c

2 n r m n t m s n g k

3 q n i n m o m l m c

4 p m t n z m a n x n

5 n i a m v m l n f m

6 x n m z v n x n m y

7 n g m s m c n o c m

8 p m n t n m x r z n

9 m q k m n e n m z x

10 t m n x n k m y n z

m-n Letter Naming Practice #3

1 g m t n x m a n x n

2 m e n y m k m f n c

3 n r m n t m s n q k

4 l n i n m o m z m c

5 z n m x v n p n m i

6 n g o s m c n m c m

7 z m n k n y m r t n

8 t n k m q m x m n z

9 p m n x n m x z n y

10 n l m a v m e n f m

m-n Letter Naming Practice #4

1 x m a n x m y n t n

2 n e k s m c m f n m

3 q r m n t n o n m k

4 m c z n m l m z i n

5 m n p x v n g n m i

6 p g n s m r n m o m

7 n m y k n m z x t n

8 z v m n q n t m k m

9 n m x m n x c z n y

10 f n a m c e m n l m

m-n Letter Naming Practice #5

1 c n m l m z n z i m

2 o r q n t m n k m n

3 m e n s m k m f n c

4 a m x n x m y n t n

5 r g p n m n s m o m

6 p n m n v x g n m i

7 n v n m q m t m k z

8 m m t k n y z x n n

9 e n f m c m n l a m

10 x y n x n m c m n z

m-w Letter Naming Practice #1

1 a w i m t m k w f m

2 s m w o w z m x w e

3 w j m r m c w c z m

4 x m w s o m l w q w

5 w p h m w m t m s a

6 x z m w x w o w m l

7 p w s w m c m k m i

8 z t m w w m r w s j

9 m e w c m h m f w q

10 o m s w t m z w x w

m-w Letter Naming Practice #2

1 m e w x m h m f w z

2 w q m w s m r w s j

3 p w i w m c m k m c

4 o m s w t m a w l w

5 w i a m t m k w f m

6 x w m z t w o w m x

7 w s m r m c w c z m

8 o m w s w m l q t w

9 m p h m w e w m z x

10 s m w o w j m x w z

m-w Letter Naming Practice #3

1 s m s w o m a w l w

2 m e w x m h m f w z

3 w q m w s m r w p j

4 k w i w m c m z m c

5 t w m x t w o w m i

6 w s c r m c w m z m

7 t m w j w x m q s w

8 s w h m p m x m w z

9 o m w o w m l z w x

10 w k m a t m e w f m

m-w Letter Naming Practice #4

1 l m a w o m x w s w

2 w e h r m z m f w m

3 p q m w s w c w m j

4 m c t w m k m z i w

5 m w o x t w s w m i

6 o s w r m q w m c m

7 w m x j w m t x s w

8 z t m w p w s m h m

9 w m o m w l z z w x

10 f w a m c e m w k m

m-w Letter Naming Practice #5

1 c w m k m t w z i m

2 c q p w s m w j m w

3 m e w r m h m f w z

4 a m l w o m x w s w

5 q s o w m w r m c m

6 o w m w t x s w m i

7 w t w m p m s m h z

8 m m s j w x t x w w

9 e w f m c m w k a m

10 l x w o w m z m w z

n-u Letter Naming Practice #1

1 a n i u o u l n f u

2 p u x n n z u y n e

3 n k u s u c n o t u

4 x u n c p u e n r n

5 n q j u n u z u t a

6 x z u n y n x n u e

7 q n c n u o u l u i

8 t o u n n u s n g k

9 u e n c u j u f n r

10 p u t n z u z n y n

n-u Letter Naming Practice #2

1 u e n y u j u f n t

2 n r u n c u s n g k

3 q n i n u o u l u c

4 p u t n z u a n e n

5 n i a u o u l n f u

6 x n u z o n x n u y

7 n g u s u c n o t u

8 p u n c n u e r z n

9 u q j u n e n u z x

10 t u n x n k u y n z

n-u Letter Naming Practice #3

1 g u x n t u a n e n

2 u e n y u j u f n t

3 n r u n c u s n q k

4 l n i n u o u z u c

5 z n u x o n p n u i

6 n g o s u c n u t u

7 z u n k n y u r t n

8 c n j u q u x u n z

9 p u n x n u e z n y

10 n l u a o u e n f u

n-u Letter Naming Practice #4

1 e u a n x u y n t n

2 n e j s u t u f n u

3 q r u n c n o n u k

4 u c z n u l u z i n

5 u n p x o n g n u i

6 p g n s u r n u o u

7 n u y k n u z x t n

8 z o u n q n c u j u

9 n u x u n e t z n y

10 f n a u c e u n l u

n-u Letter Naming Practice #5

1 c n u l u z n z i u

2 o r q n c u n k u n

3 u e n s u j u f n t

4 a u e n x u y n t n

5 r g p n u n s u o u

6 p n u n o x g n u i

7 n o n u q u c u j z

8 u u t k n y z x n n

9 e n f u c u n l a u

10 e y n x n u t u n z

p-q Without a Hook Letter Naming Practice #1

1 a q i p l p l q f p

2 h p q x q z p x q e

3 q k p s p c q o w p

4 e p q k t p m q r q

5 q w h p q p u p t a

6 e z p q x q x q p m

7 w q k q p o p l p i

8 w l p q q p s q h k

9 p e q c p h p f q r

10 t p t q u p z q x q

p-q Without a Hook Letter Naming Practice #2

1 p e q x p h p f q w

2 q r p q k p s q h k

3 w q i q p o p l p c

4 t p t q u p a q m q

5 q i a p l p l q f p

6 e q p z l q x q p x

7 q h p s p c q o w p

8 t p q k q p m r u q

9 p w h p q e q p z e

10 t p q x q k p x q z

p-q Without a Hook Letter Naming Practice #3

1 h p t q x p a q m q

2 p e q x p h p f q w

3 q r p q k p s q w k

4 l q i q p o p z p c

5 u q p e l q t q p i

6 q h o s p c q p w p

7 u p q k q x p r t q

8 k q h p w p e p q z

9 t p q x q p m z q x

10 q l p a l p e q f p

p-q Without a Hook Letter Naming Practice #4

1 m p a q x p x q t q

2 q e h s p w p f q p

3 w r p q k q o q p k

4 p c u q p l p z i q

5 p q t e l q h q p i

6 t h q s p r q p o p

7 q p x k q p u e t q

8 z l p q w q k p h p

9 q p x p q m w z q x

10 f q a p c e p q l p

p-q Without a Hook Letter Naming Practice #5

1 c q p l p u q z i p

2 o r w q k p q k p q

3 p e q s p h p f q w

4 a p m q x p x q t q

5 r h t q p q s p o p

6 t q p q l e h q p i

7 q l q p w p k p h z

8 p p t k q x u e q q

9 e q f p c p q l a p

10 m x q x q p w p q z

p-q With a Hook Letter Naming Practice #1

1 a q i p l p l q f p

2 h p q x q z p x q e

3 q k p s p c q o w p

4 e p q k t p m q r q

5 q w h p q p u p t a

6 e z p q x q x q p m

7 w q k q p o p l p i

8 w l p q q p s q h k

9 p e q c p h p f q r

10 t p t q u p z q x q

p-q With a Hook Letter Naming Practice #2

1 p e q x p h p f q w

2 q r p q k p s q h k

3 w q i q p o p l p c

4 t p t q u p a q m q

5 q i a p l p l q f p

6 e q p z l q x q p x

7 q h p s p c q o w p

8 t p q k q p m r u q

9 p w h p q e q p z e

10 t p q x q k p x q z

p-q With a Hook Letter Naming Practice #3

1 h p t q x p a q m q

2 p e q x p h p f q w

3 q r p q k p s q w k

4 l q i q p o p z p c

5 u q p e l q t q p i

6 q h o s p c q p w p

7 u p q k q x p r t q

8 k q h p w p e p q z

9 t p q x q p m z q x

10 q l p a l p e q f p

p-q With a Hook Letter Naming Practice #4

1 m p a q x p x q t q

2 q e h s p w p f q p

3 w r p q k q o q p k

4 p c u q p l p z i q

5 p q t e l q h q p i

6 t h q s p r q p o p

7 q p x k q p u e t q

8 z l p q w q k p h p

9 q p x p q m w z q x

10 f q a p c e p q l p

p-q With a Hook Letter Naming Practice #5

1 c q p l p u q z i p

2 o r w q k p q k p q

3 p e q s p h p f q w

4 a p m q x p x q t q

5 r h t q p q s p o p

6 t q p q l e h q p i

7 q l q p w p k p h z

8 p p t k q x u e q q

9 e q f p c p q l a p

10 m x q x q p w p q z

v-w Letter Naming Practice #1

1 a w i v s v k w f v

2 f v w e w z v x w e

3 w x v r v c w n j v

4 d v w c o v l w q w

5 w p h v w v t v s a

6 d z v w x w e w v l

7 p w c w v n v k v i

8 j s v w w v r w f x

9 v e w c v h v f w q

10 o v s w t v z w x w

v-w Letter Naming Practice #2

1 v e w x v h v f w j

2 w q v w c v r w f x

3 p w i w v n v k v c

4 o v s w t v a w l w

5 w i a v s v k w f v

6 d w v z s w e w v x

7 w f v r v c w n j v

8 o v w c w v l q t w

9 v p h v w e w v z d

10 s v w e w x v x w z

v-w Letter Naming Practice #3

1 f v s w e v a w l w

2 v e w x v h v f w j

3 w q v w c v r w p x

4 k w i w v n v z v c

5 t w v d s w o w v i

6 w f n r v c w v j v

7 t v w x w x v q s w

8 c w h v p v d v w z

9 o v w e w v l z w x

10 w k v a s v e w f v

v-w Letter Naming Practice #4

1 l v a w e v x w s w

2 w e h r v j v f w v

3 p q v w c w n w v x

4 v c t w v k v z i w

5 v w o d s w f w v i

6 o f w r v q w v n v

7 w v x x w v t d s w

8 z s v w p w c v h v

9 w v e v w l j z w x

10 f w a v c e v w k v

v-w Letter Naming Practice #5

1 c w v k v t w z i v

2 n q p w c v w x v w

3 v e w r v h v f w j

4 a v l w e v x w s w

5 q f o w v w r v n v

6 o w v w s d f w v i

7 w s w v p v c v h z

8 v v s x w x t d w w

9 e w f v c v w k a v

10 l x w e w v j v w z

w-y Letter Naming Practice #1

1 a y i w t w l y f w

2 h w h x y z w s y e

3 y k w s w c y o n w

4 x w y z p w i y r y

5 y q u w y w b w t a

6 x z w w x y y y t i

7 q y z y w o w l w i

8 n t w y y w s y h k

9 w e y c w u w f y r

10 p w t y b w z a s y

w-y Letter Naming Practice #2

1 w e y o w u w f y n

2 y r w y z w s y h k

3 q y i y w o w l w c

4 p w t y b w a y i y

5 y i a w t w l y f w

6 x f w z t y x y w s

7 y h w s w c y o n w

8 p w y z y w q r b y

9 w q u w y e y w z x

10 t e y x y k w s y z

w-y Letter Naming Practice #3

1 h w t y x w a y q y

2 w e y z w u w f r n

3 y r w y z w s y q k

4 l y i y w o w z w c

5 b y w x o y p y w i

6 y h o s w c y w n w

7 b w y k y s w r t y

8 z y u w q w x w y z

9 p w y x y w i z y s

10 y l w a t w e y f w

w-y Letter Naming Practice #4

1 k w a y x w s r t y

2 y e u s c y w f y w

3 q r w y z y o y w k

4 w c b y w l w z i y

5 w y p x t y h y w i

6 p h y s w r y w o w

7 o w s k y w b x t y

8 z t w y q y z w u w

9 y w x e y i n z w s

10 f y a w c e w y l w

w-y Letter Naming Practice #5

1 c y w l w b y z i w

2 o r q y z w y k w y

3 w e y s w u w f y n

4 a w i y x w s y t y

5 r h p y w y s w o w

6 p y w y t x h y w i

7 y t y w q w z w u z

8 w w t k i s b x y y

9 e y f w c w y l a w

10 i u y x y w n w y z

Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name: _____ Target Letters: _____

Step 1 Letter Names with Anchor			
Date Goal 1 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Step 2 Letter Names without Anchor			
Date Goal 2 Met: _____			
Date	Practice Page #	# Rows Attempted	# Rows Correct
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student #1					Student #2					Student #3				
Name: _____					Name: _____					Name: _____				
Target Letters: _____					Target Letters: _____					Target Letters: _____				
Goal 1 - Date Met: _____					Goal 1 - Date Met: _____					Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____					Goal 2 - Date Met: _____					Goal 2 - Date Met: _____				
Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct	
1					1					1				
2					2					2				
3					3					3				
4					4					4				
5					5					5				
6					6					6				
7					7					7				
8					8					8				
9					9					9				
10					10					10				
11					11					11				
12					12					12				
13					13					13				
14					14					14				
15					15					15				
16					16					16				
17					17					17				
18					18					18				
19					19					19				
20					20					20				
21					21					21				
22					22					22				
23					23					23				
24					24					24				
25					25					25				
26					26					26				
27					27					27				

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Practice Packets:

Practice Packet #1: **Fixing b-d Confusion**

Practice Packet #2: **Fixing Common Letter Name Confusions**

Practice Packet #3: **Fixing Common High Frequency Word Confusions**

Practice Packet #4: **Fixing Silent-e Confusion**

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