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1 Rhyming with Books

GOAL

- Students will develop an understanding of the concepts of rhyme and rhyming and how rhyme is typically used.

MATERIALS

- A children's picture book with many rhymes, such as *The Great Pancake Escape*, written by Paul Many and illustrated by Scott Goto (see the list of rhyming books at end of the Focus On: Rhyming section), with word prompts for rhyming, such as those listed in Describe It, and a blank line after each

TEACHER STEPS: Describe It

- Seat students on the floor as a group. Start by asking if they know of any words that sound like the word *hat*.
- List the words that students come up with on a chalkboard or overhead (e.g., *mat*, *cat*, *sat*, *fat*, *brat*, *that*).
- Explain to the students that words that sound alike or repeat the same sound at the end are said to rhyme.
- Spell the target word (*hat*), and write it on the chalkboard or overhead.
- Explain that rhymes are often used in poems and songs because they sound good and they help people remember the next line. Show them the book *The Great Pancake Escape*, and read the first verse aloud.
- Ask students which of the words sound alike and explain that these words rhyme.
- Repeat the first verse, stopping before the last word and asking the students to supply it.
- Explain that they were able to remember the last word more easily because it rhymed.
- Repeat this procedure with the second verse.
- Read the rest of the book, stopping at every other page or so to elicit from students which words rhyme.
- You may also wish to occasionally repeat a verse and have students supply the last word.

STUDENT STEPS: Do It

Say the following:

- "Now I'm going to reread the book *The Great Pancake Escape*, and when I stop, I want you to fill in the missing word that rhymes."

VARIATION

- Introduce other rhyming picture books in the classroom following procedures just described.

2 Rhyming Word Families

GOAL

- Students will develop an understanding of the concepts of rhyme and rhyming and how rhyme is typically used.

MATERIALS

- Word bank for this activity

TEACHER STEPS: Describe It

- Introduce the first word from the word bank (e.g., bowl). Have students rhyme this word, beginning a word that starts with the next letter in the alphabet that would rhyme (e.g., coal, dole, foal, goal, hole, knoll, mole, poll/pole, role/roll, sole/soul).
- Continue until the class has rhymed as many words as they can, using initial letters from the entire alphabet.

STUDENT STEPS: Do It

Say the following:

- "Now I'm going to give you another word (e.g., cat). I want you to rhyme as many words as you can, using the alphabet as your guide." (Say a word from the word bank.)
- "cat" (at, bat, fat, hat, mat, pat, rat, sat, vat)

Word Bank: Words with Possible Rhyming Answers

1. bowl (coal, hole, mole, pole/poll, role/roll, sole/soul)
2. cat (at, bat, fat, hat, mat, pat, rat, sat, vat)
3. spoon (baboon, cartoon, dune, goon, June, moon, noon, raccoon)
4. flour (cower, glower, hour, our, power, scour, sour, tower)
5. egg (beg, leg, peg)
6. milk (bilk, ilk, silk; not many others)
7. butter (apple butter, bread and butter, cutter, clutter, flutter, gutter, mutter, peanut butter, shutter)
8. pan (an, Ann, bran, can, Dan, fan, flan, Japan, man, pecan, pelican, plan, ran, tan, van)
9. spatula (Ashtabula, Dracula, hula)
10. stove (cove, dove, drove, grove, wove)
11. syrup (cheer up, I give up)
12. batter (chatter, clatter, fatter, matter, patter)
13. flipper (clipper, dipper, hipper, kipper, nipper, ripper, slipper, zipper)

3 The Ants Go Marching

GOAL

- Students will develop an understanding of the concepts of rhyme and rhyming and how rhyme is typically used.

MATERIALS

- Poem: "The Ants Go Marching"

TEACHER STEPS: Describe It

- Explain to students that they are going to learn a new poem that has rhyme and repeating patterns.
- Teach the first verse to the students so that they become familiar with the repeating parts.
- Tell the students that the verses also involve counting, beginning with 1 and finishing with 10.

STUDENT STEPS: Do It

Say the following:

- "Now we're going to say the poem together, and when we get to the parts that repeat, we're going to raise our voices without shouting."

VARIATION

- Use any repeating poem to emphasize these rhyming skills.

THE ANTS GO MARCHING

The ants go marching one by one.
Hurrah! Hurrah!
The ants go marching one by one.
Hurrah! Hurrah!
The ants go marching one by one;
The little one stops to suck his thumb,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching two by two.
Hurrah! Hurrah!
The ants go marching two by two.
Hurrah! Hurrah!
The ants go marching two by two;

The little one stops to tie his shoe,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching three by three.
Hurrah! Hurrah!
The ants go marching three by three.
Hurrah! Hurrah!
The ants go marching three by three;
The little one stops to ride a bee,
And they all go marching
down
into the ground
to get out

Activity continued on following page

of the rain.
Boom, boom, boom!

The ants go marching four by four.
Hurrah! Hurrah!
The ants go marching four by four.
Hurrah! Hurrah!
The ants go marching four by four;
The little one stops to ask for more,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching five by five.
Hurrah! Hurrah!
The ants go marching five by five.
Hurrah! Hurrah!
The ants go marching five by five;
The little one stops to jump and dive,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching six by six.
Hurrah! Hurrah!
The ants go marching six by six.
Hurrah! Hurrah!
The ants go marching six by six;
The little one stops to pick up sticks,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching seven by seven.
Hurrah! Hurrah!

The ants go marching seven by seven.
Hurrah! Hurrah!
The ants go marching seven by seven;
The little one stops to write with a pen,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching eight by eight.
Hurrah! Hurrah!
The ants go marching eight by eight.
Hurrah! Hurrah!
The ants go marching eight by eight;
The little one stops to roller-skate,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching nine by nine.
Hurrah! Hurrah!
The ants go marching nine by nine.
Hurrah! Hurrah!
The ants go marching nine by nine;
The little one stops to drink and dine,
And they all go marching
down
into the ground
to get out
of the rain.
Boom, boom, boom!

The ants go marching ten by ten.
Hurrah! Hurrah!
The ants go marching ten by ten.
Hurrah! Hurrah!
The ants go marching ten by ten;
The little one stops to shout
"THE END!!"