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Reading Intervention Strategies: For students Grades K-2

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HONORS 499

Reading Intervention Strategies

For Students Grades K-2

Alexa M. Andriessen

11/19/2014

Reading is essential to learning in our culture and educators have a very limited window to move students towards a solid foundation in basic reading skills. Furthermore, the research to practice gap in education is very large—mostly due to the fact that many research articles are not user-friendly or accessible to the average teacher. This booklet is a user-friendly compilation of effective reading strategies circulating in the research world. It is designed so that teachers can provide effective and accessible support to students in need.

Making Words

General Information

Strategy Area(s): Phonics and Spelling

Activity Type: Hands-on/ Kinesthetic

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.2.a

Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.3.a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Summary & Research

Making words is a strategy that improves emergent readers' ability to notice sound-letter relationships and encourages them to notice patterns in words and spelling. Students are given a certain number of letters to work with during the traditional activity. Then, the teacher directs the students to manipulate the letters in a certain way to highlight spelling patterns and rhyming patterns.

A sample lesson with directions is attached.

Extensions & Modifications

For Kindergarten students, the research suggests that handling individual cards is not developmentally appropriate. Therefore, Making Words can be modified into a whole class activity in which students wear the letters that are to be manipulated. First the teacher would read a story to the class to highlight a specific rhyming pattern that they will work on as a group. Then the teacher would give individual students a letter card to wear. From there, the teacher directs where students stand and discuss the words created.

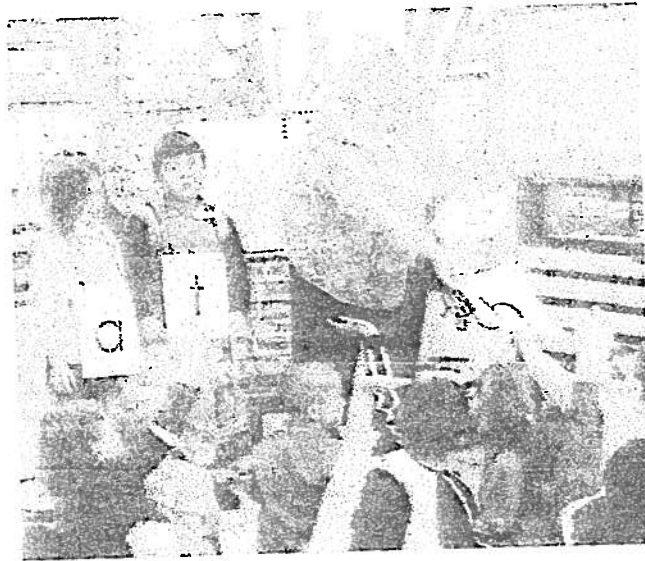
A sample Kindergarten lesson is attached.

Reference

Cunningham, P. M. (n.d.). *Phonics They Use: Words for Reading and Writing* (Sixth ed., pp. 1-138). N.p.: Pearson.

Making Letter Cards

On 9" x 12" white construction paper or tagboard, type or paste large cut-out black letters, capitals on one side and lowercase on the other side. Next, laminate these letter cards so you can reuse them. Finally, punch holes at the top on each side and then thread enough yarn through the holes to make it possible to put the letter cards comfortably around your students' necks. Make sure the letter cards have lowercase letters on one side and capital letters on the other side because you will need capital letters to make names. Make two of the most common letters (e, b, l, n, p, r, s, and t) because some words and patterns require these.



your students lots of practice decoding and spelling rhyming words, use two different activities in which the beginning letters combine with the pattern letters to create rhyming words. In the first activity, ask specific letter people to come join the pattern.

"I need letter person c to come stand next to a-t."

When the c is standing next to a-t, the whole class blends the beginning sound with the pattern to decode the word *cat*. You then call each of the other beginning letter people to join the pattern and the class blends the letters to decode the various words.

For the second activity, you say one of the words previously made. The children who are not letter people today point to the letter who needs to join the pattern to make the word. Here is an example lesson for the at pattern.



This class is ready for a Making Words Kindergarten lesson.

what letter they need to make or spell a word. For this second round, the teacher distributes the same letters to different children. Once again, the teacher has the letters *a* and *t* stand together and hold hands. The teacher and students blend these two letter sounds together again and pronounce *at*. The teacher then says a word that can be made by adding a letter to *at*, *fat*. The teacher asks all the children in the class to point to the letter that is needed in front of *at* to make the word *fat*. The children point to *f* and the teacher asks *f* to come and stand with *at* and leads the class to say *f/at*, *fat*. The letter *f* leaves (segmenting) and *at* is left standing alone. They continue to use this *at* pattern to spell other words. The teacher asks, "What letter do we need to spell *bat*? *cat*? *mat*? *rat*? *sat*? *Pat*?" For each word, the class points to and names the letter that should stand next to *at* to spell the word. The children wearing the needed letter join the two children with *at*—holding their letter cards (*c*, *h*, *b*, *f*, *h*, *m*, *r*, *s*, or *p*) in front of *at* to spell or make each of the words. All the children blend and pronounce the word. If the letters make a name, the teacher talks about names and the letter children turn their letter cards around to the capital letter side.

At the end of the activity, the teacher gives the lesson more scope by having two children come up together and blend these two beginning letter sounds, and read and spell words that begin with two beginning letters, such as *brat* and *flat*.

When the children have made words with the *at* pattern and have read and spelled the words with the teacher, she or he then collects the letter cards by asking, "Will the person who has the *a* bring it to me? Will the person with the letter *t* bring it to me?" As each person hands the teacher the letter, the teacher asks the whole class to say the common sound made by that letter. The teacher

Making and Sorting Words Lessons

Teacher Preparation

Step One: Think of a word related to a theme, content-related topic, concept, or story. This word will be the final word that children make in the lesson. The letters in this word are used to make other words.

Note: Choose words that consist of previously introduced letter-sound correspondences. Include a range of simple to complex words.

Step Two: Brainstorm 10 or 12 words children can make using any of the letters in the final word.

Step Three: Group words by common spelling patterns. Write each word on an index card.

Step Four: Sequence the words by the number of letters children will use to make them. [Begin with two-letter words, then three-letter words, etc.]

Step Five: Write the individual letters of the final word on separate index cards. [You may use individual letters or letter cards that you already have.] It is helpful to organize each lesson in a labeled envelope or reclosable plastic bag.

Teaching a Making Words Lesson

Materials

Teacher: Large letter cards; pocket chart; index cards with words to be made

Children: Individual letter cards and pocket chart (Individual pocket charts can be made from file folders.)

Note: Distribute only the letters needed to make the words in each lesson. Too many letter choices can complicate the activity for children, especially for children who are at risk for reading difficulties.

Step Six: Distribute one set of the letters in the final word to each child.

Option A: Place all the same letters in a reclosable bag or a tray. Take out bags of letters to be used in the lesson. Children pick up one letter from each bag before the lesson begins, or designated children get a letter set for each child in their group. Children place letters in individual pocket charts.

Making and Sorting Words Dialogue

Getting Ready

1. "Find the letters for this lesson: _____. Place the letters in your pocket chart."
2. "Place your pocket chart, with the letters in it, on the table in front of you."
3. "Put the letters in alphabetical order." [Put letters in ABC order in pocket chart.]
4. "Point to each letter and say its name and sound with me."
5. "Each of the words we make must have a vowel. What vowel(s) are we using? What are the other letters called?"

Making Words

6. "The word we are going to make has ___ letters." [Write number or hold up fingers.]
7. "The word is _____."
8. [Use the word in a sentence.]
9. "Repeat after me: _____." [Say the word; children echo.]
10. "Find the letters that make the word, _____. Make the word."
11. "_____, will you come up and make the word for us?"
[Call on a child who has made the word correctly.]
12. "Let's all check and make sure our word looks like this one."
13. "Let's spell the word. Point to each letter."
14. "Read the word with me: ____." [Point to the word.]
15. [Show the word card.] "Can anyone use this word in a sentence?" [Place card on the chart.]
16. [Repeat #6 -15 for all the words in the lesson.]

Scaffolding Learning:

1. "What sound do you hear first? Find the letter that makes that sound."
2. "What sound do you hear next? Find the letter that makes that sound."
3. "Say ____ again after me and point to each letter."
4. "Now, let's say it again. Slide your finger under the word."

Sorting Words

17. [Remove the letter cards from the pocket chart. Have children put letters away.]
18. "Let's read the words we've made." [Point to each word card.]
19. "Do any of the words we made look or sound the same?"
20. [Children sort word cards by similar patterns.]

Transfer to Reading and Writing

21. "Can you think of other words that have similar patterns?"
22. [Write words on index cards. Children group by words with similar patterns.]

Elkonin Boxes

General Information

Strategy Area(s): Phonemic Awareness

Activity Type: Hands-on/Kinesthetic

CCSS Connection(s):

CCSS.ELA-Literacy.RF.1.2.c

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-Literacy.RF.K.2.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Summary & Research

Elkonin Boxes are used to help students develop phonemic awareness and recognize patterns. For this activity, the teacher needs small plastic counters and a sheet with Elkonin Boxes. The boxes are divided by sound so that when the teacher slowly says the word, students can push the tokens into the corresponding boxes. In the first phase, students learn to associate the sounds that make up a word with moving markers into a corresponding box. Phase two can consist of using more difficult words to stretch. Phase three includes words that begin with blends.

When choosing words for the Elkonin Boxes consider the following—use only one syllable words, choose familiar words, and choose phonemically regular words so each sound can be readily identified.

Examples attached: P. 348 & Phases 1-3 examples

Extensions & Modifications

Modification: During this activity it is important to remember that students may add extra sounds and overstretch a word. One modification to address this is adding a picture to maintain meaning and refocus students on the word at hand.

Extension: Once students have gained proficiency in distinguishing phonemes letter boxes are often introduced. This helps the students move from just hearing the sounds to also seeing the corresponding print that matches each sound.

Reference

McCarthy, P. A. (2008, December). Using Sound Boxes Systematically to Develop Phonemic Awareness. *The Reading Teacher*, 62(4), 346-349.

PHASE 1: STUDENTS HEAR SOUNDS SEPARATELY

(Kdg. first and second graders must master phase 1 before going to phase 2.)

Materials needed – dark circular counters (construction paper cut in circles slightly smaller than the boxes with tape on the back when using large charts or large paper. Use small plastic counters, purchased in math supply catalogues for individual student use on 8½" x 11" paper.)

Use boxes only with HIGH FREQUENCY WORDS and those where the PATTERN may be used to build word families. (i.e. at, cat, bat)

Choose a box for every SOUND / NOT every letter.
Place a counter under each box.

Begin with a two sound, two letter word. (example: no)

Say the word slowly n-o. (Teacher models, students try it.)



“What do you hear?”

The first sound heard is usually the final sound ‘o’.

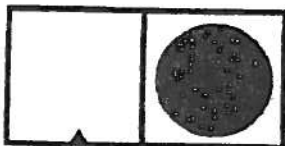
Emergent readers identify the last sound in a word and identify it first. Ask, “Where does it go?” They will point to the last box.



Move the dark counter up and place it in the last box.

Say the word slowly again. “What do you hear?”

‘n’ “Where does it go?” Students point to the first box.
Move the dark counter up and place it in the first box.
(Model the technique often for the students.)



1. Articulate the word slowly. The teacher pushes the counters into the boxes sound by sound.

PHASE 2

HEARING SOUNDS AND LEARNING HOW TO RECORD THEM IN LETTERS

(Kdg., first and second graders must master phases 1 and 2 before going to phase 3.)

(Use after the students can push counters into the boxes and have some understanding of letter identification.) (Limit the use of boxes up to four boxes and not many more sounds.) Remember to use boxes only with high frequency words and/or those where the pattern can be extended to use to build word families (i.e. and, hand, sand, band, stand, sandal, handle). There is no need to teach blends in isolation before using the boxes.

1. Articulate the word slowly.
2. Use a box for each sound.
3. Push a finger into each box as the word is said slowly.
4. "What can you hear? How would you write it? Where do we put it?"
5. Accept the sound without matter to the sequence of sounds at this stage. You may form the letter in the box if the students are not sure how to form the letter. Eventually, let the students place the letters in the correct boxes.
6. Other leading questions
 - "What else can you hear?"
 - "What do you hear at the beginning?"
 - "What do you hear at the end?"
 - "What do you hear in the middle?"(undoubtedly, you will need to supply the vowels.)
7. Clarification
 - The teacher initiates and draws the boxes. Students never draw boxes.

HIGH FREQUENCY WORDS FOR 2 SOUND BOXES AND 2 LETTERS

m	e
---	---

in	on
is	go
my	be
up	am
at	an
it	me
he	we

HIGH FREQUENCY WORDS FOR 2 SOUND BOXES BUT MORE LETTERS

s	aw
---	----

see	for
now	you
car	her
how	day
use	eat
may	out
all	cow
new	owl
why	

- After students can hear the sounds, switch your question to "What letters would you expect to see?"
- Emergent readers should know anchor words before sound boxes are used such as I, a, the, and, and their name.

Do NOT use the words in the 'lists' as drill! Only use the Elkonin box technique in context-when the students are writing! (creating stories, the daily news, etc.)

TAKING WORDS TO FLUENCY

Have the students write the word 3 times, then cover it up and try to write it the 4th time without looking. (This may need to be repeated several times before it is a 'known' word. A 'known' word is one that can be written and read independently.)

PHASE 3

After phases 1 & 2, extend the student's knowledge of the conflict of sounds we hear and the letters used, by placing dotted line boxes for double letters, one sound, spelling.



Now we are using one box for each letter. At this stage, also try filling in the letters in SEQUENCE.

Use phase 3 the LONGEST PERIOD OF TIME.

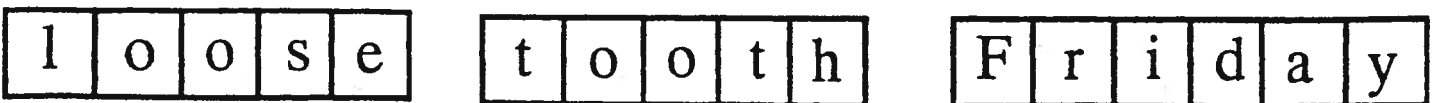
- The students should develop sound and visual awareness and use it independently without your help.

ADDING CHUNKS



PHASE 4 (First and second graders must master phases 1, 2 and 3 before going to phase 4.)

Use a solid box for each letter.



This is only to be used after the students are almost independent-writing words by sounds. They should visually be aware of words and have only occasional difficulty visualizing words.

Language Experience Approach

General Information

Strategy Area(s): Comprehension/Spelling/Fluency

Activity Type: Visual/Auditory

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.3.c

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-Literacy.RF.K.4

Read emergent-reader texts with purpose and understanding.

Summary & Research

With the language experience approach, students' spoken language is written down on large chart paper by the teacher. Then, as guided by the teacher, the students have an opportunity to read and work with the text. Readability is not an issue since the students are using their own words, experiences and grammatical constructs. In addition, since students created the story and saw the spoken words transformed into written words, it gives them an opportunity to practice and improve reading comprehension.

Teachers can use the language experience approach to show students proper spelling, punctuation, and grammatical constructs. When focusing on specific words students use, the teacher can also help bridge the divide between spoken sounds and corresponding letter combinations. Rereading the text many times will also provide students with an opportunity to improve fluency and recognize common words.

Sample Ideas

Topic Ideas:

Concrete experiences: Field trips, nature walks, school activities, community activities.

Abstract prompts: Write an alternate ending (to a previous prompt, to a movie, to a story).

Reference

Rasinski, T. V., Padak, N. D., & Fawcett, G. (2010). *Teaching Children Who Find Reading Difficult* (Fourth ed., pp. 1-242). Boston, MA: Allyn & Bacon.

Predictable Texts

General Information

Strategy Area(s): Fluency

Activity Type: Auditory/Visual

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.2.a

Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2.e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Summary & Research

Predictable texts, much like dictated texts (the language experience approach) lend themselves well to the task of aiding emergent readers. Examples of predictable texts could include nursery rhymes, song lyrics, or short stories with consistent rhymes or patterns. The teacher writes these predictable texts on large chart paper or finds/creates a large print book. Rhymes and patterns aid emergent readers because they are often simple to memorize and allow students to “read” without having to decipher the print.

Extensions & Modifications

As students gain proficiency with predictable texts, they can begin to create their own predictable texts. This can be done by changing lyrics to a song or creating other rhyming patterns in a short story as a whole class, at home, or even in small groups. In addition, placing these texts side by side offers students an opportunity to hone their differentiation skills regarding printed words.

Reference

Rasinski, T. V., Padak, N. D., & Fawcett, G. (2010). *Teaching Children Who Find Reading Difficult* (Fourth ed., pp. 1-242). Boston, MA: Allyn & Bacon.

Peer-Assisted Learning/Literacy Strategies (PALS)

General Information

Strategy Area(s): Accuracy/Fluency/Comprehension

Activity Type: Auditory/Cooperative

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.4

Read emergent-reader texts with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Summary & Research

PALS is a peer-tutoring program used to supplement the general education reading curriculum. Students work in pairs to improve accuracy, fluency and comprehension. They read aloud, listen, and provide feedback to their partner. In the program, teachers show student how to read effectively with a partner, give the main idea of the text, and make predictions. In addition, each student has the opportunity to tutor and be tutored. According to the program guidelines, there are 3 to 4 sessions a week and each session lasts around 35 minutes. The research shows that there were medium to large effects on alphabets and smaller effects on fluency and comprehension.

The program varies based on grade level. The kindergarten and first grade program includes 70 student lesson sheets that address phonemic awareness, decoding, sight words and fluency. PALS Programs for students in grades two through six focus on activities to improve fluency, reading accuracy and comprehension.

Cost

The manual costs \$40-\$44 per grade level. Professional Development costs may vary. For additional information visit the Peer-Assisted Learning Strategies website <http://kc.vanderbilt.edu/pals>

Reference

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, May). *Beginning Reading intervention report: Peer-Assisted Learning/Literacy Strategies*. Retrieved from <http://whatworks.ed.gov>.

Start Making a Reader Today® (SMART®)

General Information

Strategy Area(s): Alphabetics/Fluency/Comprehension

Activity Type: Visual/Auditory

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.4

Read emergent-reader texts with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Summary & Research

The SMART® Program was designed by the Oregon Children's Foundation to help students grades K-2 that struggle with reading. It is a volunteer program offered to schools that have 40% or more of their students on free or reduced lunch. Volunteers are sent to the school two times a week to read to struggling students for half an hour. In addition to reading to students, volunteers also read with students, re-read familiar passages to students, and ask students comprehension questions. In addition, the program gives students two books a month to help foster opportunities for reading at home.

Research on this program shows that the students who participated made gains in alphabetics, fluency, and comprehension.

Costs & Modifications

The SMART® Program does not cost the school anything directly. Salaries are paid through fundraising and donations. In addition, many participants are volunteers. The research states that the overall program cost is about \$300 per year per child.

If your school does not qualify for this program, a possible modification could include re-creating a similar model in your classroom. Teachers can utilize parents, college or high school volunteers, or even older students in the same building to work one-on-one with struggling readers. In addition, teachers can create games that target specific learner needs and differentiate each student's session.

Reference

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, June). *Beginning Reading intervention report: Start Making a Reader Today® (SMART®)*. Retrieved from <http://whatworks.ed.gov>.

DaisyQuest

General Information

Strategy Area(s): Phonological Awareness

Activity Type: Computer-based learning

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.2.a

Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.1.2.c

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Summary & Research

DaisyQuest is a set of computer software games (*DaisyQuest* and *Daily's Castle*) that helps students with phonological awareness. Activities include working with words that rhyme, exploring words that have the same beginning, middle, or end sound, segmenting and blending phonemes and counting the sounds in words. During the studies, students used the program for 20-25 minutes for 15-32 sessions. The research found that this helped support phonological development.

The storyline of *DaisyQuest* helps engage students in the learning process. Students complete activities to find Daisy, a friendly dragon in the first game. In the second game, students complete activities to help Daisy find her eggs. Students are offered choices within their instructional activities and the program records the student's answers. A tutorial is provided before each skill and then opportunities to practice and receive feedback are given. An additional benefit to this program is an attached assessment. To assess student mastery, an adaptive test called *Undersea Challenge* is included.

Costs

The program costs \$49.95 and includes a shipping fee. The bundle includes *DaisyQuest*, *Daisy's Castle*, and the *Undersea Challenge*.

Reference

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2006, September). *Beginning Reading intervention report: DaisyQuest*. Retrieved from <http://whatworks.ed.gov>.

Hop-Step Mat

General Information

Strategy Area(s): Spelling/Alphabetic Principle

Activity Type: Kinesthetic/Visual

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.1.d

Recognize and name all upper- and lowercase letters of the alphabet.

Summary & Research

The Hop-Step map is an interactive activity created by Beninghof that can help students develop letter recognition, sound-letter correspondence, and improve spelling. To create a Hop-Step Mat, the teacher will need to purchase a shower curtain liner. I found one at Meijer for \$2.99. Then, the teacher can write letters (upper case, lowercase or a mixture) in permanent marker on the liner.

In an open space, the teacher can lay the mat out and work with a student or small groups of students. If the students are working on letter recognition, the teacher can say a letter (ex: Capital A) and the student would then jump on the corresponding letter. If students are working on spelling words, the teacher can say the word and student could then hop to each letter and say each letter as they spell that word.

Extensions & Modifications

Once familiar students are familiar with the activity, the Hop-Step Mat could become a rotation during reading centers. Students could practice with each other or use it to review spelling words in small groups.

Reference

Foorman, B. R., Chen, D., Carlson, C., Moats, L., Francis, D. J., & Fletcher, J. M. (2003). The necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing, 16*(4), 289-324.

Graphic Organizers

General Information

Strategy Area(s): Comprehension

Activity Type: Visual

CCSS Connection(s):

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

Summary & Research

The use of graphic organizers as a method to improve comprehension has been shown effective by research. Usually graphic organizers are used with older students, but in a study by Shirley Ermis, they can be effective in younger grades, too.

Graphic organizers serve as a way for students to interact with the text. Some examples include cause and effect diagrams, compare and contrast diagrams, sequencing/order of events charts, and main topic with supporting details diagrams. Students can write important information from the text down on these diagrams, illustrate pictures, and make connections with the text.

Attached are some sample graphic organizers from scholastic.com

Extensions & Modifications

If students become comfortable with generic graphic organizers such as Venn Diagrams and Cause and Effect charts, students can create their own forms. Teachers can also manipulate the graphic organizers to help students focus on different aspects of the text.

Reference

Ermis, S. (2008). Using graphic organizers to facilitate elementary students' comprehension of informational texts. *College Reading Association Yearbook*, (29), 87-102.

WHAT'S THE MAIN IDEA?

- Skills**
- Students will:
- + determine the main idea of an article
 - + identify supporting details
 - + recognize extraneous information

Purpose

The fishbone organizer helps students recognize that nonfiction articles and expository writing contain a main idea and supporting details. As they isolate specific information to record on the organizer, students make decisions regarding its relevance, thereby increasing their understanding that not all text is of equal importance. Students who are writing essays or articles can use the graphic during prewriting to ensure that their work contains a main idea and to help them develop a structure for their piece.

How to Use the Organizer

After reading an article, have students determine the main idea and write it on the spine of the fish. Then encourage them to write the details that support the main idea inside the divisions made by the other bones. Students who wish to use the graphic organizer to plan their own writing can begin with the main idea or record facts first, which may lead them to the development of a main idea.

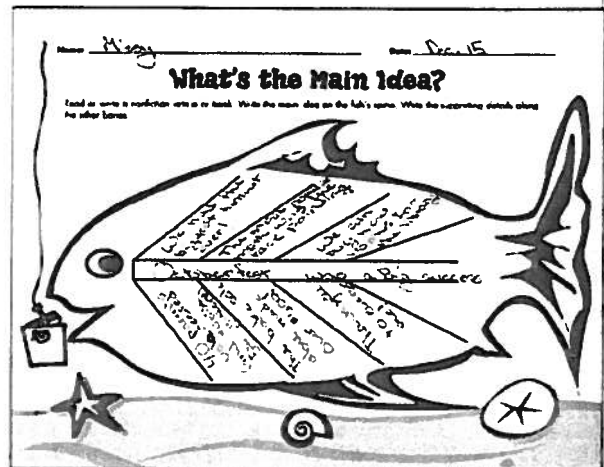
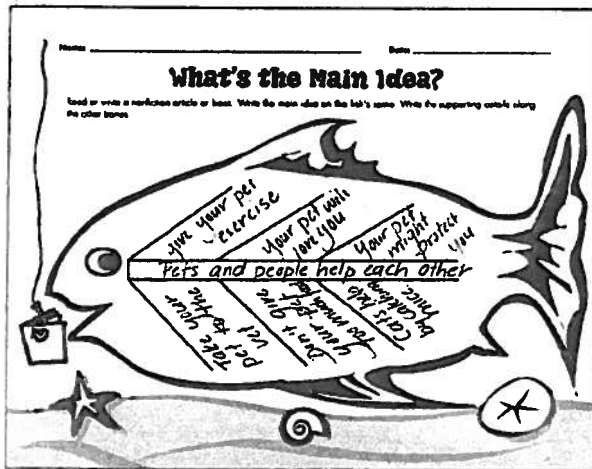
Examples

Primary Grades

After reading an article from their weekly news magazine, second graders helped their teacher complete the What's the Main Idea? organizer on an overhead transparency.

Intermediate Grades

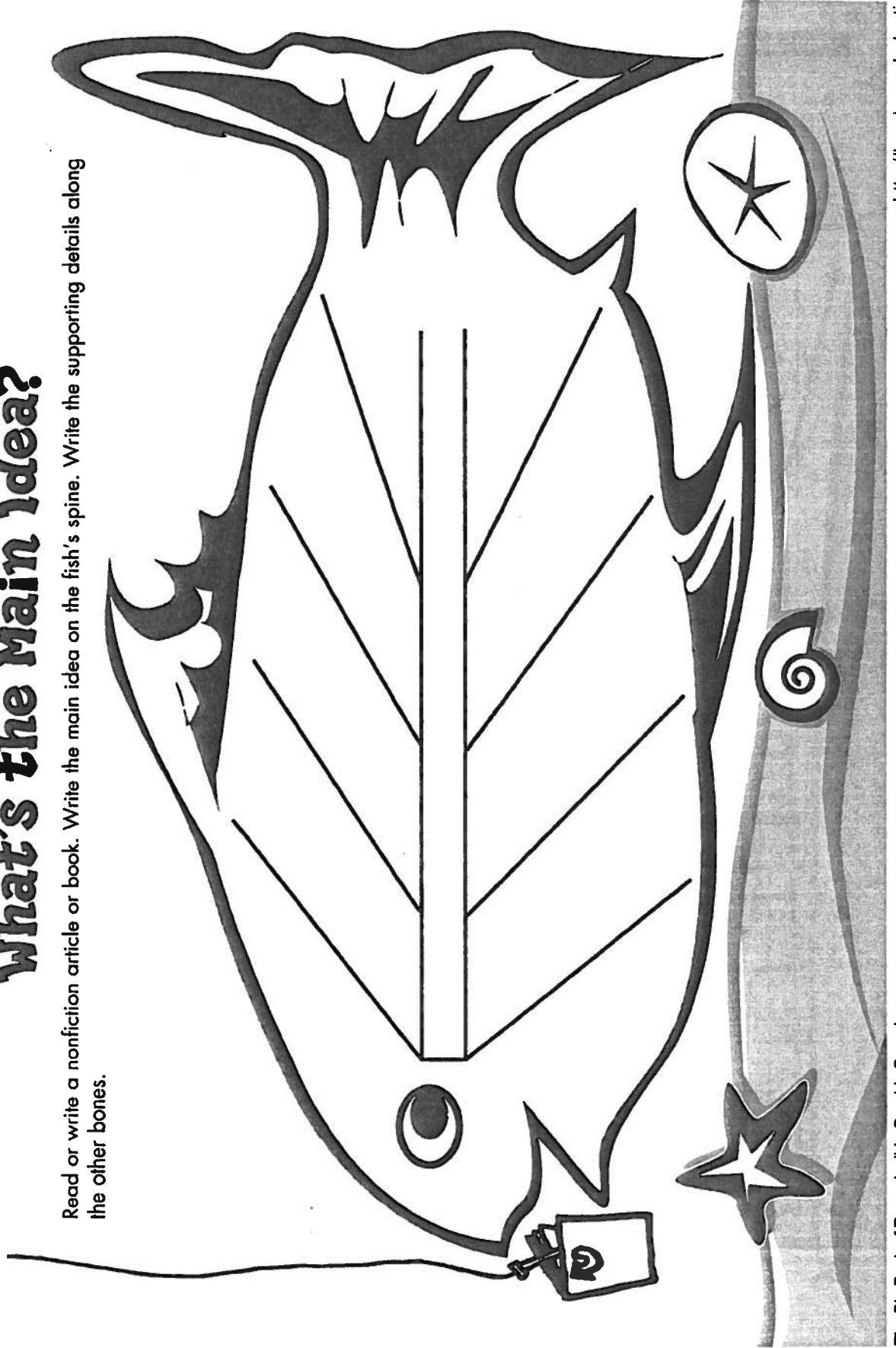
A small group of fourth graders used What's the Main Idea? to organize an article they were composing for the school newspaper.



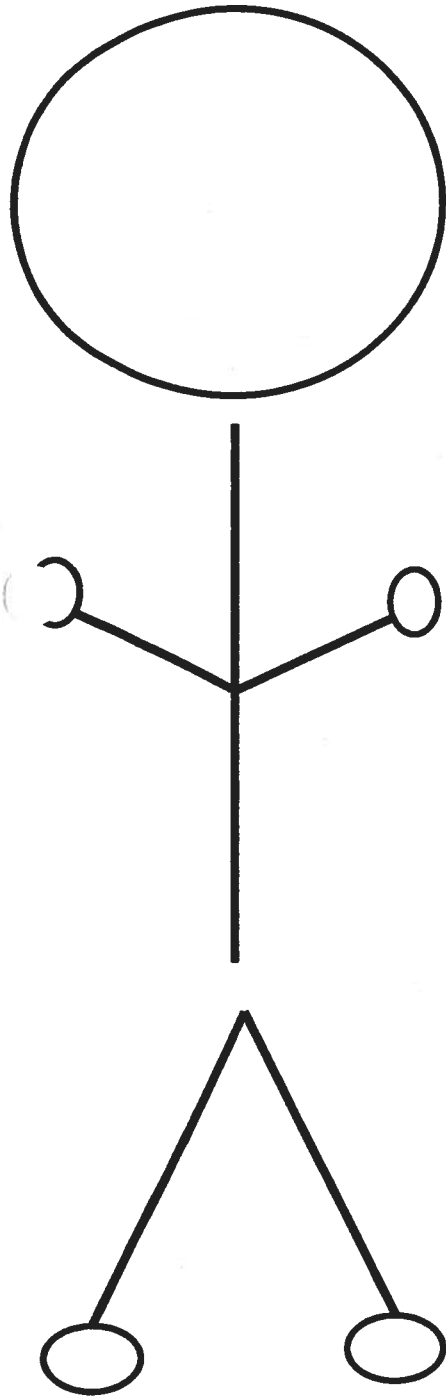
Name: _____ Date: _____

What's the Main Idea?

Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.



Show, Don't Tell Sentences



Trait or Emotion:

What does your character's face look like?

What is their body doing?

How does your character move?

My show, don't tell sentence(s)

KWL Chart

What do I know?	What do I want to find out?	What did I learn?

Rhyming Activities—Square Pears

General Information

Strategy Area(s): Phonemic Awareness

Activity Type: Visual/Auditory

CCSS Connection(s):

CCSS.ELA-Literacy.RF.K.2.a

Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2.e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Summary & Research

Research has shown that a student’s ability to rhyme greatly influences their later ability to read well. Square Pears is a rhyming word game created by Kenn Vidro. Here is an example from his book *Square Pears*. To create a square pear, first think of two words that rhyme (ex: fat cat). Then create a word clue and a picture clue. (ex: an overweight feline and then draw a picture of a large cat to accompany the word clue).

Teachers can create their own “Square Pears” or they can use Vidro’s riddle books or coloring books to present pre-made square pears. In addition, there are many websites and books that provide opportunities to hear rhymes and create rhymes.

Extensions & Modifications

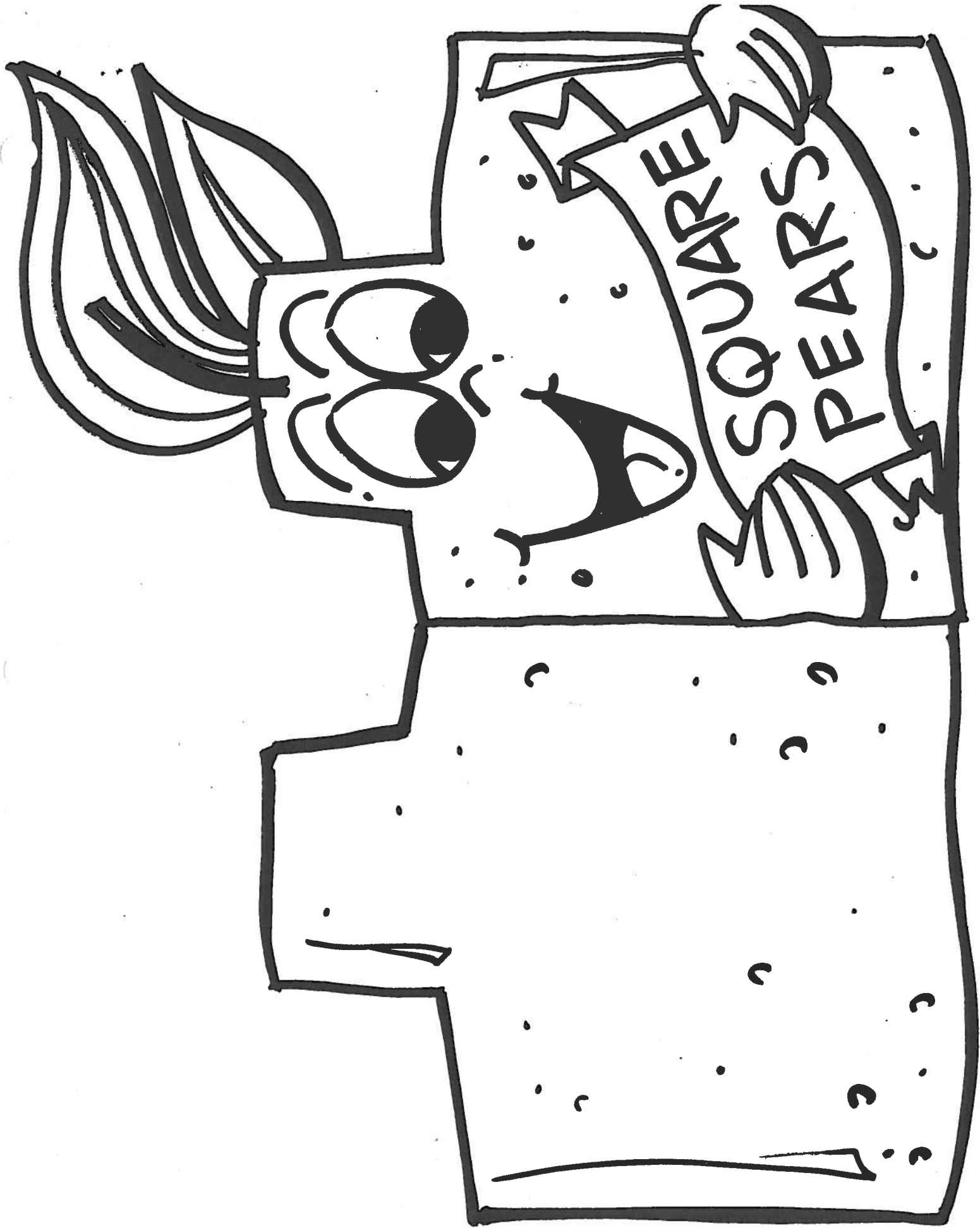
To challenge students, teachers can create Hink Pinks, which are similar to Square Pears but have more rules to accompany them. Hink Pinks are two words that rhyme, are completely grammatically correct, and have a matching number of syllables.

Another extension could include students writing and illustrating their own Square Pears and presenting them to the class or creating their own book.

Reference

Vidro, Kenn. *Square Pears*. Grand Rapids: Gilbert Square Books, 2003. N. pag. Print.

Rasinski, T. V., Padak, N. D., & Fawcett, G. (2010). *Teaching Children Who Find Reading Difficult* (Fourth ed., pp. 1-242). Boston, MA: Allyn & Bacon.



1 Minute Dash

General Information

Strategy Area(s): Fluency

Activity Type: Visual

CCSS Connection(s):

CCSS.ELA-Literacy.RF.2.3.f

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-Literacy.RF.1.3.g

Recognize and read grade-appropriate irregularly spelled words.

Summary & Research

The 1 Minute Dash is a sample activity from the University of Oregon aimed to help students improve irregular/sight word fluency. The activity consists of creating flashcards of irregular words students need to know. Set a goal for the correct number of words the student should identify in 1 minute. Once the timer starts, flip through the cards. If the student gets the word correct, place it in one pile. If the student answers incorrectly, put the word in a different pile. During the activity ensure to provide quick feedback so the student knows how to say each word they answer incorrectly. Spend time reviewing the incorrect words.

Extensions & Modifications

This activity can also be done in student pairs. If one student knows the words well they can help another student practice and play the game with them. This activity could also serve as a review activity during independent work time.

Reference

For further information on this activity, visit

http://reading.uoregon.edu/big_ideas/flu/flu_skills_iwf.php

Sight Word Bingo

General Information

Strategy Area(s): Fluency

Activity Type: Visual/Auditory

CCSS Connection(s):

CCSS.ELA-Literacy.RF.1.3.g

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-Literacy.RF.K.3.c

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Summary & Research

Research has shown that sight word recognition is linked to fluency in reading. This sight word bingo activity is a fun and interactive way for students to practice reading important, high-frequency words. The teacher can customize the boards for his/her classroom by choosing target words. From there, the regular rules of bingo apply. Students listen for the teacher to call out a certain word. Then, they have to find that word on their bingo board. The first student to have a bingo can win a prize (optional).

To make this activity even more interactive, the student could pick words from a pre-approved list and create his/her own bingo board.

Attached are the Dale-Chall Word List and a sample sight word bingo board.

Reference

Watts, Z., & Gardner, P. (2013). Is systematic synthetic phonics enough? Examining the benefit of intensive teaching of high frequency words (HFW) in a year one class. *Education 3-13*, 41(1), 100-109.

Bingo

		FREE SPACE		

The Dale-Chall Word List

A

a	afraid	alarm	angel	apron	asleep
able	after	alike	anger	are	at
aboard	afternoon	alive	angry	aren't	ate
about	afterward	all	animal	arise	attack
above	afterwards	alley	another	arithmetic	attend
absent	again	alligator	answer	arm	attention
accept	against	allow	ant	armful	August
accident	age	almost	any	army	aunt
account	aged	alone	anybody	arose	author
ache	ago	along	anyhow	around	auto
aching	agree	aloud	anyone	arrange	automobile
acorn	ah	already	anything	arrive	autumn
acre	ahead	also	anyway	arrived	avenue
across	aid	always	anywhere	arrow	awake
act	aim	am	apart	art	awaken
acts	air	America	apartment	artist	away
add	airfield	American	ape	as	awful
address	airplane	among	apiece	ash	awfully
admire	airport	amount	appear	ashes	awhile
adventure	airship	an	apple	aside	ax
afar	airy	and	April	ask	axe

B

baa	battle	believe	blast	bought	bud
babe	battleship	bell	blaze	bounce	buffalo
babies	bay	belong	bleed	bow	bug
back	be	below	bless	bowl	buggy
background	beach	belt	blessing	bow-wow	build
backward	bead	bench	blew	box	building
backwards	beam	bend	blind	boxcar	built
bacon	bean	beneath	blindfold	boxer	bulb
bad	bear	bent	blinds	boxes	bull
badge	beard	berries	block	boy	bullet
badly	beast	berry	blood	boyhood	bum
bag	beat	beside	bloom	bracelet	bumblebee

cake	catbird	chill	cloud	coop	croak
calendar	catch	chilly	cloudy	copper	crook
calf	catcher	chimney	clover	copy	crooked
call	caterpillar	chin	clown	cord	crop
caller	catfish	china	club	cork	cross
calling	catsup	chip	cluck	corn	crossing
came	cattle	chipmunk	clump	corner	cross-eyed
camel	caught	chocolate	coach	correct	crow
camp	cause	choice	coal	cost	crowd
campfire	cave	choose	coast	cot	crowded
can	ceiling	chop	coat	cottage	crown
canal	cell	chorus	cob	cotton	cruel
canary	cellar	chose	cobbler	couch	crumb
candle	cent	chosen	cocoa	cough	crumble
candlestick	center	christen	coconut	could	crush
candy	cereal	Christmas	cocoon	couldn't	crust
cane	certain	church	cod	count	cry
cannon	certainly	churn	codfish	counter	cries
cannot	chain	cigarette	coffee	country	cup
canoe	chair	circle	coffeepot	county	cuff
can't	chalk	circus	coin	course	cup
canyon	champion	citizen	cold	court	cuff
cap	chance	city	collar	cousin	cup
cape	change	clang	college	cover	cupboard
capital	chap	clap	color	cow	cupful
captain	charge	class	colored	coward	cure
car	charm	classmate	colt	cowardly	curl
card	chart	classroom	column	cowboy	curly
cardboard	chase	claw	comb	cozy	curtain
care	chatter	clay	come	crab	curve
careful	cheap	clean	comfort	crack	cushion
careless	cheat	cleaner	comic	cracker	custard
carelessness	check	clear	coming	cradle	customer
carload	checkers	clerk	company	cramps	cut
carpenter	cheek	clever	compare	cranberry	cute
carpet	cheer	click	conduct	crank	cutting
carriage	cheese	cliff	cone	cranky	
carrot	cherry	climb	connect	crash	
carry	chest	clip	coo	crawl	
cart	chew	cloak	cook	crazy	

eaten electric engine eve except

F

fable	fault	film	flew	footprint	fret
face	favor	finally	flies	for	Friday
facing	favorite	find	flight	forehead	fried
fact	fear	fine	flip	forest	friend
factory	feast	finger	flip-flop	forget	friendly
fail	feather	finish	float	forgive	friendship
faint	February	fire	flock	forgot	frighten
fair	fed	firearm	flood	forgotten	frog
fairy	feed	firecracker	floor	fork	from
faith	feel	fireplace	flop	form	front
fake	feet	fireworks	flour	fort	frost
fall	fell	firing	flow	forth	frown
false	fellow	first	flower	fortune	froze
family	felt	fish	flowery	forty	fruit
fan	fence	fisherman	flutter	forward	fry
fancy	fever	fist	fly	fought	fudge
far	few	fit	foam	found	fuel
faraway	fib	fits	fog	fountain	full
fare	fiddle	five	foggy	four	fully
farmer	field	fix	fold	fourteen	fun
farm	fife	flag	folks	fourth	funny
farming	fifteen	flake	follow	fox	fur
far-off	fifth	flame	following	frame	furniture
farther	fifty	flap	fond	free	further
fashion	fig	flash	food	freedom	fuzzy
fast	fight	flashlight	fool	freeze	
fasten	figure	flat	foolish	freight	
fat	file	flea	foot	French	
father	fill	flesh	football	fresh	

G

gain	geography	glue	good-bye	grandmother	grew
gallon	get	go	good-looking	grandpa	grind
gallop	getting	going	goodness	grandson	groan
game	giant	goes	goody	grandstand	grocery
gang	gift	goal	goose	grape	ground

harbor	headache	here	hog	host	hut
hard	heal	here's	hold	hot	hymn
hardly	health	hero	holder	hotel	
hardship	healthy	herself	hole	hound	
hardware	heap	he's	holiday	hour	
hare	hear	hey	hollow	house	
hark	hearing	hickory	holy	housetop	

I

I	I'll	income	instant	iron	I've
ice	I'm	indeed	instead	is	ivory
icy	important	Indian	insult	island	ivy
I'd	impossible	indoors	intend	isn't	
idea	improve	ink	interested	it	
ideal	in	inn	interesting	its	
if	inch	insect	into	it's	
ill	inches	inside	invite	itself	

J

jacket	jaw	job	journey	juice	junk
jacks	jay	jockey	joy	juicy	just
jail	jelly	join	joyful	July	
jam	jellyfish	joke	joyous	jump	
January	jerk	joking	judge	June	
jar	jig	jolly	jug	junior	

K

keen	kick	kindly	kitchen	kneel	knob
keep	kid	kindness	kite	knew	knock
kept	kill	king	kitten	knife	knot
kettle	killed	kingdom	kitty	knit	know
key	kind	kiss	knee	knives	known

L

lace	late	led	lie	little	loop
lad	laugh	left	life	live	loose
ladder	laundry	leg	lift	lives	lord

many maypole mice mitt mouse
map me middle mitten mouth

N

nail nearly neither nibble nod note
name neat nerve nice noise nothing
nap neck nest nickel noisy notice
napkin necktie net night none November
narrow need never nightgown noon now
nasty needle nevermore nine nor nowhere
naughty needn't new nineteen north number
navy Negro news ninety northern nurse
near neighbor newspaper no nose nut
nearby neighborhood next nobody not

O

oak offer onion otherwise outside owe
oar office only ouch outward owing
oatmeal officer onward ought oven owl
oats often open our over own
obey oh or ours overalls owner
ocean oil orange ourselves overcoat ox
o'clock old orchard out overeat overeat
October old-fashioned order outdoors overhead overhead
odd on ore outfit overhear
of once organ outlaw overnight
off one other outline overturn

P

pa pass people place pond print
pace passenger pepper plain ponies prison
pack past peppermint plan pony prize
package paste perfume plane pool promise
pad pasture perhaps plant poor proper
page pat person plate pop protect
paid patch pet platform popcorn proud
pail path phone platter popped prove
pain patter piano play porch prune

rainy	ready	repair	ripe	root	rung
rainbow	real	repay	rise	rope	runner
raise	really	repeat	rising	rose	running
raisin	reap	report	river	rosebud	rush
rake	rear	rest	road	rot	rust
ram	reason	return	roadside	rotten	rusty
ran	rebuild	review	roar	rough	rye
ranch	receive	reward	roast	round	
rang	recess	rib	rob	route	
rap	record	ribbon	robber	row	
rapidly	red	rice	robe	rowboat	

S

sack	sell	shut	smile	splash	strange
sad	send	shy	smoke	spoil	stranger
saddle	sense	sick	smooth	spoke	strap
sadness	sent	sickness	snail	spook	straw
safe	sentence	side	snake	spoon	strawberry
safety	separate	sidewalk	snap	sport	stream
said	September	sideways	snapping	spot	street
sail	servant	sigh	sneeze	spread	stretch
sailboat	serve	sight	snow	spring	string
sailor	service	sign	snowy	springtime	strip
saint	set	silence	snowball	sprinkle	stripes
salad	setting	silent	snowflake	square	strong
sale	settle	silk	snuff	squash	stuck
salt	settlement	sill	snug	squeak	study
same	seven	silly	so	squeeze	stuff
sand	seventeen	silver	soak	squirrel	stump
sandy	seventh	simple	soap	stable	stung
sandwich	seventy	sin	sob	stack	subject
sang	several	since	socks	stage	such
sank	sew	sing	sod	stair	suck
sap	shade	singer	soda	stall	sudden
sash	shadow	single	sofa	stamp	suffer
sat	shady	sink	soft	stand	sugar
satin	shake	sip	soil	star	suit
satisfactory	shaker	sir	sold	stare	sum
Saturday	shaking	sis	soldier	start	summer
sausage	shall	sissy	sole	starve	sun

T

table	tease	they've	tickle	took	trim
tablecloth	teaspoon	thick	tie	tool	trip
tablespoon	teeth	thief	tiger	toot	trolley
tablet	telephone	thimble	tight	tooth	trouble
tack	tell	thin	till	toothbrush	truck
tag	temper	thing	time	toothpick	true
tail	ten	think	tin	top	truly
tailor	tennis	third	tinkle	tore	trunk
take	tent	thirsty	tiny	torn	trust
taken	term	thirteen	tip	toss	truth
taking	terrible	thirty	tiptoe	touch	try
tale	test	this	tire	tow	tub
talk	than	thorn	tired	toward	Tuesday
talker	thank	those	title	towards	tug
tall	thanks	though	to	towel	tulip
tame	thankful	thought	toad	tower	tumble
tan	Thanksgiving	thousand	toadstool	town	tune
tank	that	thread	toast	toy	tunnel
tap	that's	three	tobacco	trace	turkey
tape	the	threw	today	track	turn
tar	theater	throat	toe	trade	turtle
tardy	thee	throne	together	train	twelve
task	their	through	toilet	tramp	twenty
taste	them	throw	told	trap	twice
taught	then	thrown	tomato	tray	twig
tax	there	thumb	tomorrow	treasure	twin
tea	these	thunder	ton	treat	two
teach	they	Thursday	tone	tree	
teacher	they'd	thy	tongue	trick	
team	they'll	tick	tonight	tricycle	
tear	they're	ticket	too	tried	

U

ugly	undress	unhurt	unless	upper	us
umbrella	unfair	uniform	unpleasant	upset	use
uncle	unfinished	United	until	upside	used
under	unfold	States	unwilling	upstairs	useful
understand	unfriendly	unkind	up	uptown	

Y

yard	yellow	yolk	you'll	yours	youth
yarn	yes	yonder	young	you're	you've
year	yesterday	you	youngster	yourself	
yell	yet	you'd	your	yourselves	

Z