Maximize your Time
Amplify your Impact
RtI? Interventions? I don’t have time!

Yes you do, we will help!

You will learn:

- How to provide intervention in the tiny amount of time you have
- Make the biggest impact on learning

We will focus on 3 areas:

1. Letter Knowledge
2. Phonological Awareness
3. Decoding

We will show our 3 favorite quick and impactful interventions for each area and provide a resource for finding more.
Letter Knowledge
Letter Knowledge

The Drill Sandwich

● Select 10 letter cards- 7 known, 3 unknown
● After every 2 known letters place an unknown
● Drill ~3 times per session
● Once mastered, move the newly learned letters into the known spots and continue adding unknown

WAIT! Student doesn’t know 7 letters?!?

Just be sure there are at least 2 known for every unknown. Don’t exceed more than 10 total flashcards at a time.

Keep it simple!

*TIP- IF effective, you can do this with sight words as well!
Letter Knowledge

Letter knowledge-

Vowel Chants
Letter Knowledge

Resource- Florida Center For Reading Research

http://www.fcrr.org/
Phonological Awareness

Phonological Awareness Continuum

Rhyme
- match word endings
  Ex: mop, top, cop

Alliteration
- produce groups of words that begin with the same initial sound
  Ex: six, silly, snakes

Sentence Segmentation
- segment sentences into spoken words
  Ex: He is late. 1 2 3

Syllable Segmentation
- segment words into syllables
  Ex: for get ful

Compound Words
- blend and segment spoken words into 2 separate words
  Ex: rainbow rain bow

Onsets & Rimes / Blending & Segmenting
- blend and segment the cluster onset (Initial consonant) & the vowel & rime (consonant sounds spoken after it)
  Ex: /r/ /ape/ /br/ /ing/

Phonemes Blending & Segmenting
- blend phonemes into words, segment words into individual phonemes and manipulate phonemes in spoken words
  Ex: VC: it
cv: to
cvc: pop
cvcv: flat
cvcvc: bump
cvcvcv: slack

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Phonological Awareness

Elkonin Boxes with a twist
Phonological Awareness

Chipper Chat
Phonological Awareness

Resource- http://www.interventioncentral.org/node/966670

http://www.phonologicalawareness.org/

Phonemic Awareness Book
Decoding

Basic coding--box affixes, highlight vowels

rethinking

In text; use fingers
Decoding

Patterned Word Building Reading

1. Teacher builds a word
   ○ Top
2. Student reads the word
3. Teacher manipulates the word
   ○ Cop

Does not have to only be used in “word family” format. For automaticity, manipulate while maintaining any pattern of focus. Ex. Flip, Flap

Can use: 3D Letters, Letter Cards OR just write it
Decoding

Should I Use Decodable Texts?

How?  When?

“Frogs?” said Brad. Lots of frogs are in the grass! “Let’s trap them”, said Frank.

Pete had a note in his hand. The note had a code.
An example

child  kind  old

olt  oat  oil

host
Resources

● Journeys Decodables
● Reading A-Z/Raz-kids
● Literacy Library
● Reading Specialist
● Some links to free stuff

  2nd grade
● http://www.freereading.net
● http://www.passagebank.com/tags/Decodable
Handouts

- Target the Problem
- If, Then Handout
Don’t Forget!

Keep it Simple Sweetheart!