<table>
<thead>
<tr>
<th>Key Skills</th>
<th>Interventions</th>
<th>Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Medial Sounds - Vowels</strong></td>
<td>starfall.com’s interactive storybooks</td>
<td>Medial Vowel Collage</td>
</tr>
<tr>
<td>2. <strong>Deletion Of Beginning And Ending Sounds</strong></td>
<td>Shout It Out!</td>
<td>Deletion sentence</td>
</tr>
<tr>
<td><strong>Print Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Relationship between illustration and text</strong></td>
<td>Sentence meaning</td>
<td>Sentence Meaning extension</td>
</tr>
<tr>
<td>2. <strong>Recognizing Simple Sight Words</strong></td>
<td>Match it!</td>
<td>Memory</td>
</tr>
<tr>
<td><strong>Oral Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Speaking: Speaking In Complete Sentences</strong></td>
<td>Conversation Starters</td>
<td>Conversation Starters</td>
</tr>
<tr>
<td>2. <strong>Speaking in large/small groups and in formal/informal settings</strong></td>
<td>I’m Healthy presentation</td>
<td>I’m Healthy extension</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Decoding simple words</strong></td>
<td>Shaving Cream words</td>
<td>Medial Vowel Drawings</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Consequences For Behavior Of Characters</strong></td>
<td>Interactive Read-Aloud</td>
<td>Actions and Consequences Center Activity</td>
</tr>
<tr>
<td>2. <strong>Similarities And Differences Between Two Books</strong></td>
<td>Whole group Venn Diagram</td>
<td>Independent Venn Diagram</td>
</tr>
<tr>
<td><strong>Writing for Composing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Spelling Simple Words Phonetically</strong></td>
<td>Shaving Cream Words</td>
<td>Roll-A-Word</td>
</tr>
<tr>
<td>2. Writing simple sentences</td>
<td><strong>Sentence Builders</strong></td>
<td><strong>Sentence Builders extension</strong></td>
</tr>
</tbody>
</table>
Intervention

**Objective:** Students will be able to identify the medial vowel sound by participating in an interactive storybook on the website, starfall.com

**Materials:** Computer with internet connection, **Optional:** interactive white board (for a medium-large size group)

**Procedure:**
2. After choosing which vowel your lesson is focused on, click on the story that correlates to that vowel sound (ex: “Zac the Rat” correlates to the short /a/ sound).
3. With students, read the story and ask students to identify the medial vowel sound
4. After the story, play the vowel game by saying 3 words (ex. zip, map, bake) and ask them to identify the word that contains the vowel sound you focused on.
   - If this is too difficult for a student, try the game using only 2 words

Enrichment

**Objective:** Students will be able to identify the medial vowel sound by creating a collage of pictures that contain the focus vowel sound.

**Materials:** family-friendly magazines to cut, scissors, glue, paper

**Teacher Preparation:** Create a collage using pictures that contain the focus vowel sound so that students can see a model.

**Procedure:**
1. After reviewing the focus medial vowel sound, ask students to give examples of words that contain that vowel sound (ex.: For short /a/, students may suggest ‘mad’, ‘can’, or ‘pat’)
2. Show students the model collage
3. Explain to students that they will find pictures that contain the focus vowel sound in order to make their own collage
4. Have students work in pairs to check their work.
   **Be aware that that students may use different words to describe the same object (ex: dish/plate, rabbit/bunny, plane/jet)**
Intervention: Shout It Out!  
(taken from Literacy Academy I)

Topic: Initial Sound Deletion  
Objective: Students will be able to identify words with initial sounds deleted by identifying the picture.  
Materials: Construction paper, pictures from magazines, websites, etc.  
Teacher preparation: Glue pictures onto construction paper and laminate  
Helpful hint: Review pictures and create a list of objects/words for easy reference  
Procedure:  
1. Divide class into small groups  
2. Give each group a picture  
3. Tell students that you will say a word but the initial sound has run away! Their job is to find the object in their picture and sound out the word with its "missing" sound.  
4. Say the names of objects in pictures with the initial sounds deleted:  
   Ex: Teacher: “I see a /ish/”  
   Students shout: “I see a Fish!”

Enrichment: Deletion Sentences  
(Taken from Literacy Academy I)

Topic: Initial and Final Sound Deletion  
Objective: Students will be able to delete initial and final sounds in a word by chanting  
Materials: (none)  
Procedure:  
1. Teacher will say a simple CVC word and ask students to repeat it 3 times  
2. Ask students to repeat the word, but delete the beginning sound  
   Example:  
   Teacher: “Say sun” (sun)  
   Teacher: “Say sun” (sun)  
   Teacher: “Say sun” (sun)  
   Teacher: “Now say sun without the /s/” (un)  
3. Repeat this process with several times  
4. After students have mastered deleting beginning sounds, work on deleting ending sounds  
   Example:  
   Teacher: “Say bat” (bat)  
   Teacher: “Say bat” (bat)  
   Teacher: “Say bat” (bat)  
   Teacher: “Now say bat without the /t/” (ba)
Print Awareness: Relationship between illustration and text

**Intervention**: taken from www.fcrr.org

**Objective**: The student will identify the meaning of a sentence by matching sentence which describe pictures on a pocket chart.

**Materials**
- Pocket chart, Picture cards *(Use picture cards from core curriculum reading program or print media)*, Sentence strips

**Teacher Preparation**: Write sentences that describe the pictures.

**Activity Procedure**:
1. Place picture cards vertically down the left side of the pocket chart. Place sentence strips face down in a stack.
2. Taking turns, students select a sentence strip and read it.
3. Determine which picture on the pocket chart corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched.
5. Peer evaluation

**Enrichment**:
(see Intervention Procedures)

**Enrichment**:
- Students extend the sentences using descriptive words.
- Students write other sentences to match pictures
- Students make and use other picture cards and sentence strips
Print Awareness: Recognition of some simple sight words

**Intervention**

**Setting:** Small group

**Objective:** Students will be able to recognize simple sight words by playing “Match It!”

**Materials:** 2 copies of 5-10 sight word cards (take sight words from word wall) OR markers and index cards

**Teacher Preparation:** if you do not have flash cards of the sight words you wish to use, create them using index cards

**Procedure:**

1. Review 3-5 sight words with students by posting them on the board and asking students to read each word
2. Put the matching sight words face down in a pile. Allow each student to draw a card and match it to the sight word posted on the board
3. Students read each word they correctly match. If they cannot match the word, put it back into the pile
4. The game continues until all cards have been matched and identified by students
5. Repeat with a different set of sight words

**Enrichment**

**Setting:** small group or pairs

**Objective:** Students will be able to recognize simple sight words by playing “memory”

**Materials:** 20 index cards, markers, laminating machine

**Teacher preparation:** create “memory” cards by writing one sight word on each card. There should be 2 copies of each word (10 words for a total of 20 cards). Laminate the cards to preserve them.

**Procedure:**

1. Students place all cards face down
2. Students take a turn choosing 2 cards and try to match each card
3. In order to keep the match, students must be able to identify the sight word. If they cannot identify the word correctly, they must replace the cards facedown
4. Students continue until all of the cards are matched.
5. The student with the most cards wins
Oral Language: Speaking in Complete Sentences

**Intervention:**

**Skill Focus:**
Oral Language: Speaking: use of vocabulary specific to book reading experience (unit vocabulary)

**Materials:**
- Conversation starter cards (below)
- Empty shoe box or tissue box

**Teacher Preparation:**
- Conversation starter cards: Cut out, glue onto thick paper, and laminate
- Cover empty box with winter-themed paper
- Place conversation starters into the box

**Intervention Procedures:** (conducted with teacher leading activity)
- Students take turns picking a conversation starter out of the box
- Using the conversation starter, students take turns discussing the prompt
- The next student picks a conversation starter and repeats step 2. Students continue the process until each child has had a turn picking a card.

**Enrichment**

**Enrichment Procedures:** (conducted as a center activity – see Intervention)
- After students have been introduced to the cards, allow 2-3 students to work together in a center.
- Students take turns picking a conversation starter out of the box
- Using the conversation starter, students take turns discussing the prompt
- The next student picks a conversation starter and repeats step 2. Students continue the process until each child has had a turn picking a card.
Oral Language: Speaking in large/small groups and in formal/informal settings

**Intervention**

**Setting:** Small Group  
**Materials:** books about being healthy (resource for students)  
**Teacher Preparation:** print conversation starters (see “speaking in complete sentences” section of this document)  
**Procedure:**  
1. Discuss the importance of speaking clearly to an audience (make eye contact, use a loud voice, etc.). Also, review how to be a respectful audience member.  
2. After practicing with the conversation starters, allow each student to stand in front of the small group and describe one of their answers in depth. The group listening should be facing the “presenter”.  
3. After students complete their answer, ask other students to give feedback about the presenter. Ask students to give “glows” and “grows” to the presenter.  
   1. You may need to assist students by scaffolding questions (ex. “What did you like about his/her answer?”, “What could they do better next time?”, “Was the answer clear?”, “Do you have any questions for this person?”)  
4. Allow each student to “present” about one of the conversation starters.

**Enrichment**

**Setting:** Large Group  
**Materials:** (none)  
**Procedure:**  
1. Ask students to think about 3 ways that they can be healthy  
2. Students “Turn and Talk” with a partner to discuss their answers  
3. Review the characteristics of good public speaking  
4. Ask several students to “present” their 3 ideas to the whole group  
5. Allow the whole class to give feedback in the “glows and grows” format.
Talk about what it means to be healthy.

What do you do to have good hygiene?

How can you tell that you are growing?

Talk about your favorite healthy food to eat.
Where do you find germs? Why should you try to keep germs away?

Talk about your favorite way to exercise.

What does it mean to have good nutrition?

Talk about drinks – what are things that are healthy to drink? What is not healthy to drink?
Phonics: Decoding Simple Words

**Intervention: Read It, Stamp It, Write It!**

Setting: Center activity  
Materials: Activity worksheet ([http://www.readingresource.net/support-files/readitwriteitstampit.pdf](http://www.readingresource.net/support-files/readitwriteitstampit.pdf)), stamps, inkpads  
Teacher Preparation: Write the desired words on each worksheet  
Procedure:  
1. With an activity sheet, students decode each word.  
2. Next, students stamp the letters in each word in the “Stamp It” column, saying each letter sound as they stamp.  
3. In the final column, students write the word, saying each letter sound as they write.  
4. Students practice reading each word with a partner.

**Enrichment: Medial Sound Drawings**

Setting: Center Activity  
Teacher Preparation: Print multiple copies of each worksheet  
Procedure:  
1. Provide the center with multiple copies of each vowel sound worksheet.  
2. Students choose a vowel worksheet and use decoding skills to read and illustrate each word.
Writing For Composing:  Spelling Simple Words Phonetically

**Intervention: Shaving Cream Words**

*Taken from:* [http://www.readingresource.net/readingactivities.html](http://www.readingresource.net/readingactivities.html)

**Objective:** Students will be able to spell simple words phonetically by writing the sounds they hear in shaving cream

**Setting:** Small Group

**Materials:** Shaving Cream (not gel), clorox wipes

**Helpful hint:** When it comes time for clean up, have students scrap off as much shaving cream as possible. Rub the remaining cream into the desk until it disappears. Wipe desks down with a Clorox Wipe. DO NOT use water to clean the desks!

**Teacher Preparation:** (none)

**Procedure:**
1. Say a simple CVC word to students, then say each sound in the word
2. As students listen to the word, they write the sounds they hear in the shaving cream
3. Gradually, teacher should only say the whole word (not the individual sounds) so students can practice decoding the whole word

---

**Enrichment: Roll-A-Word**

*Taken from:* [http://www.readingresource.net/support-files/rollaword.pdf](http://www.readingresource.net/support-files/rollaword.pdf)

**Objective:** Students will be able to read and write simple CVC words by playing “Roll-A-Word” and deciding if each word is a real world or a nonsense word

**Setting:** Center Activity

**Materials:** activity worksheet ([http://www.readingresource.net/support-files/rollaword.pdf](http://www.readingresource.net/support-files/rollaword.pdf)), three boxes to use as dice.

**Teacher preparation:** Cover each side of the boxes with construction paper. One 2 boxes, write only consonant letters, on the other box, use only vowels

**Procedure:**
1. Using letter cubes, children can "roll" to make new words. Once they have rolled three times, children determine whether or not they have created a real word (or non-sense word).
2. Students use the activity worksheet to record the words they created.
Writing For Composing: Intervention
Writing Simple Sentences

Activity: Sentence Builders

Objective: Students will be able to compose simple sentences by contributing to a shared writing and putting the words in correct order to create a sentence.

Topic: I am healthy!
Setting: 2 days/periods
Materials: Chart paper, sentence strips, markers, scissors, ziploc bags or envelopes

Day 1 – Teacher Preparation: (None)

Procedure – Day 1:
1. Teacher and students create a shared writing on chart paper with the title “I Am Healthy!”
2. Using the sentence starter, “I am healthy because____” students dictate a sentence.
3. Teacher records the sentence on the chart paper. Each child has an opportunity to contribute and their name is written next to their sentence.
4. After each student has written a sentence, the group reads each sentence.

Day 2: Teacher Preparation

1. Re-create 3 of the students’ sentences on a sentence strip and cut each sentence into individual words.
2. Place each students’ cut-up sentence into a ziploc bag or envelope

Procedure: Day 2:
1. With students, re-read the sentences students dictated on chart paper during Day 1.
2. The teacher uses one sentence at a time and passes out the words to as many children as she has words. (ex: “I am healthy because I exercise.” would be passed out to 6 students).
3. The students with the words will be the sentence builders – each student gets in front of the class and, holding their word out for the class to see, puts themselves into the correct part of the sentence.
4. Students then read the sentence.
5. Repeat the process with the other 2 sentences students created.
Writing For Composing: Enrichment

Writing Simple Sentences

Extension Activity: Sentence Builders

Objective: Students will be able to compose and illustrate sentences by putting words in order and illustrating the sentence.

Materials:
- Chart from day 1 of intervention activity, scissors, glue, paper, ziploc bag or envelope

Teacher Preparation:
1. See “Writing Simple Sentences: Sentence Builders" Intervention Activity
2. Write (or type) each students’ sentence from the shared writing activity.
3. Cut each sentence into individual words. Place words in bag or envelope with each child’s name on it.

Procedure:
1. Students will be “Sentence Builders” for their own sentence by putting each word in order.
2. Students will glue the words in order to the bottom of a blank piece of paper.
3. Students will illustrate a picture of their sentence.

Further Extension: Bind all students’ drawings together to create a class book! Choose one student to illustrate the cover page and place it in your classroom library.
Comprehension: Similiarities and differences between two books

Intervention: Shared Writing - Venn Diagram

**Objective:** Students will be able to compare two books by contributing to a Venn Diagram

**Materials:** Chart Paper, Markers

**Teacher Preparation:** Create a large Venn Diagram on the chart paper prior to the lesson

**Procedure:**
1. Teacher will introduce the Venn Diagram and note the 2 stories students will compare
2. Ask students to briefly summarize each story
3. Ask students to contribute big ideas from the stories to include in the Venn Diagram. Ask students which portion of the Venn Diagram you should write each suggestion.
4. After completing the Venn diagram, ask students to summarize the diagram
5. Post the chart in the classroom

Intervention: Independent Writing -

**Setting:** Center activity

**Objective:** Students will be able to compare two books by contributing to a Venn Diagram

**Materials:** Activity Handout (Slide 16), Books with similarities (for students to choose from)

**Procedure:**
1. Students will complete their own Venn Diagram by writing words/sentences or illustrating parts of the story
2. Students share their Venn Diagram with a partner or to the class
Name: __________________________________________________

Story #1: ______________________________________________

Story #2: ______________________________________________
Comprehension: consequences for behavior of characters

Intervention: Interactive Read-Aloud

Objective: Students will be able to determine the consequences for the behavior of characters by participating in an interactive read-aloud of “No, David!” by David Shannon.


Teacher preparation: prepare questions for students for students to answer during the reading that will help make connections for the consequences of David’s behavior.

Procedure:
1. Read the story with students, asking them questions which help demonstrate the cause-and-effect relationship between characters’ actions and their consequences (Ex. “Why does David’s mother keep saying “No, David”?” “Why does David get in trouble”, “What would be a better choice for David to Make?”
2. Ask students to identify the actions that made David’s mother angry and what happened as a result of those actions.

Enrichment: Cause and Effect Analysis

Objective: Students will be able to identify the result of character’s actions by illustrating a picture.


*Note, the activity worksheet can also be used for other stories to demonstrate actions and consequences.

Procedure:
1. In the first box, students will illustrate an action David did in the story.
2. In the next box, students will draw the consequences of this action.
Cause and Effect Analysis

Name: ____________________

Directions: Draw something David did in the story, then draw what happened because of his actions.

<table>
<thead>
<tr>
<th>Action</th>
<th>Consequence</th>
</tr>
</thead>
</table>

→