

Prevention and Intervention

Participant Materials



Outcomes

Participants will:

- ❖ **understand the concept of effective classroom prevention/intervention in K-3**

- ❖ **understand the essential components of a balanced and comprehensive reading program**

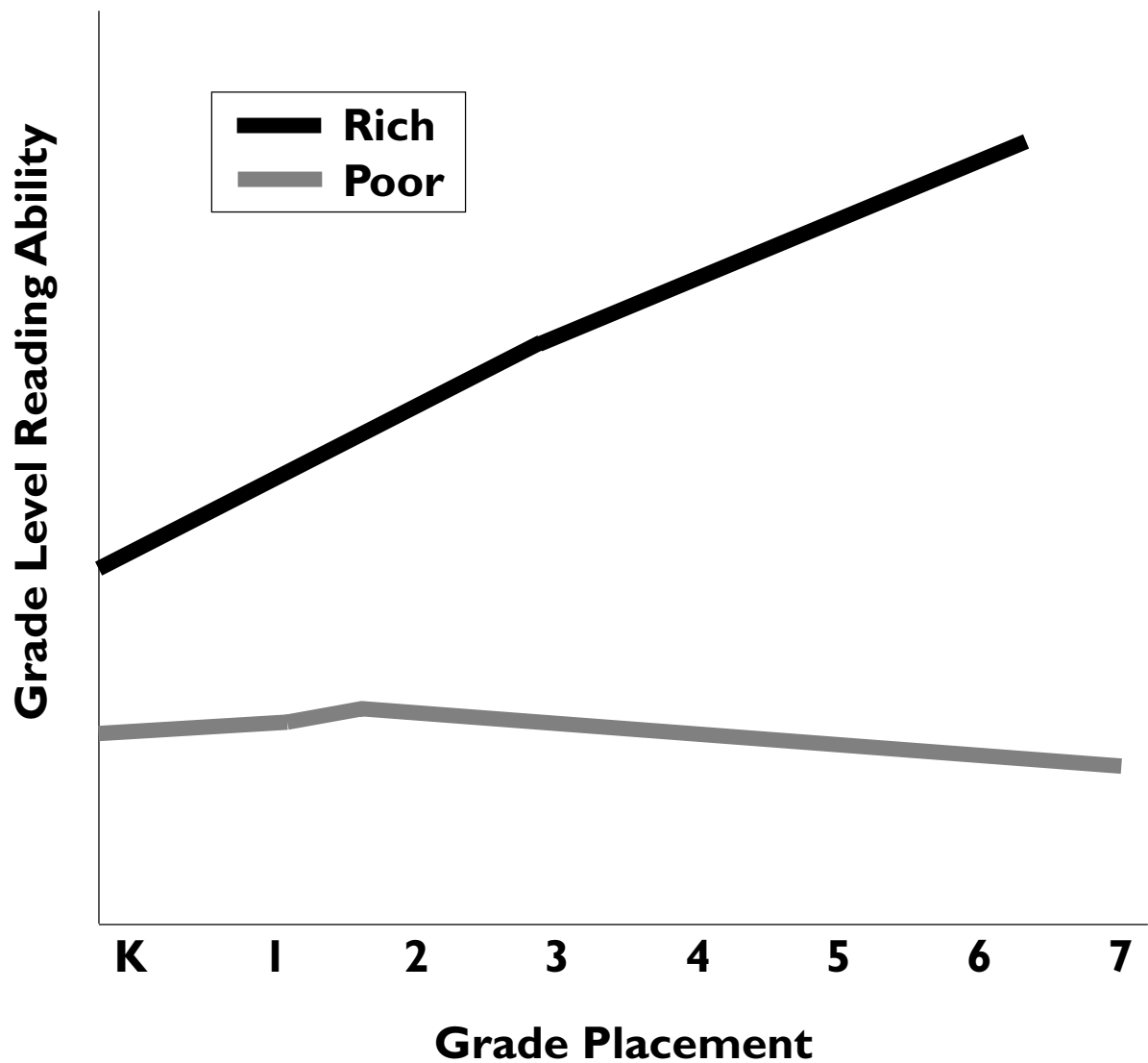
- ❖ **gain a repertoire of effective strategies to use for instruction/ intervention, including strategies for English language learners**

Activity 1

The “Matthew Effect”

The “Matthew Effect”

(Stanovich 1986)



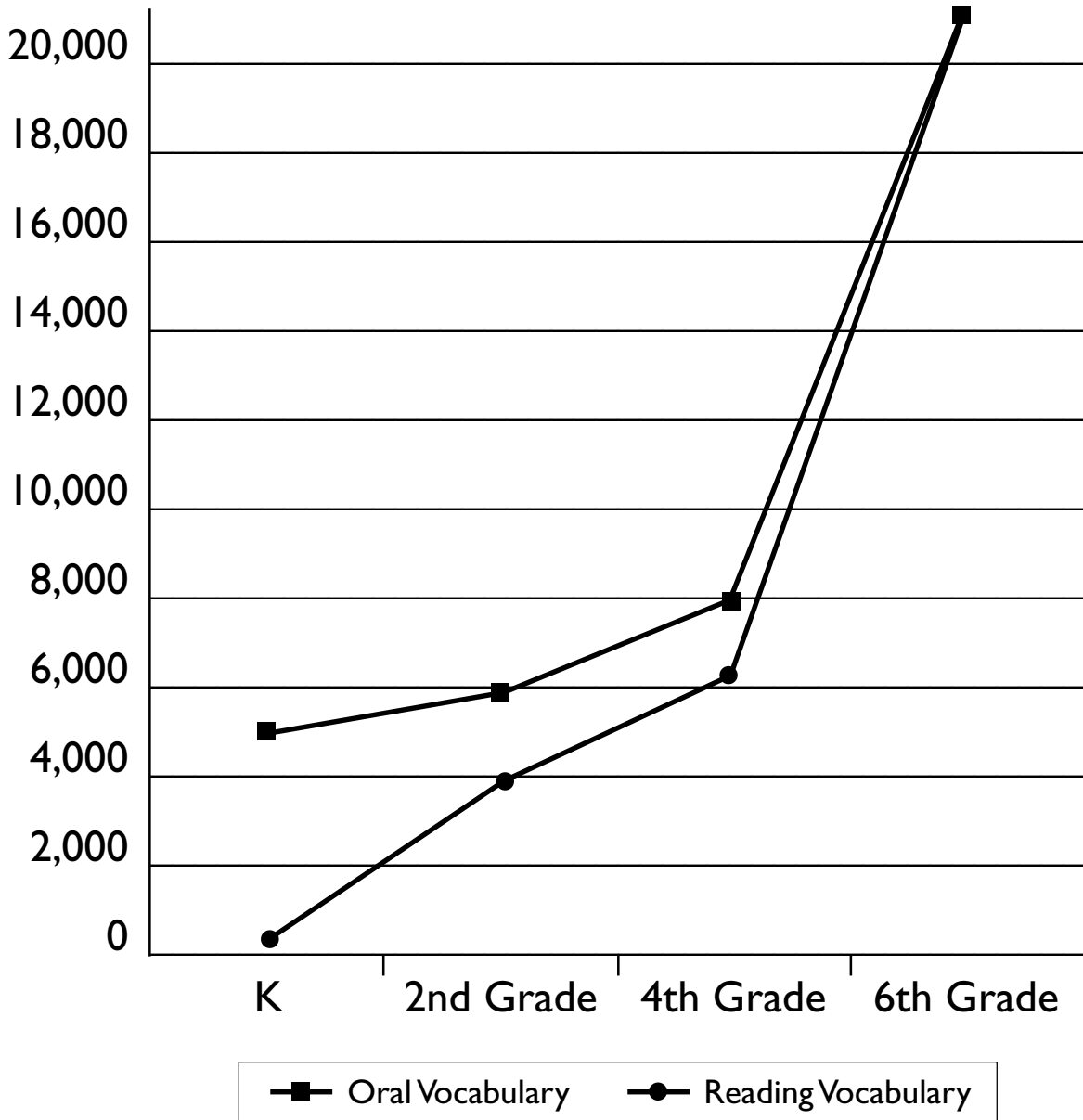
Children who read well increase their advantage;
children who read poorly have a cumulative disadvantage.

(A. Cunningham and Stanovich)

Activity 2

**Vocabulary, Language
Proficiency, and
Dimensions of Language**

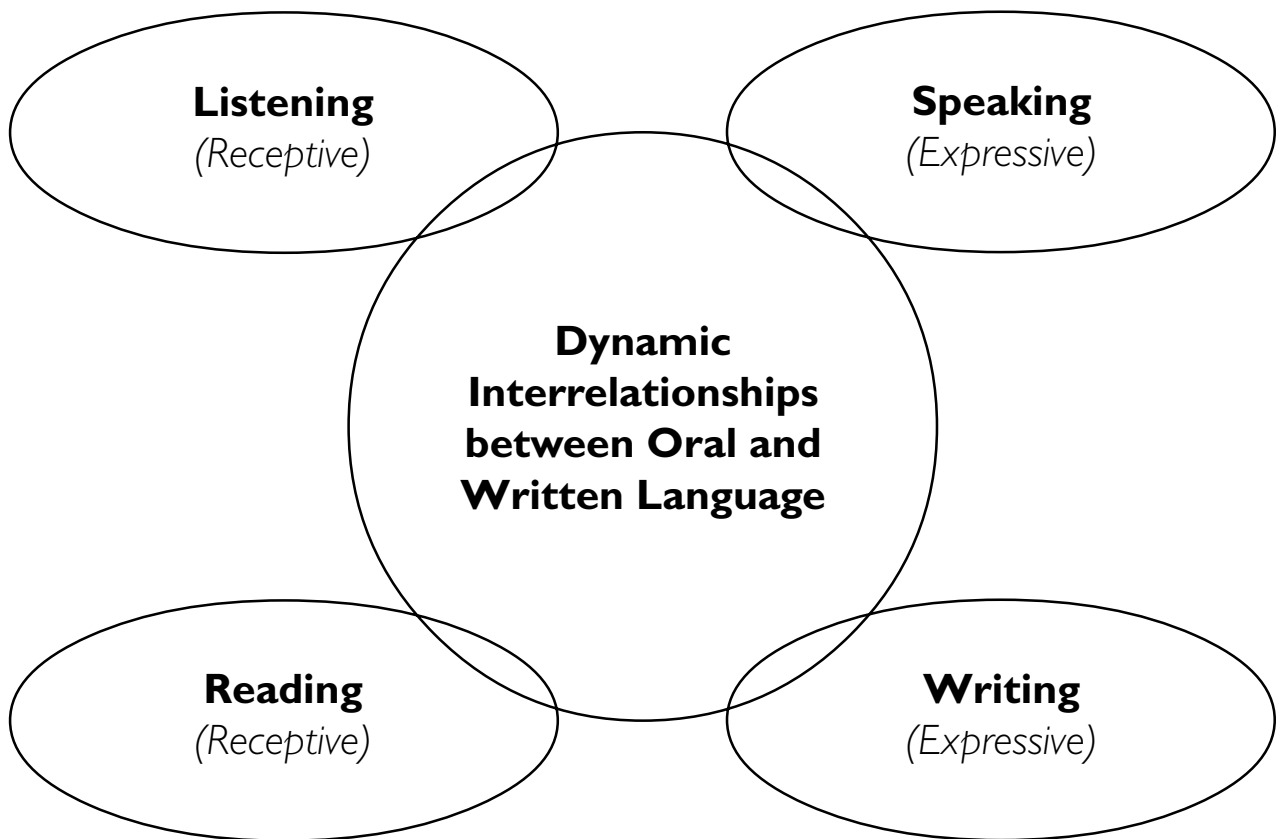
The Vocabulary Challenge



Most students enter school with large receptive vocabularies. The materials used by 3rd to 9th graders contain about 90,000 words.

Adapted from Graves, Juel, and Graves, 1997

Language Proficiency



“All children moving into literacy must make the connection between oral and written language.”

Virginia Garibaldi Allen

Major Dimensions of Language

Language in
Communicative Context

Pragmatics:

the level of language as it functions and is used in a social context

Language as a
Meaning System

Semantics:

the level of meaning of individual words and of word relationships in messages

Language as a
Structured Rule-
Governed System

Syntax:

the level of combination of words into acceptable phrases, clauses, and sentences

Morphology:

the level of combination of sounds into basic units of meaning (morphemes)

Phonology:

the level of combination of features of sounds into significant speech sounds

Activity 3

Elements of Prevention and Intervention

Prevention/Intervention

Language Rich Environment	
Effective Teaching	
Frequent Diagnosis	
Differential Treatment	

Teaching Reading-Program Advisory, California Department of Education, 1996

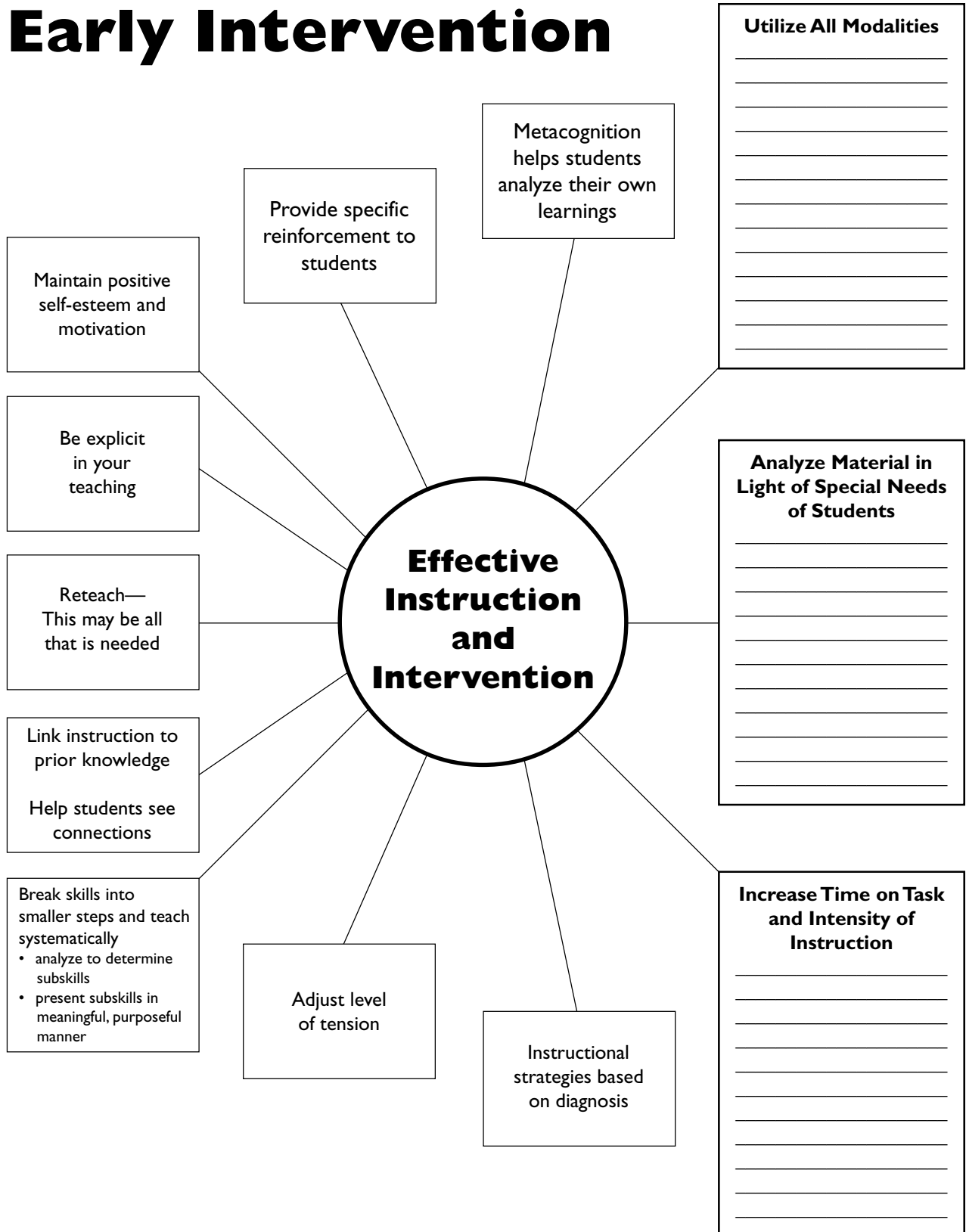
Effective teachers are able to craft a special mix of instructional ingredients for every child they work with...There is a common menu of materials, strategies, and environments from which effective teachers make choices.

National Research Council Report

Activity 4

Alphabet Recognition Intervention Strategies

Early Intervention



ALPHABET RECOGNITION

Examples of Intervention Strategies

1. Repeat instruction in a small group or an individualized setting
2. Utilize all modalities
 - Verbalize the formation of the letter
 - Choose the letter that is named
 - Make the shape of the letter with your body
 - Trace the letter in sand or salt
3. Increase time on task and the intensity of instruction
 - With students who need small group or individualized instruction and frequent repetitions
4. Link instruction to prior knowledge
 - Compare unknown letters to known letters or letter parts (i.e., straight lines or curved lines)
5. Analyze materials in light of special needs of students
 - Move from large to small print, clearly articulating the names of the letters
6. Be explicit in your teaching
 - Eliminate possible confusion in instruction
 - Make sure students know what you want them to learn

Adapted from: *Elementary Language Arts and Reading Frameworks*. Hillsborough County Schools, Tampa, FL.

A Strategy for Letter Recognition

1. Just model...show letter
2. Model + verbal command (down, up, and around)
3. Model + verbal command + direct search (find the letter in an array)

Elkonin & Zaphorzhets

Considerations for Letter Learning

- ❖ Model and verbalize the formation of the letter
- ❖ Use different media to model letter formation:
 - chalk
 - markers
 - pens
 - felt
 - sandpaper
- ❖ Use different sizes of print:
Move from large print to small print
- ❖ Have students write in the air, on the desk, in sand, in salt, on the carpet
- ❖ Use vertical and horizontal surfaces

Considerations for Letter Learning

- ❖ Start with letters in a child's name
Beth Ted Berta
- ❖ Use letters from words the child already knows
mom dad stop
- ❖ Select letters from dictated sentences
- ❖ Use letters from favorite books
- ❖ Have child identify an object he/she associates with the letter
- ❖ Make individual alphabet books with known letters

Considerations for Letter Learning

Similar Letters

- ❖ Introduce similar letters

o *a* *c*
l *t* *h*

- ❖ Group letters. Which ones are similar?

o *t* *h* *c* *l* *a*

- ❖ Child finds odd letter in a group

c *t* *o* *a*

Considerations for Letter Learning Different Letters

- ❖ Introduce differences on known letters first
- ❖ Introduce the most different first
- ❖ Contrast the most different first
- ❖ Add easy letters first

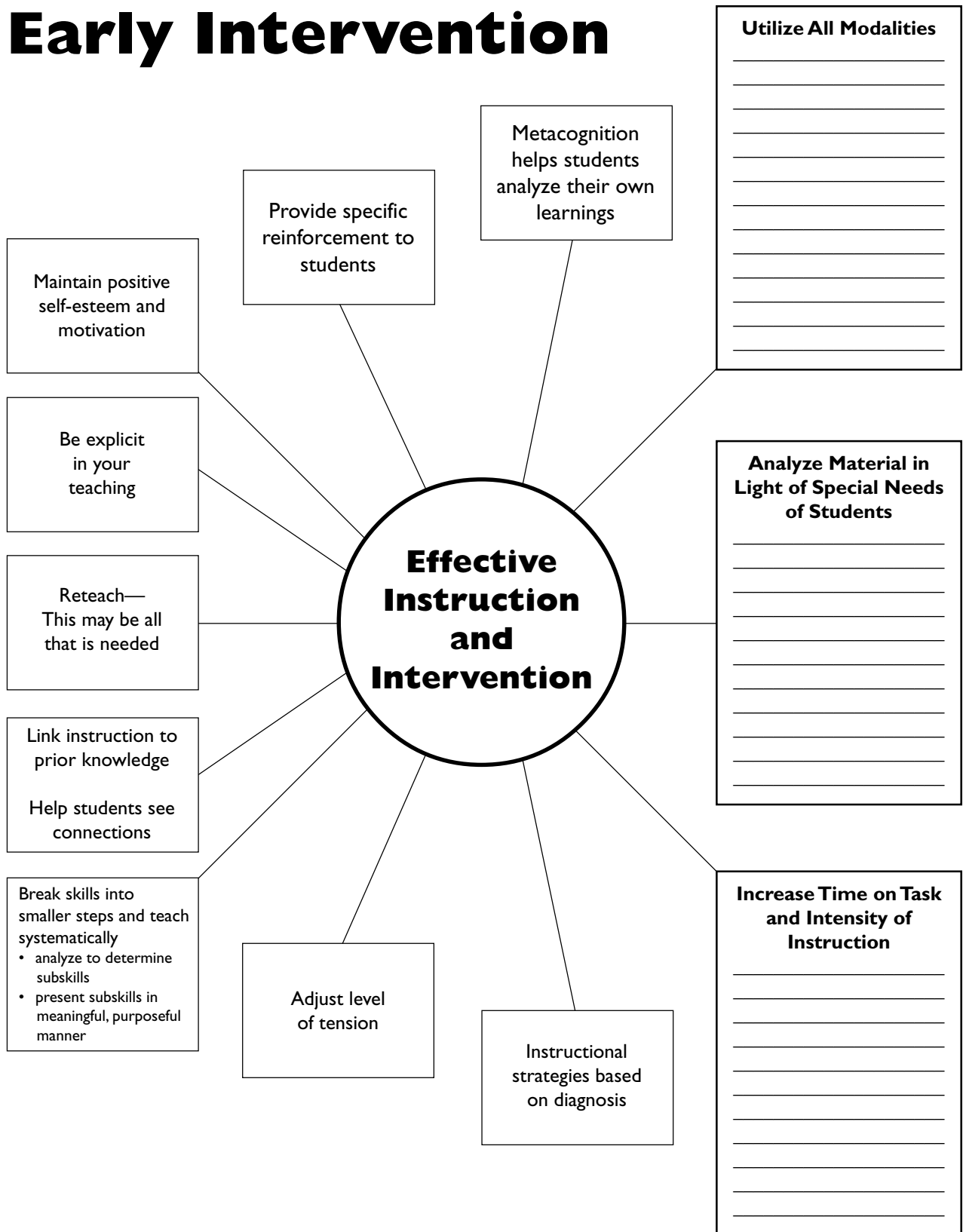
Additional Letter Learning Activities

- ❖ Sort the same letters in different colors
- ❖ Sort different letters in the same color
- ❖ Pair capital and lower case letters in the same color
- ❖ Pair capital and lower case letters in different colors
- ❖ Talk about the similarities and differences between capital and lower case letters
- ❖ Move letters on a magnetic board
- ❖ Build, disassemble, and rebuild small collections of letters

Activity 5

**Concepts of Print
Intervention Strategies**

Early Intervention



Concepts of Print

Examples of Intervention Strategies

1. **SHARED READING** - During shared reading point to the words, talk about direction, return sweep, punctuation marks, spaces between words and alphabet letters.
2. **SHARED/INTERACTIVE WRITING** - During shared or interactive writing, discuss where to start writing on the paper. Model left to right and top to bottom progression when writing. Discuss spaces between words, punctuation marks, beginning sounds, words and letters.
3. **GUIDED READING** - During guided reading students are supported in their efforts demonstrate print concepts. They should be provided with daily opportunities to practice.
4. **INDEPENDENT WRITING** - During independent writing sessions, students will have the opportunity to demonstrate their knowledge of print concepts.
5. **GUIDED WRITING** - Guided writing opportunities often occur while other students are writing independently and give the teacher additional opportunities to support students in their efforts to apply what they have learned in the area of print concepts.
6. **COUNTING WORDS** - Give each student ten counters in a paper cup (bingo chips, raisins, two colored counters, etc.). Say a sentence at a normal rate. Then repeat the sentence, pausing after each word. Have students put down counters as you slowly say the words in the sentence and then count the counters and decide how many words you said.
7. **SPEECH BUBBLES** - Call attention to speech bubbles contained in a big book. After reading the story, lay a jump rope on the floor in a circle to represent a speech bubble. Let the students take turns making statements for the teacher to record and place in the speech bubble.

8. PUNCTUATION - Write sentences from big book stories on tagboard strips. Leave off the punctuation. As a class use:

- Macaroni to glue on the sentences as commas or apostrophes
- Clothespins to clip on the sentences as quotation marks
- Punched out dots to glue on the sentences forming periods or questions marks
- Spaghetti to glue on the sentences for exclamation marks

9. WHAT IS A LETTER, WHAT IS A WORD? - Use Wikki sticks, pipe cleaners or highlighter tape to have students find “a letter” or “a word” during shared or guided reading.

10. SPACES BETWEEN WORDS - Emphasize spaces during shared writing by writing each word of a sentence on a separate piece of tagboard and gluing the individual words onto chart paper. Talk about how the individual words go together to make a sentence. Model how to put the sentence together. Demonstrate how to space between words.

11. ONE TO ONE WORD MATCHING - Give students pointers (pencils with eraser tops, tongue depressors, etc.) to point to words on a chart or in a book during shared reading, to “read the room” and to use when reading their guided reading books.

12. LEFT TO RIGHT - Cut sentences apart and have students put them back in order using the text as a model.

13. RETURN SWEEP - Use Jack Hartman’s song tape about return sweep. Let the children pretend they have brooms and “return sweep” along with Jack as he sings.

Adapted from: *Elementary Language Arts and Reading Frameworks*. Hillsborough County Schools, Tampa, FL.

Activity 6

Phoneme Awareness

Phoneme

**The smallest unit of speech
that distinguishes one
word from another.**

Phoneme Awareness

**The ability to
consciously separate
individual sounds
in a spoken language.**

Phoneme awareness is a more potent predictor of reading achievement than nonverbal intelligence, vocabulary, and listening comprehension, and it often correlates more highly with reading acquisition than tests of general intelligence.

Marilyn Jager Adams, 1990

The lack of phoneme awareness is the most powerful determinant of the likelihood of failure to learn to read because of its importance in learning the English alphabetic system or how print represents spoken words. If children cannot hear and manipulate the sounds in spoken words, they have an extremely difficult time learning how to map those sounds to letter patterns—the essence of decoding.

Marilyn Jager Adams, 1990

Phoneme Awareness Quiz

Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 7

Phonological Awareness

Phonological Awareness Skills

❖ Word Segmentation

❖ Rhyme

- recognition
- production

❖ Syllable

- blending
- segmenting
- deletion

❖ Phoneme

- isolation
- blending
- segmentation

❖ Manipulation

- addition
- deletion
- substitution
- transposition

Phonological Awareness Skills

Word Segmentation

Sue can run (*preschool*)

Rhyme

Recognition: cat and rat rhyme (*preschool*)

Production: “What rhymes with cat?” (*kindergarten*)

Syllable

Blending: sun+shine = sunshine (*preschool*)

Segmenting: sun/shine (*kindergarten*)

Deletion: Say sunshine without “sun” (*kindergarten*)

Phoneme

Isolation of initial/final sound: “What is the first/last sound in “cat?” (*kindergarten*)

Blending: “What am I saying?” /c/at/ (*first grade*)

“What am I saying?” /c/a/t/ (*first grade*)

Segmentation: “What are the sounds in “cat?” c/a/t/ (*first grade*)

Manipulation

Addition: Add /c/ to “at” (*kindergarten-first grade*)

Deletion: “Say ‘ca’ without the /c/.” (*first grade*)

“Say ‘meat’ without the /m/.” (*first grade*)

“Say ‘meat’ without the /t/.” (*first grade*)

“Say ‘slap’ without the /s/.” (*second grade*)

“Say ‘slap’ without the /l/.” (*third grade*)

Substitution: “Say ‘cat’ and instead of /c/ say /r/.” (*first-third grade*)

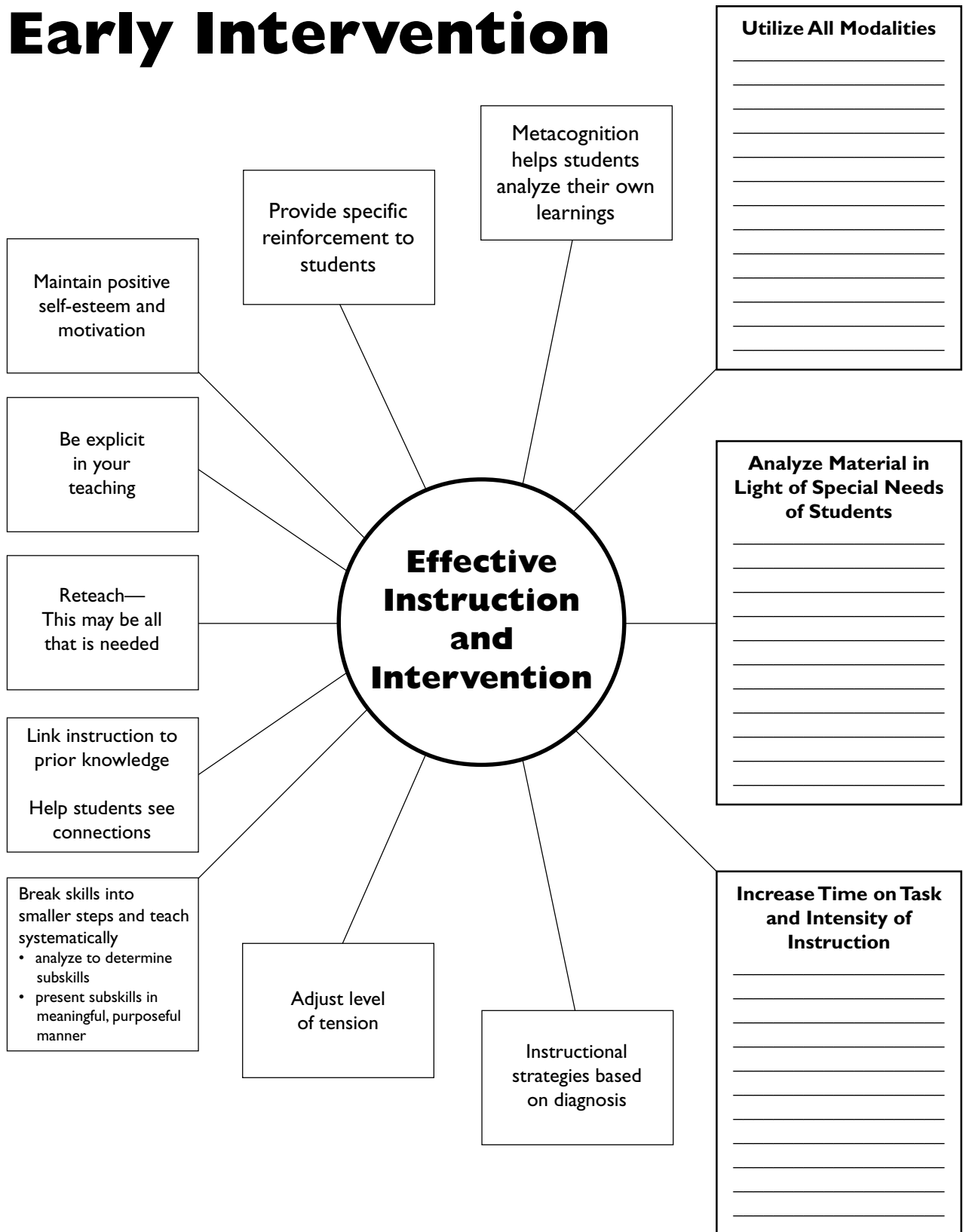
Transposition: stop to spot—“What is changing?” (*first-third grade*)

Adapted from CORE

Activity 8

**Phoneme Awareness
Intervention Strategies**

Early Intervention



Phoneme Awareness

Examples of Intervention Strategies

- 1. DO YOU KNOW?** - Copy the song “Do You Know?” on chart paper. Track the print as you sing to the tune of “Muffin Man”. Repeat several times asking students to substitute one syllable rhyming words to replace *king* and *ring*. Use post-it notes to record the new rhyming words and place them on the chart.

Do You Know?

Do you know two rhyming words,
Two rhyming words,
Two rhyming words?
Oh, do you know two rhyming words?
They sound a lot alike.

King and ring are two rhyming words,
Two rhyming words,
Two rhyming words.
King and ring are two rhyming words.
They sound a lot alike.

- 2. RHYME BOOK** - Paste a different picture at the top of a piece of paper for each student in the class. Have students draw or find pictures from magazines of objects that rhyme with the picture at the top of the page. Gather the pages together and bind to form a class book.
- 3. RHYME HUNT** - Go on a rhyme hunt with students around your classroom or schoolyard. Have students find something from their environment that rhymes with a given word (*cook, book*).
- 4. SILLY SENTENCES** - Assist students as they create silly alliterative sentences. Have students illustrate their sentence and combine all pages to form a class book on alliteration. *Example: Five funny frogs fell.*
- 5. SONG/RHYME** - Sing familiar songs such as *Row, Row, Row Your Boat*. Change the stanza “Merrily, merrily, merrily, merrily” to “Jerrily, jerrily, jerrily, jerrily”, etc.
- 6. NURSERY RHYME RATTLE** - Say three words, two of which rhyme. Have students identify the rhyming pair. Tell students to listen for rhyming pairs in nursery rhymes such as *Jill, hill*. Distribute noise makers. Read nursery rhymes. Invite students to make noise when they hear the second half of a rhyming pair.

- 7. SEEING SOUNDS** - Give each student a hand held mirror. Say words and have students repeat them as they look in the mirror. Point out teeth, tongue, and mouth positions as they say different letter sounds. Have children practice placing their hands in front of their mouth to hear the air expel and placing their hands on their chins to feel mouth positions.
- 8. DRAW A RHYME STORY** - Say a rhyme and leave out the last word. Have students draw what they think the last word will be. Example: “When you draw a monster it is said, you always begin with his “HEAD”. This bird can see when he flies, if we draw him two big “EYES”.”

Adapted from: *Elementary Language Arts and Reading Frameworks*. Hillsborough County Schools, Tampa, FL.

Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.
She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephants, elephants, elephants
Jump the fence, fence, fence.

Phoneme Awareness Rhyme

Did You Feed My Cow?

“Did you feed my cow?”

“Yes, Ma’m!”

“Will you tell my how?”

“Yes, Ma’m!”

“Oh, what did you give her?”

“Corn and hay.”

“Oh, what did you give her?”

“Corn and hay.”

“Did you milk her good?”

“Yes, Ma’m!”

“Did you do like you should?”

“Yes, Ma’m!”

“Oh, how did you milk her?”

“Swish! Swish! Swish!”

“Oh, how did you milk her?”

“Swish! Swish! Swish!”

Phoneme Awareness Rhyme

Señor Salas

**El Señor Salas sala su salsa en la sala,
con sal de Salinas**

**Con sal de Salinas en la sala,
sala su salsa el Señor Salas**

Pepe Pecas

**Pepe Pecas pica papas.
Pica papas con un pico.
Con un pico, con un pico,
Pepe Pecas pica papas.**

Phonemic Awareness: Alliteration

Éste era una vez

Éste era una vez un gato

con su colita de trapo

y sus ojos al revés.

¿Quiéres que te lo cuente otra vez?

Rhyming

El burro

A, el burro se va;

E, el burro se fue;

I, el burro está aquí;

O, el burro se ahogó;

U, el burro eres tú.

*Folklore
Final Sounds
Phoneme Awareness*

Chocolate

Uno, dos, tres, cho-

Uno, dos, tres, -co-

Uno, dos, tres, -la-

Uno, dos, tres, -te

Chocolate, chocolate

Bate, bate chocolate.

*Syllable
Phonemic Awareness: Sementation*

Activity 9

Speech Sounds

American English Consonants (Phonic Symbols)

	lips	lips/ teeth	tongue between teeth	tongue behind teeth	roof of mouth	back of mouth	throat
stop	/p/ /b/			/t/ /d/		/k/ /g/	
nasal	/m/			/n/		/ŋg/	
fricative		/f/ /v/	/θ/ /ð/	/s/ /z/	/sh/ /zh/		
affricate					/ch/ /j/		
glide					/y/	/wh/ /w/	/h/
liquid				/l/ /r/			

stop

nasal

fricative

affricate

glide

liquid

Vowel Spellings by Mouth Position



e

see
these
me
eat
key
happy
chief
either

i

sit
been
gym

a

make
rain
play
They
baby
eight
vein
great

e

pet
head
said
says

a

cat
laugh

ə

about
lesson
elect
definition
circus

i

time
pie
right
rifle

u

cup
cover
flood
tough
among
fox
father
palm

aw

saw
pause
call
water

o

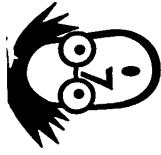
vote
doe
boat
snow
open
old

oo

Took
put
could

oo

moo
tube
blue
chew
ruby



oi **oy**

boy, oil, (lawyer?)

ou **ow**

cow, out

ir **er** **ur**

sir
her
fur

ûr:

âr:

car

ôr:

pour, or



Activity 10

**Components of a
Comprehensive Reading
Program**

Essential Components of a Balanced and Comprehensive Reading Program

— From Research to Practice —

It was determined that a balanced and comprehensive approach to reading must have:

...ongoing diagnosis that informs teaching and assessment that ensures accountability; and

...a powerful early intervention program that provides individual tutoring for children at risk of reading

Every Child A Reader
California Reading Task Force
Sacramento, California, 1996

Teaching Reading , Reading Program Advisory

State Superintendent of Public Instruction
California State Board of Education
California Commission on Teacher Credentialing
Sacramento, 1996

Annotated Bibliography of Reading Intervention Resources

Adams, M. J., Foorman, B. R., Lundberg, I., Beeler, T. (1998). *Phonemic Awareness in Young Children: A Classroom Curriculum*. Paul Brooks Publishing Company: Baltimore, MD.

This supplemental language and reading curriculum resource provides listening, rhyming, alliteration, and segmentation activities and games most appropriate for preschool, kindergarten and first-grade children. Assessment activities and forms are also included.

Blevins W. (1997). *Phonemic Awareness Activities for Early Reading Success: Easy, Playful Activities That Help Prepare Children for Phonics Instruction*. Scholastic: NY.

This resource book includes quick-and-easy reproducible learning games for helping K-3 children build language and reading skills.

Clay, M. (2000). *Concepts About Print. What Have Children Learned About the Way We Print Language?* Heinemann: Auckland.

This assessment book uncovers what children already know, what they are confused about, and what they have yet to learn about books and how we put language into print. It is one of six tasks in the more comprehensive *An Observation Survey of Early Literacy Achievement* (1993) by the same author.

Hoyt, L. (1999). *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*.

Heinemann: Portsmouth, N.H. This resource includes a practical collection of more than 130 strategies and 90 reproducibles useful for creating learning experiences that encourage K-6 inferential reasoning and increased communicative competence. Each chapter is loaded with assessment tools, student self-reflection forms, observation guides and parent activities for immediate use.

(1994). *Quick-Word Handbook: Handbook for Everyday Writers*. Curriculum Associates: North Billerica, MA.

This handbook contains 1,020 high-use writing words. In addition, space is provided for students to list personal writing words. A special section has been set aside in the back of the handbook for common homophones, abbreviations, states, months, days, and numbers.