

# READING INTERVENTIONS RESOURCE HANDBOOK

---

Jose M. Chavez, M.A.  
Orli Lahav, M.A.

# To the Reader

The purpose of this resource book is to provide concrete support to parents and teachers of struggling readers. Extensive research has shown the numerous benefits to education of multisensory approaches to learning, explicit instruction, and parental involvement; however, many parents continue to miss out on opportunities to become involved members in their children's education.

This resource book provides an alternative approach to increasing students' academic success. It is intended that teachers add the strategies and interventions provided in this resource book to their repertoire of activities and are encouraged to provide parents with modifications to use these activities at home with their children. These activities can be done in or out of the classroom by parents and teachers alike. The goal is for teachers to dialogue openly with their students' parents and to encourage both parents and teachers to be accountable for positive educational outcomes. With proper support, teachers and parents can help increase students' academic success.

All materials in this book not specifically identified as being from another source are copyright © 2013 by Jose Chavez & Orli Lahav. You have permission to reproduce these pages for use in your own classroom. You may not distribute, copy or otherwise use any of this book for sale, for commercial presentation, or commercial use without the written permission of the authors.

# Table of Contents

<b>A Snapshot of Research</b>	<b>4</b>
<b>Strength Based Approach</b>	<b>5</b>
<b>Overview of Reading</b>	<b>6</b>
<b>Simple View of Reading</b>	<b>7</b>
<b>Steps to Lifelong Reading</b>	<b>8</b>
<b>Phonemic Awareness</b>	<b>9-12</b>
<b>Phonics</b>	<b>13-18</b>
<b>Reading Fluency</b>	<b>19-24</b>
<b>Vocabulary</b>	<b>25-30</b>
<b>Reading Comprehension</b>	<b>31-36</b>
<b>Technology: iPads</b>	<b>37-47</b>
<b>Work Cited</b>	<b>48-49</b>
<b>Samples</b>	<b>50-62</b>

# A Snapshot of Research

**Phonemic Awareness:** Phonemic Awareness (PA) refers to the ability to hear, identify and manipulate sounds in spoken words. PA should be taught explicitly and research shows explicit instruction in PA and decoding yields an effect size between three and half to four times larger than those for studies that did not use a literacy-focused curriculum (National Early Literacy Panel, 2008).

**Phonics:** Phonics is the study of sound-symbol correspondence. Research reveals “systematic and explicit instruction in phonics produces significant benefits for children from kindergarten through sixth grade and for children having difficulty learning to read” (NRP, 2001).

**Fluency:** Fluency is the ability to read with speed, accuracy, and proper expression. Research shows that effective fluency instruction requires passages and books that contain limited and controlled vocabularies. Utilizing material with limited vocabulary ensures multiple encounters with words; repeated reading is key.

**Vocabulary:** Vocabulary knowledge is an important predictor of reading comprehension. Vocabulary should be taught consistently, directly, and intensively. Students need to learn multiple meanings for words and need to be provided with numerous opportunities to encounter and utilize new vocabulary. Research shows that students should be provided with both definitional and contextual information about a new word.

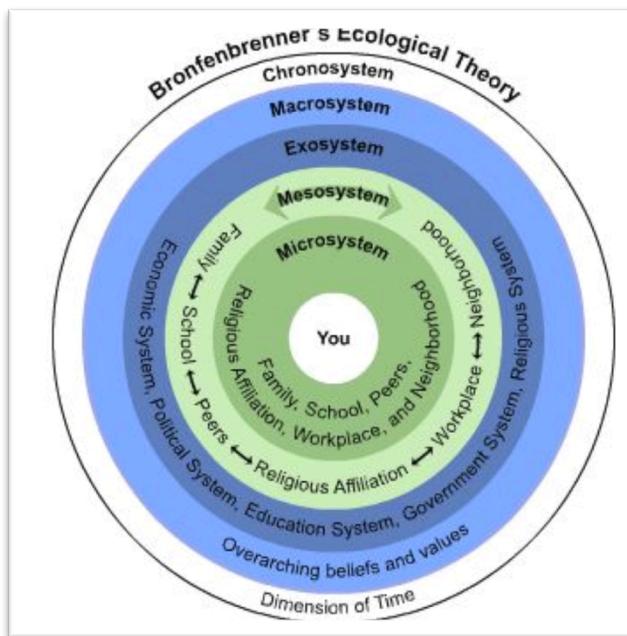
**Reading Comprehension:** Reading Comprehension is the understanding of information read. It demonstrates the ability to extract and construct meaning from written text. Research shows that cognitive skills strengthen reading comprehension as does direct, explicit instruction in comprehension skills. These skills include, but are not limited to: compare and contrast, inference, visualization, prediction, and synthesizing information.

# Strength-Based Approach

“Individuals gain more when they build on their talents, than when they make comparable efforts to improve their areas of weakness.” (Clifton & Harter, 2003).

A strength-based approach involves assessing, teaching, and designing activities that help students identify their greatest talents and then applying those strengths in the process of learning to achieve personal success.

Bronfenbrenner’s Ecological Model of Child Development (1994) places the child at the center and identifies significant factors that support children’s learning and development. Families, schools, and peers are essential to providing each student with a strong network of support.



Utilizing a child’s strengths results in higher levels of intrinsic motivation, greater engagement in school, increased productivity with the task at hand, and improved self-confidence.

# An Overview of Reading

**Reading** is a multifaceted process involving decoding, sight word naming, comprehension, fluency and motivation.

Research shows that students make significant gains in reading when teachers provide interventions that are explicit and intensive; more specifically, when teachers individualize interventions to fit the targeted student's deficit (Torgesen, 2004).

There are many contributing factors linked to reading challenges. Spencer (2010) indicates that other contributors may include heredity, memory, auditory processing, and educational history. Each one of these contributors impacts reading in their own way, as indicated in *Table 1*.

Reading Challenges Contributors	
Contributor	Impact
Heredity	The probability of having dyslexia is 50% greater if a relative has dyslexia.
Memory	Recall can be inhibited because of the need to hold sounds, words, and concepts in short term memory while reading.
Auditory Processing	Phonological processing deficits are highly correlated with word reading difficulties.
Educational Background	Early success in acquiring reading skills leads to continued success in reading, while initial difficulties can be indicative of prolonged struggles with reading.

Table 1. Reading Challenges adapted from Spencer (2010).

# Simple View of Reading

Establishing a clear definition of reading provides an important perspective for evaluation and intervention. For the purpose of this resource book we will use the Simple View of Reading as the foundation for our strategies and interventions.

The Simple View of Reading (SVR) indicates that reading is comprised of word recognition and language comprehension. Therefore, processes are established by which the words on the page can be recognized and understood, i.e. phonological decoding and sight-word naming skills develop, while the language comprehension processes that underlie both spoken and written language comprehension continue to mature.

SVR presents Reading Comprehension (RC) as the product of Listening Comprehension (LC) and Decoding (D) .

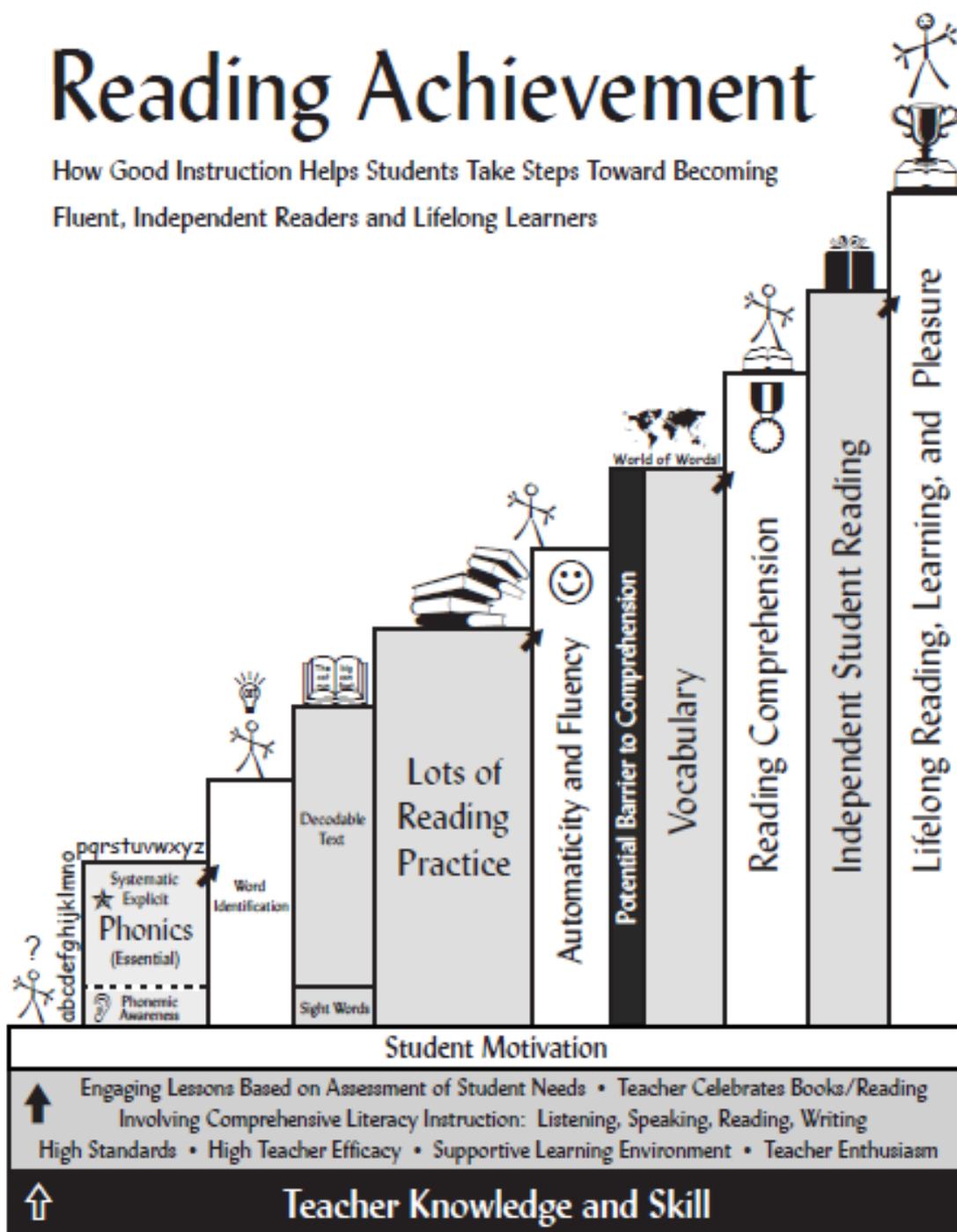
$$[RC = LC \times D]$$

		Language Comprehension	
		Poor	Good
Word Recognition	Good	Poor language comprehension, and good word recognition.	Good language comprehension, and good word recognition.
	Poor	Poor language comprehension, and poor word recognition.	Good language comprehension, and poor word recognition.

# Steps to Lifelong Reading

## Reading Achievement

How Good Instruction Helps Students Take Steps Toward Becoming  
Fluent, Independent Readers and Lifelong Learners

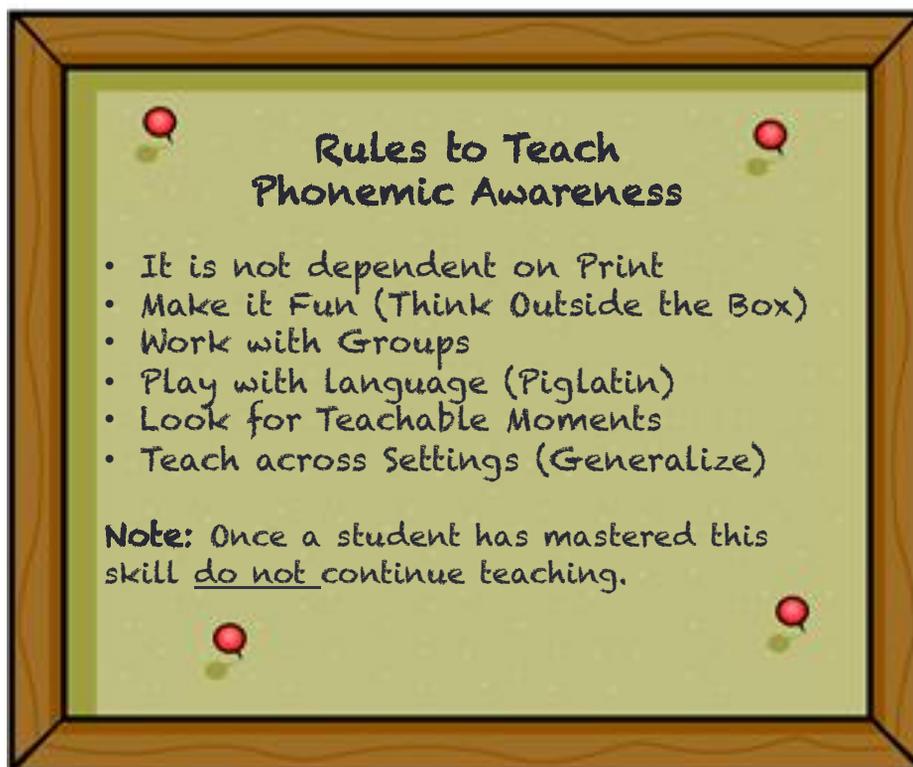


# Phonemic Awareness

“Correlation studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school” (NRP, 2000).

In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness (Yopp, 1992). Phonemic awareness refers to the ability to hear, identify, and manipulate sounds in spoken words. Before children learn to print, they must understand that words are made up of speech sounds, or *phonemes*.

Phonemic awareness instruction should be focused on multiple skill sets. These skills include: rhyming, segmentation, isolation, deletion, substitution. and blending.



# Hip Hop Mary

## Rhymes and Songs

### Directions:

1. Play music that contains rhyming words in the lyrics.
2. After listening to the song have the students talk about which rhyming words they were able to identify.
3. Then provide students with a copy of the lyrics and read the lyrics or nursery rhymes aloud as a group.
4. Assign students a verse and have them work in pairs. Each pair should highlight all of the rhyming words in their verse.
5. Have partners come up with multiple words that rhyme with each rhyming word.
6. Replace some of the words in the song with the new rhyming words and sing the song or nursery rhyme with the new words.

Estimated Time: 15-30 min

Materials: Lyrics and CD

# Picture Bingo

## Directions:

1. Students must each have a bingo card and counters.
2. Teacher says initial sound and students must locate a picture that begins with the same sound.
3. If the student has all of the pictures covered diagonally, across in a row, or vertically in a column, they should call out BINGO.
4. If a student calls BINGO and they are incorrect, then they sit out until the next new round begins.

\*Variations - focus on medial or final sounds., e.g. teacher says /i/ and student covers the picture for “pig”.

Estimated Time: 5-15 min

Materials: Counters, bingo cards, and bingo sheets

# The Sound Train

## Directions:

1. Students will line up in the classroom or outside.
2. Teacher will identify a sound to practice, e.g. /th/.
3. Then the teacher will lead the students around the room like a train as they practice the sound.
4. When the train stops, students will stay quiet and raise their hand when they have identified an object in their environment that begins with the same sound that they are practicing.
5. The train will continue to move, making multiple stops. The teacher will determine when enough items or objects have been identified.

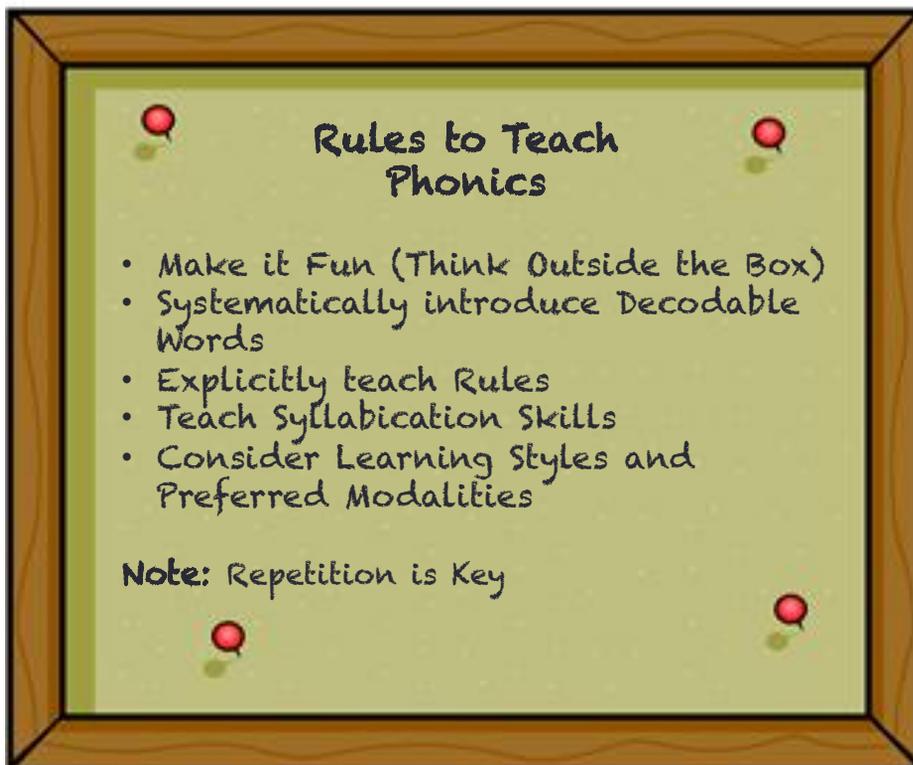
Estimated Time: 15 min

Materials: N/A

# Phonics

Phonics is the study of sound-symbol correspondence for the purpose of learning to read and write. Phonics is essential to a child's literacy development. Research shows that young children benefit significantly from systematic and explicit instruction in phonics.

There are many views on phonics and at least three ways to approach it in the classroom. Phonics instruction can be taught through direct-systematic instruction, integrated instruction or embedded phonics (Savage, 2001).



# Monster Sounds

## Directions:

1. Students will be divided into groups.
2. Students will be assigned parts of a monster, e.g. head, body, arms, legs.
3. Students will make their body parts out of multi-colored construction paper and glue or tape them together.
4. Once the monster is glued together, students will be asked to identify a word that corresponds to a particular lesson.
  1. For example: If you are working on rhyming the teacher will provide a body word (lead word) to each group and the students will identify a word to correspond with every body part. They will then write the word on the body part.
5. Once students have completed their group monsters, they will practice reciting the words written on their monster with their group. They can then share their words with students in other groups.

Estimated Time: 5-15 mins

Materials: Multi-colored construction paper, pencil, scissors, and glue or tape.

# Criss-Cross Phonics

## Directions:

1. All students stand up and organize into rows.
2. Teacher shows a word or a picture and designates initial, medial, or final sound.
3. Students raise their hands and identify the selected sound.
4. If the sound is identified correctly the student must sit down and choose another student to answer the next sound question.
5. Repeat step 2-5.
6. Once there is a row of students that has successfully sat down they win (winning rows can be diagonal, vertical, or horizontal as long as there are the same number of students in each possible row).

Estimated Time: 10-15 min

Materials: Grade-level words and picture cards

# Battleship Phonics

## Directions:

1. Working in pairs, each individual has a 4x4 grid on a whiteboard or sheet of paper.
2. The two grids are identical with initial sounds written down the left side and medial and final sounds written together across the top.
3. Students are then directed to choose special squares on their grid to place or draw their battleship.
4. The first player in the game creates a word by blending the initial sound with the medial and final sounds. Once the word has been read the other player checks their grid to see if one of their battleships has been correctly identified. (The intersection of the row and column highlights a particular square).
5. Students switch off, each taking a turn at choosing a square and blending the words.
6. The goal is for the students to find all the hidden battleship squares.

Estimated Time: 15-20 min

Materials: Grid, whiteboard, paper, and markers or pencils.

# Ball and Cap

## Directions:

1. While playing music, pass around a ball in one direction and a cap with letter and words written on pieces of paper in the other direction.
2. When the music stops the student with the hat must take out a piece of paper. If it has a letter the student says the sound it makes, not the letter name. If it has a whole word the student must segment the sounds.
3. The student with the ball must guess the letter(s).
4. If the first student does not segment the word correctly they are out, if the student does not identify the letters correctly they are out.

\*In lieu of music, the teacher can call go and stop to start and end the round.

\*To play the game without competition have the students continue to pass the ball and cap around until all of the words are read.

Estimated Time: 10-20 min

Materials: Ball, cap, and pieces of paper with letters or words

# Phonimatics

## Directions:

Estimated Time: 15-25 min

Materials: Letter tiles

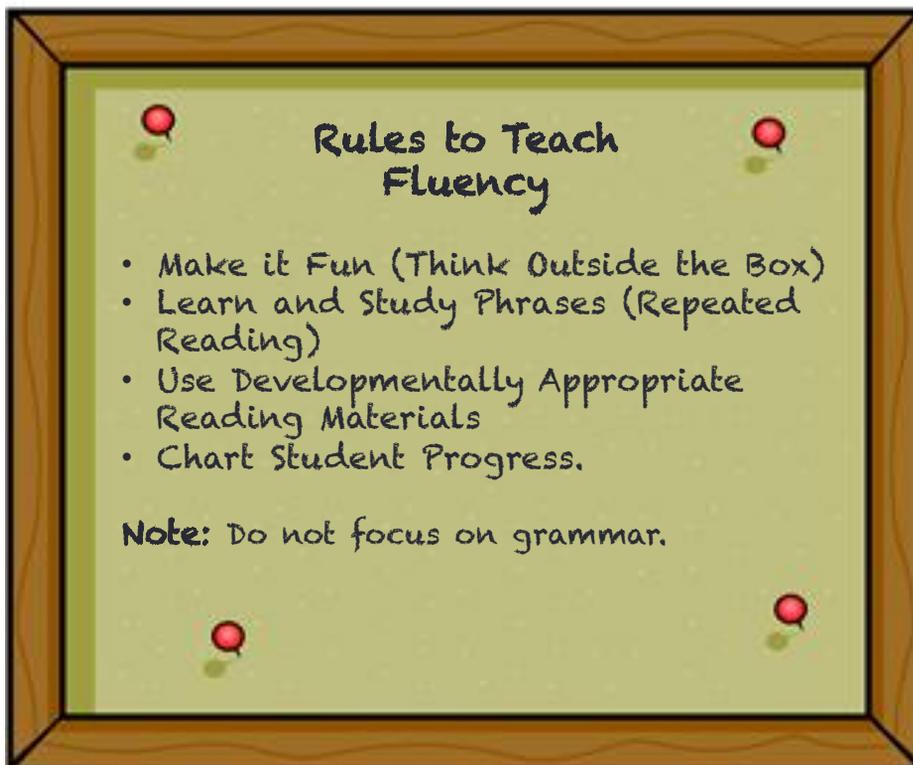
1. Students work in small groups.
2. Lay out letter tiles on the table.
3. Each student starts with seven letter tiles.
4. The first student creates a word with as many tiles as possible.
5. The next student creates a word by adding tiles to the preexisting word, i.e. a prefix or suffix, or they can create an entirely unrelated word.
6. When a student does not have anymore tiles to add, a new word is initiated.
7. Once time has run out, or no more tiles are available count the number of tiles in the longest word and that is the group's final score
8. Whichever group has the most points at the end wins.

\*Variations – Group vs. group competition

# Reading Fluency

The development of reading fluency in students is considered an important goal of reading instruction. Fluency is important because it provides a bridge between word recognition and reading comprehension by allowing the brain and working memory to focus on word and sentence meaning.

Reading fluency is the ability to read text accurately, quickly, and with expression. Fluency serves two purposes, it gives students the opportunity to read and re-read the same text and it provides practice for students to read while receiving guidance and corrections from a fluent reader (Reading Rockets, 2012).



# Speed Reading

## Directions:

1. Write 5-10 words on the whiteboard.
2. Go over the pronunciation of each word.
3. Read through the list of the words at a consistent speed, leaving out only one of the words.
4. Students will identify the word that was skipped while following along on the board

\*Students can work in pairs and keep score of how many missed words are correctly identified.

\*Variations - add an extra word, read faster, or have them give you the definition of the word you missed.

Estimated Time: 5-10 min

Materials: Whiteboard and markers

# Readers Theater

## Directions:

1. Select an appropriate independent level text with familiar vocabulary.
2. After reading the story students will create a short script from the story.
3. Students will practice their script and perform it for their class or family.

\*No props, memorization, or costumes are required- but they are recommended.

Estimated Time: 45-60 min

Materials: Text, paper ,  
pencils

# Short Fluency Phrases

## Directions:

1. Select a series of short phrases and create cards with 10 phrases on each card.
2. Students break off into pairs. Each pair of students has 2-4 lists of words.
3. Teacher sets a class timer for 1 minute and the first student holds up the list while the other student reads aloud.
4. If the student reads the 10 phrases in less than 1 minute, the card holder switches to the next card. This continues until 1 minute has passed.
5. The card holder records the number of phrases that the student was able to read in 1 minute.
6. After the timer goes off, the students switch roles.

\*Practice as often as possible to increase fluency.

Estimated Time: 2-5 min

Materials: short fluency phrase cards, timer, progress recording sheet.

# Lego Fluency

## Directions:

1. Working with Legos and short fluency phrases, each student has a 2-4 lists of phrases.
2. Student will select a short fluency phrase from the list and read it quickly and with expression. If the student reads the phrase correctly, he will get one Lego piece to begin his/her project.
3. The next student does the same, until there are no more Lego pieces left.

\*Any type of building blocks can be used for this activity.

Estimated Time: 15 - 20 min

Materials: legos, short fluency phrases, lego cards

# Oh! No Game

## Directions:

1. On small cards, write common decodable and non-decodable words
2. Place these cards in a container along with 10-15 cards that say “Oh No!”.
3. Student pulls a card from the container and reads it aloud. If they read the card correctly, the student keeps the card.
4. When an “Oh No!” card is pulled out, the student must put all of their cards back in the container.
5. The student with the most cards at end of the game is the winner.

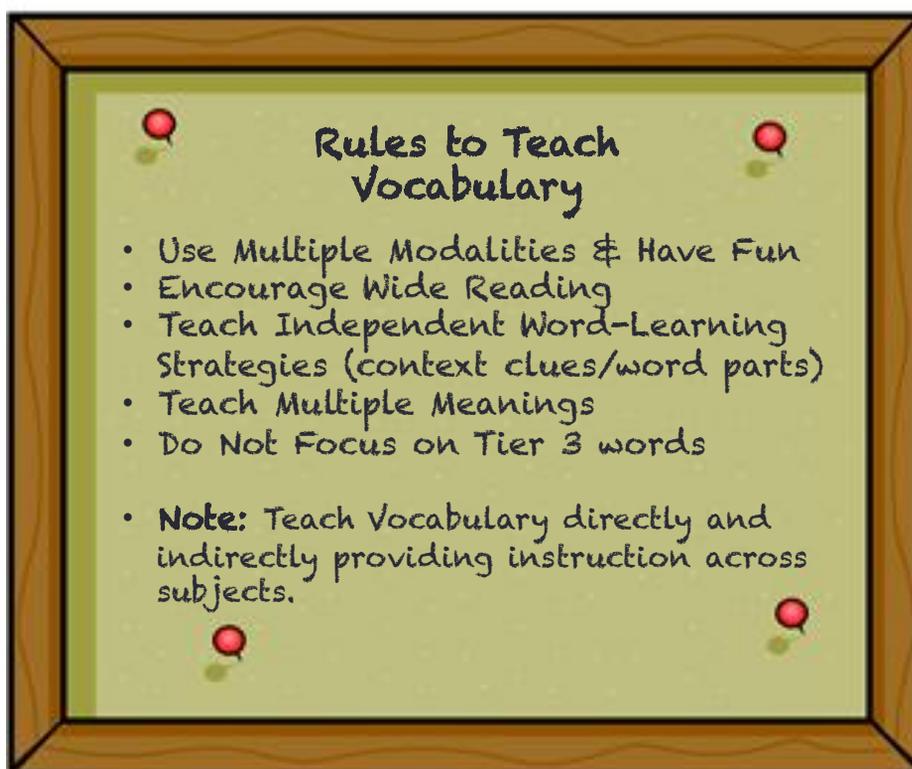
Estimated Time: 10-15 min

Materials: Container and cards

# Vocabulary

Vocabulary plays an integral part in learning to read. It provides depth and meaning to text. Beginning readers must use the words they hear orally to make sense of the words they see in print.

Vocabulary instruction is important because it encompasses all of the words we must know to access our background knowledge, express our ideas, communicate effectively, and learn about new concepts (Sedita, 2005).



# Pixie Stix

## Directions:

1. Write vocabulary words on popsicle sticks using different colored markers to signify difficulty and point system.
2. Have students work in groups of 2- 4.
3. Give students a set 20 sticks for every 2 students.
4. Students drop all of the sticks onto the floor or table. Let them lie where they land. Do NOT rearrange any of the sticks.
5. Extract a stick from the pile without moving any other stick. If you move a stick you forfeit your turn.
6. Once you pick up a stick without moving another stick read the word on the stick. If read correctly the student keeps the stick, if not the stick is returned to the pile.
7. Take turns until the pile is empty.

Estimated Time: 10-15 min

Materials: Sticks

# Hopscotch

## Directions:

1. Outline a hopscotch board in the yard or if you have a carpet hopscotch or preprinted hopscotch this can be played indoors.
2. Tape or write 1 vocabulary word per hopscotch square.
3. Have the students follow the same rules as in a typical game of hopscotch.
4. Student spell out the word their place holder is on and then read the word before jumping over to the next square.
5. Complete this process till every student has read all of the words.

\*Have the students define the word before jumping to the next square.

Estimated Time: 15 min

Materials: Chalk

# Vocab-War

## Directions:

1. Students will pair off. One student will shuffle the cards and deal them face down to form 2 equal piles.
2. Place a draw pile in front of each player.
3. Take the top card from each draw pile and place it face down between the players. These cards should be placed so they are accessible to both players
4. Both players uncover the center card and read it. Whoever reads the card first has to define it correctly. If the student reads and defines the card, they keep it. If the student reads the card correctly, but is not able to define it then the other student has an opportunity to do so. Continue the process until all the cards are done.
5. Player with the most cards wins.

Estimated Time: 5-10 minutes

Materials: Cards with vocabulary words

# Literacy Road Race

## Directions:

1. Students create flashcards with vocabulary words on the front and the corresponding definitions on the back.
2. Students divide the pile of vocabulary cards evenly amongst all of the students.
3. Then they roll a die to determine who goes first, i.e. the student who rolls the highest number begins the game.
4. The first player rolls the die and draws a card from the pile. If they are able to correctly define the word, they move the number of spaces indicated by the die. If they are not able to define the word correctly they do not move forward.
5. Students continue playing until someone reaches the end of the game board.

Estimated Time: 10-15 min

Materials: Road race board, die, marker, pencil, and flashcards

# Zig Zag Out

## Directions:

1. Students will write different parts of words on their Zig Zag board (prefix, root, suffix)
2. Students will use different colored pencils or crayons to connect and make words (1 point for a made up word, 2 points for a real word, and 3 points for a real word and definition)
3. Students will continue playing until they get to a zap zone. A zap zone is a point where no more zig zags are possible.
4. Tally up the points and the student with the most points wins.

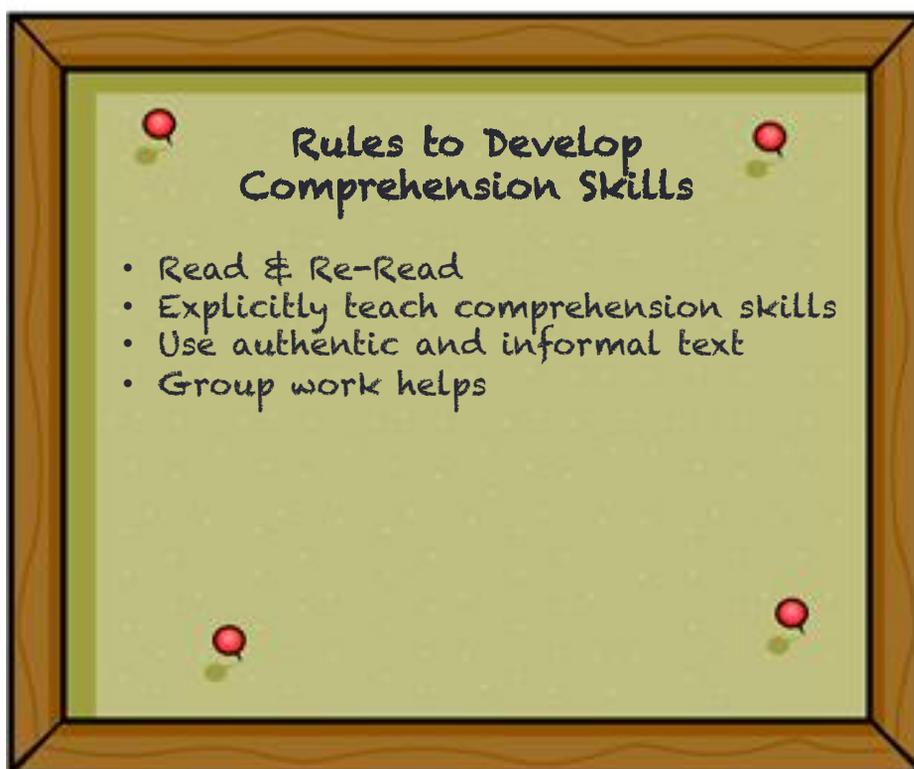
**Estimated Time:** 10-15 min

**Materials:** Colored Pencil, crayons, zig zag board

# Reading Comprehension

Reading Comprehension or comprehension is the ability to understand and interpret what is read. In order for individuals to accurately understand written material, they must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read.

As previously mentioned, reading is a complex process that embeds multiple factors; however, reading comprehension combines all the previous components in order to achieve a deep and meaningful understanding of the written text.



# Place Mats

## Directions:

1. Break off into groups of four.
2. Fold a large paper into fourths.
3. Each section is labeled with a different strategy: predict, question, clarify, and summarize.
4. Each child signs their name to a strategy/section.
5. Read a portion of the text individually or as a group and have each child use their strategy by writing their thoughts in their section.
6. Each student moves to the right and has to use a new strategy for the next chunk of text.
7. The process is repeated until the story is finished.
8. The last person sitting at the summarize section reads to the group each of the summaries.

Estimated Time: 30 min

Materials: Paper , pencils, and text

# Picture It!

## Directions:

1. Select an appropriate piece of text with a vivid description.
2. When working with a small reading group, the teacher should read the vivid passage aloud to the students.
3. Students close their eyes and imagine the scene being described.
4. When finished, ask the students to describe the most vivid part, e.g. the red barn, the beautiful house, the grassy field, etc.
5. Students share their images.
6. After five to ten minutes of discussion, have the students draw the scene with as much detail as possible.

\* Explain to them that visualization is about taking the words from the text and combining them with their own ideas to create pictures in their minds.

Estimated Time: 30 min

Materials: Books, white paper, colored pencils, markers, and crayons.

# Guess the Emotion

## Directions:

1. Introduce various emotions to the class over the course of a few weeks. The emotions can be as simple as happy, sad, mad, disappointed or a nuanced as anguish, embarrassment, pride.
2. Introduce an emotion, write it on a card and review the nature of the feeling regularly.
3. Choose a student volunteer and pin a card to his/her back.
4. Volunteer stands in front of the class and turns around, making sure everyone has a chance to see the emotion written on the card. (The volunteer does not know the emotion written on the card).
5. Students provide clues to help the volunteer guess which emotion she/he is wearing.
6. Each student begins their clue with, "I felt that way when..."
7. After 5 or 6 clues, ask the volunteer to infer which emotion she/he is feeling.
8. After the volunteer guesses correctly, ask how they knew.

\*The more often you play this game, the better students will become at understanding inferences and clarifying their feelings.

Estimated Time: Overall, a few weeks, but the actual game will only take 5 min.

Materials: emotion cards, safety pin.

# Themes Throughout

## Directions:

1. Create a large board with the heading Themes Throughout across the top.
2. Each time the class reads a book, they should create a theme list with the themes they were able to identify in the story.
3. Add the theme list to the board and review the concept of overlapping themes.
4. Students will begin to develop their ability to correctly identify and label themes, while also recognizing that certain themes appear over and over throughout literature.

Estimated Time: 10 min

Materials: Large poster board, words and images related to common themes in literature.

# Star Ideas

## Directions:

1. Select an appropriate piece of text to work on main ideas.
2. Provide each student with three sticky notes. The sticky notes should have hand drawn stars or star stickers on them or the students can draw the stars themselves.
3. Read the text together as a class and have each student place the sticky notes at three different points in the text that they considered important.
4. The students will likely choose some similar parts of the story, but will also disagree on some of the important ideas.
5. Have the students share their ideas and ask them to defend their choices using evidence and explanations.

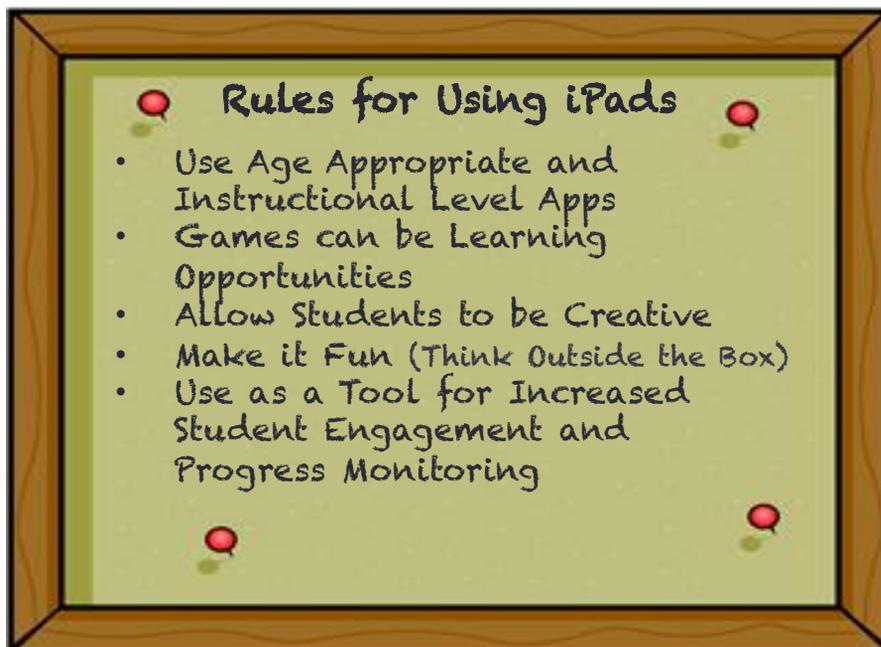
\* Over time students will come to understand that texts often have several important ideas rather than a single main idea and they will become more comfortable explaining their thinking.

Estimated Time: 20-30 min

Materials: Sticky notes with hand drawn stars or star stickers.

# Technology: iPad Research

- Handheld devices are powerful learning tools for producing and sustaining improved student performance (Gulchak, 2008).
- Allowing students to utilize mobile technology in a learning context increases motivation and engagement (Fisher & Baird, 2007).
- The use of iPods in an 8<sup>th</sup> grade literature class, found that students developed deeper understanding of the concepts taught, were actively engaged and happy (Bauleke & Herrmann, 2010).
- Middle school students in Ohio showed growth of more than a full grade level in reading ability and language usage ability when given access to iPads in English class (Harmon, 2011).
- Personal devices can help develop organizational skills, independent and active learning, and self-directed learning (Fadel & Lemke, 2009).



# iPad Benefits

- Portability
- Relevance
- Simplicity
- Cost effective
- Interactive
- Student Engagement
- Differentiated Learning
- Increased Participation
- Academic Choice
- Instant Learning
- Personalization
- Universal Design of Learning
- Immediate feedback
- Multi-sensory
- Integration/Access
- Information Management
- Apps available for all subjects and areas of need



# Phonemic Awareness



ABA Problem Solving Game



Dora ABCs Rhyming



iSongs with Tanvor



Oz Phonics 1



Phonic Awareness



Reading Remedies



Super Why!

# Phonics



ABC Magic Phonics



ABC PocketPhonics



ABCD Teacher for Kids



Alphabet Tracing



Bob Books #1 – Reading Magic



C is for Cow

# Phonics



Fridge Magnet Letters



Goodnight ABC



Interactive Alphabet ABCs



Letter Muncher



Monkey Word School Adventure



Montessori Letter Sounds HD

# Phonics



Phonics Fun 1



Reading Raven HD



Starfall Learn to Read



Word Magic



Word Wagon

# Reading Fluency



Beginning Sounds Interactive Game



Fluency Timer Pro



K12 Timed Reading Practice



Reader Tracker



Wild About Books!

# Vocabulary



Blanks



Bluster!



Chicktionary



Jumblin 2



Mad Libs



Marie's Words

# Vocabulary



Middle School Vocab Pro 7<sup>th</sup> Grade



Opposite Ocean



Same Meaning Magic



Same Sound Spellbound



The Opposites



Wordflick Edu

# Reading Comprehension



iTooch English



LAZ Level Libraries



Life Science Reading Comp



MimioReading



MiniMod Fact or Opinion



MiniMod Reading for Details

# Reading Comprehension



Professor Garfield Fact or Opinion



Question Builder



Reading Comp - Solar System



Reading Comp - Fable Edition



Reading Comp Prep

# Works Cited

- Bauleke, D. S., & Herrmann, K.E. (2010). Reaching the "iBored". *Middle School Journal*, 41(3), 33-38. Retrieved from <http://www.nmsa.org/>
- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd Ed., Vol. 3, pp. 1643-1647). Oxford, England: Pergamon Press.
- Clifton, D. O., & Harter, J. K. (2003). Investing in Strengths. In K.S. Cameron, J. E. Dutton, & R. E. Quinn (Eds), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 111-121). San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Fisher, M. & Baird, D. E. (2007). Making mLearning work: Utilizing mobile technology for active exploration, collaboration, assessment, and reflection in higher education. *Journal of Educational Technology Systems*, 35(1), 3-30. doi:10.2190/4T10-RX04-113N-8858
- Gordon, L. (2004). Reading achievement model. *Teaching Reading in the Elementary Classroom*, 3.
- Gulchak, D. J. (2008). Using a mobile handheld computer to teach a student with emotional and behavioral disorders to self-monitor attention. *Education and Treatment of Children*, 31, 567-581. Retrieved from <http://www.educationandtreatmentofchildren.net/>
- Harmon, J. (2011). Unlocking Literacy with iPad. Retrieved from [http://www.throughstudentseyes.org/ipads/Unlocking\\_Literacy\\_with\\_iPad/iPads.html](http://www.throughstudentseyes.org/ipads/Unlocking_Literacy_with_iPad/iPads.html)
- Lemke, C., Coughlin, E., & Reifsneider, D. (2009). *Technology in schools: What the research says: An update*. Culver City, CA: Commissioned by Cisco.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Reading Rockets (2012). Fluency matters. Retrieved from <http://www.readingrockets.org>
- Savage, J. F. (2001). *Sound it out! Phonics in a balanced reading program*. Boston, MA: McGraw Hill.
- Sedita, J. (2005). Effective vocabulary instruction. *Insight on Learning Disabilities* 2(1), 33-45. Retrieved from <http://www.ldworldwide.org>

# Works Cited

Spencer, S. (2010). *SPED 670 & SPED 502MM Reading Processes* [PowerPoint Slides]. Retrieved from <http://moodle.csun.edu/>

Torgesen, J.K. (2004). Lessons Learned from the Last 20 Years of Research on Interventions for Students who Experience Difficulty Learning to Read. In McCardle, P. & Chhabra, V. (Eds.) *The voice of evidence in reading research*. Baltimore, MD: Brookes Publishing.

Yopp, H.K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703. Retrieved from <http://www.reading.org/>

# Samples List

- Activities with corresponding samples
  - Hip Hop Mary Rhymes and Songs
  - Picture Bingo
  - Monster Sounds
  - Battleship Phonics
  - Ball and Cap
  - Phonimatics
  - Short Fluency Phrases
  - Literacy Road Race
  - Zig Zag Out
  - Place Mats
  - Guess the Emotion

# Hip Hop Mary

## Rhymes and Songs

### Jack be Nimble

Jack be Nimble  
Jack, be nimble,  
Jack, be quick,  
Jack, jump over  
The candlestick.  
Jack jumped high  
Jack jumped low  
Jack jumped over  
and burned his toe

### Humpty Dumpty

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses  
and all the king's men  
Couldn't put Humpty  
together again.

### Do You Know The Muffin Man

Do you know the Muffin Man,  
The Muffin Man,  
The Muffin Man?  
Do you know the Muffin Man  
Who lives in Drury Lane?  
Yes, I know the Muffin Man,  
The Muffin Man,  
The Muffin Man.  
Yes, I know the Muffin Man  
Who lives in Drury Lane.

# Picture Bingo



# Monster Sounds



# Battleship Phonics

at

op

et

in

b



ch

gr

l

Bomb List:

Example:

/b/ + /at/ = /bat/ (cross out empty box)

/b/ + /ot/ = /bot/ (cross out ship)

# Ball and Cap & Phonimatics

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

# Ball and Cap & Phonimatics

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

# Short Fluency Phrases & Lego Fluency

am I
she was
are they
I am
they were
was it
is he
they are
is it
are you

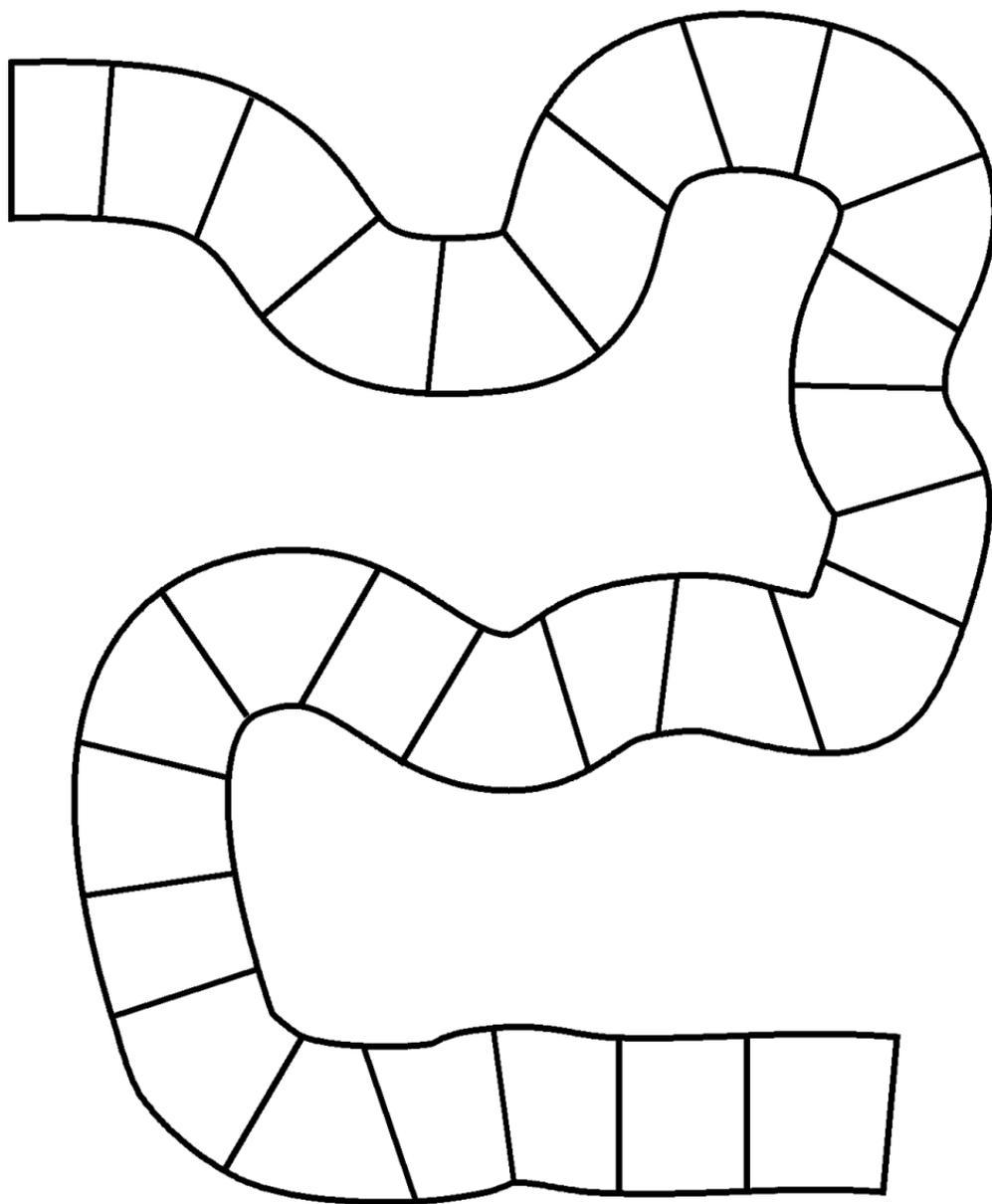
this man can
that boy will
will she be
better than that
the bird can
my girl saw
too much dust
that boy will
the day was
can they play

they would
it may
he might
we could
they could
I should
he might
we could
she may
we will

by their school
up by three
for this boy
from her mom
in their hand
by the end
for them all
by that time
find the time
from the two



# Literacy Road Race



# Zig Zag Out

dis	honest	less
pro	grace	ful
pre	test	ing

Example:

- Student identifies “dishonest” and defines it as “not being truthful” – 3 points
- Student identifies the word, but does not give the correct meaning – 2 points
- Student identifies a made up word – 1 point

*\*Different color lines signify different players.*

# Place Mats

Predict	Question
Clarify	Summarize

# Guess the Emotion

Happy	Sad
Afraid	Angry
Excited	Surprised
Ashamed	Embarrassed
Jealous	Ecstatic
Relaxed	Proud
Nervous	Annoyed
Lonely	Hopeful
Grateful	Amazed
Depressed	Silly

