

Intervention Activities

Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
Circus Sequence	Building sequencing skills	1 –2 –3 Card Game	Elementary
Circus Sequence	Building listening accuracy	Ups and Downs	Elementary
Circus Sequence	Identifying associations between shapes and create own patterns.	Patterns	Elementary
Circus Sequence	Improving listening performance	Strategy Sheet: "10 in a Row"	Elementary Middle & High School
Phoneme Identification	Identifying same or different, improving auditory processing speed, building phoneme awareness	Did You Hear That?	Elementary Middle & High School
Phoneme Identification	Mastering phonemes	Olympic Winners	Elementary Middle & High School
Phoneme Identification	Building listening accuracy skills	ABA/ADA Bingo	Elementary Middle/High School
Phonic Match	Identifying beginning consonants, recognizing sound-letter matches	Match Me	Elementary Middle & High School
Phonic Words	Distinguishing differences in initial consonants	Word Hunt	Elementary
Phonic Words	Identifying initial and final consonants	Catch that Letter	Elementary
Block Commander	Sequencing	Commander Trains	Elementary
Block Commander	Following simple to more complex directions in interacting with objects	Commander Says	Elementary Middle School
Block Commander	Building sequencing & visual processing skills	Color the Words	Elementary
Block Commander	Building listening skills	The Shoe is.....?	Elementary Middle School
Language Comprehension Builder	Using Who or What correctly	20 Questions	Elementary Middle & High School
Language Comprehension Builder	Identifying singular and plural nouns	One or More	Elementary
Language Comprehension Builder	Identifying possession using patterned sentences	Who Has the Balloon?	Elementary
Language Comprehension Builder	Expanding writing skills	Out of this World!	Elementary Middle/High School
Old MacDonald's Flying Farm	Building listening accuracy skills	Which Sound?	Elementary Middle/High School

Circus Sequence → “1-2-3 Card Game”

Skill Addressed: Building sequencing skills

Grade Level: Elementary

Type of Activity: Individual with Coach or Small Group (using a partner)

Materials: Activity Sheet #1 – Card Game Board
Activity Sheet #2 – Sound Cards
[Copy the Card Game Board and Sound Cards onto card stock and laminate. Make 5 sets of cards.]

Activity: Students turn cards face down with the Game Board between them. Student A chooses three cards and lays them face up in front of Student B. Student A then reads each card aloud. When Student A reads all three cards, Student B picks up the card with the first sound he heard and places it on the #1 square, then the second sound card on the #2 square, and finally the third card on the #3 square. Student A checks for accuracy. Then Student B repeats the steps for Student A.

Intervention Activities

**Circus Sequence → “1 – 2 – 3 Card Game”
Activity Sheet #1 – Card Game Board**

1.	1.
2.	2.
3.	3.

Intervention Activities

Circus Sequence → “1 – 2 – 3 Card Game”
Activity Sheet #2 – Sound cards

b	c	d	f
g	h	l	m
n	p	r	s
t	v	w	j

Circus Sequence → “Ups and Downs”

- Skill Addressed:** Building listening accuracy
- Grade Level:** Elementary
- Type of Activity:** Individual, Small Group, Class
- Materials:** Small colorful ball for each participant

Activity: Participants each hold a ball while standing in rows or a circle. The leader guides the participants through a series of motions while at the same time repeating either “up” or “down” to match the motion of the ball. Voice tones rise as the ball is lifted up. Voice tones lower when the ball is lowered. A sample sequence pattern is: Down, Down, Up; Up, Up, Up; Down, Up, Down.

Circus Sequence → “Patterns”

- Skill Addressed:** Identify associations between shapes and create own patterns.
- Grade Level:** Elementary
- Type of Activity:** Individual, Small Group
- Materials:** Pattern blocks (triangles, squares, rectangles, octagons)
Pencil or pen
Red, green, blue and yellow markers or crayons

Activity: Create patterns of triangles, squares, rectangles, and octagons in the activity sheet. Color triangles red, squares blue, rectangles green and octagons yellow. Compare patterns with other participants.

**Circus Sequence → “Patterns”
Activity Sheet**

Circus Sequence → Strategy Sheet for “10 in a Row”

Skill Addressed: Achieve a minimum of 10 correct answers in a row.

Grade Level: Elementary, Middle & High School

Type of Activity: Individual

Materials: Strategy Sheet
Pencil or pen

Activity: A coach sits next to a participant, listens and records the correct answers by placing an X in each circle on the strategy sheet. When a participant answers incorrectly, the coach begins recording on the next row down. (This form provides the visual feedback that some students need to register the number of correct responses in a row. The coach may mentally recognize if the student is successful at (1) two high tones, (2) two low tone, (3) high low sweep tones, and (4) low high sweep tones. The primary role of the coach is to record, not to interact or distract the participant.

Intervention Activities

Phoneme Identification → “Did You Hear That?”

Skill Addressed: Identifying same/different, improving auditory processing speed, building phoneme awareness

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group, Class

Materials: Bell or Whistle

Activity: Review by saying each of the following syllable sets:

Gi - Ki
Chu – Shu
Si – Sti
Ge – Ke
Do – To

Explain to each student that you will be repeating a single sound. Ask each student to ring the bell (or blow the whistle) when the sound changes. Repeat the sound (Gi) an unpredictable amount of times. Change the phoneme “G” to “K” and say “Ki.” For example: “Gi”, “Gi”, “Gi”, “Gi”, “Ki.” Confirm that each student is ringing the bell (or blowing the whistle) when you change the phoneme. Repeat for the remaining syllable sets noted above.

Phoneme Identification → “Olympic Winners”

Skill Addressed: Mastering phonemes

Grade Level: Elementary, Middle & High School

Type of Activity: Group or class

Materials: Posters featuring the following scenes:

- Winter Outdoor
- Winter Indoor
- Summer Outdoor
- Summer Indoor
- Swimming Pool

Winter and Summer Sports Tags for Participant Names
Representative Olympic Gold Medals with Ribbons

Activity:

1. Make five scenes on a bulletin board or large poster board paper featuring the following: Winter Outdoor, Winter Indoor, Summer Outdoor, Summer Indoor, Swimming Pool.
2. As students reach 80% completion in the phonemes represented by each scene, they write their name on appropriate sports tags and place their name on that scene:

Va – Fa	Winter Outdoor
Aba – Ada	Winter Indoor
Ba – Da	Summer Outdoor
Be – De	Summer Indoor
Bi – Di	Swimming Pool

Intervention Activities

Phonic Match → “Match Me”

Skill Addressed: Beginning Consonant Identification, Sound-Letter Recognition, Visual Processing

Grade Level: Elementary

Type of Activity: Individual with Coach or Small Group with Partners

Materials: Activity Worksheet #1
Scissors

Activity:

1. Copy Activity Worksheet for each student.
2. Ask each student to carefully cut out the word cards on Activity Worksheet
3. Place the word cards on a flat surface in front of each student.
4. Review the word cards by reading them aloud to each student. Ask each student to repeat the word after you.
5. Inform each student that you will be reading sounds aloud, and each student should select the word card that begins with that specific sound. For example: “g” (each student should point to the word “goat” or “get”)
6. Ask each student to point to the word cards that begin with the following sounds: /k/, /ch/, /sh/, /s/, /st/, /d/, /t/
7. Confirm that each student is pointing to the correct word cards.
8. Students receive one point for each correct match. At the end of the exercise, they add up their points and trade the points for a small prize of their choosing.

Phonic Match → “Match Me” Activity Sheet

goat	get	show	still
kite	sit	duck	chop
stop	top	kettle	trip
chicken	dip	shop	sip

Phonic Word → “Word Hunt”

Skill Addressed: Identify beginning sound differences in words

Grade Level: Elementary

Type of Activity: Small Group, Class

Materials: 2 Poster Boards
Tape

Activity: On one large piece of poster board, print an initial consonant such as “b”. On a second poster board, print the initial consonant “d”. Place the poster boards near the classroom or lab door within the reach of students.

Participants go on a word and picture hunt, looking for words and pictures that start with the initial consonant “b” or “d”. Cut out the picture or word, tape to the matching poster board.

When the poster boards are completely covered, participants can identify their pictures or words and share them with the class, noting the differences in the initial sounds of “b” and “d” and the pictures/words represented.

Phonic Word – “Catch that Letter!”

Skill Addressed: Identify initial and final consonants

Grade Level: Elementary

Type of Activity: Small Group

Materials: Newspapers, magazine
Scissors
Consonant Activity Sheets
Tape

Activity: Using newspapers and magazines, find and cut out words that **begin** with “b.” Tape them in the block labeled “b _____.” Then find words that **end** with “b.” Tape them in the block labeled “_____b.” Students read their word collection to a partner or teacher. For each word read correctly, a point can be added to the student’s weekly point collection. (Other initial and final consonants can be used for the same activity.)



Intervention Activities

Phonic Word → "Catch that Letter"
Consonant Activity Sheet

b _____

_____ **b**

Block Commander → “Commander Trains”

Skill Addressed: Sequencing

Grade Level: Elementary

Type of Activity: Individual, Small Group

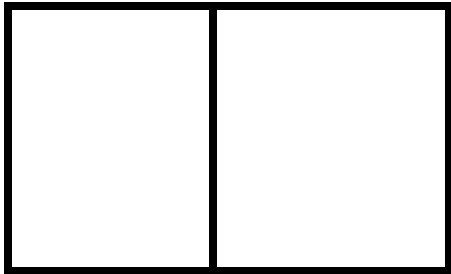
Materials: Commander Trains Activity Sheet #1 Square Pattern
Construction Paper Sheets for taping squares
Crayons or Color Pencils (green, blue, yellow, red, orange, black)
Scissors
Tape

Activity: Color the squares according to the directions. Cut out the squares and follow the directions to connect the squares into a train to be taped onto a sheet of construction paper. Ask another student to check the work.

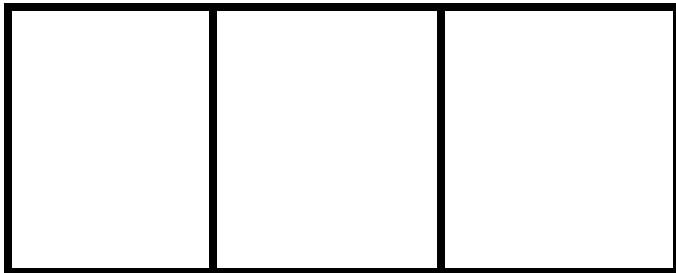
Intervention Activities

Block Commander → “Commander Trains” Activity Sheet
Make a Square Train

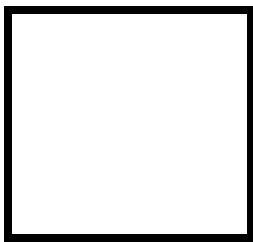
Color two squares green.



Color three squares yellow.



Color one square blue.



Cut out each square. Make a train:

1. Put two green squares first.
2. Put three yellow squares next.
3. Put the blue square last.

Participants can ask a friend to read the directions and check if the train matches the directions.

Intervention Activities

Block Commander → “Commander Says”

Skill Addressed: Following simple to more complex directions in interacting with objects

Grade Level: Elementary, Middle School

Type of Activity: Individual, Small Group, Class

Materials: Objects in room such as pencils, paper, books

Activity: A version of “Simon Says”:

A leader or coach calls out simple directions for the participant and then moves to more complex directions such as: The Commander says, “Put your pencil on the desk. Now put your pencil and the reading book under your chair.” Adding color and shape words to the directions also challenges participants.

Block Commander → “Color the Words”

Skill Addressed: Building sequencing and visual processing skills

Grade Level: Elementary

Type of Activity: Individual, Small Group

Materials: “Color the Words” Activity Sheets #1 – 4
Crayons or color markers

Activity: Reproduce Color the Words Activity Sheets #1-3 for each participant. Review the “Color Key” on Activity Worksheet #1 with each participant. Complete Activity Worksheets #1-#2, using crayons or markets. If needed, move on to Activity Worksheets #3 and #4. Participants can self-correct with an answer key created by the coach or teacher.

Block Commander → “Color the Words”
Activity Sheet #1

Directions: Use the Color Key to match the squares with the letters. Color the squares with the matching color.

Color Key: blue = g black = s orange = i green = n red=t yellow = a

i t

--	--

a t

--	--

s a t

--	--	--

s a g

--	--	--

Intervention Activities

**Block Commander → “Color the Words”
Activity Sheet #2**

Directions: Use the Color Key to match the squares with the letters. Color the squares with the matching color.

Color Key: blue = g black = s orange = i green = n red = t yellow = a

t	a	g

t	a	n

a	n	t

g	i	a	n	t

Intervention Activities

Block Commander → “Color the Words”
Activity Sheet #3

Directions: Use the Color Key to match the blocks with the letters. Color the blocks with the matching color.

Color Key: blue = g black = s orange = i green = n red = t yellow = a

a

--

a

n

--	--

i

n

--	--

i

t

--	--

a

t

--	--

Intervention Activities

**Block Commander → “Color the Words”
Activity Sheet #4**

Directions: Use the Color Key to match the blocks with the letters. Color the blocks with the matching color.

Color Key: blue = s green = n red=t yellow = a purple = g orange = i

s	a	t

s	a	g

t	a	g

t	a	n

a	n	t

g	i	a	n	t

Intervention Activities

Block Commander → “The Shoe Is……?”

Skill Addressed: Building listening skills

Grade Level: Elementary, Middle School

Type of Activity: Individual, Small Group, Class

Materials: 8-1/2” x 11” paper with repetitive shoe pattern
of 9 shoes (3 across/3 down)
Box of crayons

Activity: Create a table of 9 squares and insert a pattern of a shoe in each square. Alternately, the students may draw the shoes themselves. The teacher or coach will read the following sentences to the student. They will color them in as directed, starting from the upper left corner of the sheet and moving from left to right.

Row 1: The shoe is brown.
The shoe is blue.
The shoe is red.

Row 2: The shoe is yellow.
The shoe is pink.
The shoe is green.

Row 3: The shoe is purple.
The shoe is black.
The shoe is striped.

Language Comprehension Builder → “20 Questions”

Skill Addressed: Using “who” or “what” correctly

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group, Class

Materials: Objects in classroom

Activity: Participants take turns choosing an item or person in the classroom, creating a question correctly using either “who” or “what.”

Intervention Activities

Language Comprehension Builder →“One or More”

Skill Addressed: Identifying singular and plural nouns

Grade Level: Elementary, Middle and High School

Type of Activity: Individual, Small Group, Class

Materials: Objects found in class

Activity: Participants choose one or more items, name the item(s), and then write the singular or plural noun on a paper or white board. Coach should stress the difference between one and more than one and how that changes the spelling and sound of the word.

Language Comprehension Builder → “Who Has the Balloon?”

Skill Addressed: Using possessive nouns correctly

Grade Level: Elementary, Middle School

Type of Activity: Individual, Small Group, Class

Materials: Bouquet of colorful balloons filled with helium

Activity: Create patterned sentences such as: (1) This is _____’s balloon, (2) This red balloon is _____’s. Participants choose a balloon and while holding it, complete one of the patterned sentences. After several turns, participants can create their own sentences showing possession.

Language Comprehension Builder → “Out of this World!”

Skills Addressed: Expanding writing skills

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Computer or paper
Pens/pencils

Activity: Create several topic sentences centered around one of the space ships that appear in the exercises. Ask participants to choose one of the topic sentences and build a short story about the rocket ship. Stories can be displayed or shared verbally. Check for developing main idea and providing supporting details.

Old MacDonald's Flying Farm → "Which Sound?"

Skill Addressed: Building listening accuracy skills

Grade Level: Elementary, Middle & High School

Type of Activity: Individual

Materials: 5 sets of syllable cards

Activity: Write five sets of syllables from Old MacDonald's Flying Farm on 5x7 cards. Place the sets by the computer as the participant works on the exercises. During the first several attempts, go through the sets with the participant to acquaint the participant with the sets of sounds he or she is listening to. Once the set is identified, the participant can move forward independently.

Phoneme Identification → “ABA/ADA Bingo”

- Skill Addressed:** Building listening accuracy skills
- Grade Level:** Elementary, Middle & High School
- Type of Activity:** Small group, Class
- Materials:** ABA/ADA Bingo Cards (laminated)
Red crayon, green crayon

Activity: Each participant listens to the leader say either “aba” or “ada.” Students then repeat the sound, and mark the square that matches the leader’s sound, using a red crayon to mark an “aba” square or a green crayon to make an “ada” square. When all the squares are colored, participants check their cards against the leader’s card for accuracy.

Intervention Activities

Old MacDonald's Flying Farm → ABA/ADA Bingo
Activity Sheet

ABA	ABA	ADA	ADA	ABA
ADA	ADA	ABA	ABA	ADA
ABA	ABA	ADA	ADA	ABA
ADA	ABA	ABA	ADA	ABA
ABA	ADA	ADA	ABA	ADA