

## Intervention Activities

Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
Wood Works	Using spelling patterns to improve spelling skills	Spelling Pattern Hunt	Middle & High School
Gator Jam	Using sentence context to determine word meanings	Vocabulary Detective	Middle & High School
Toad Loader	Building correct sentence sequence	Snail Mail	Middle & High School
Lana's Lanes	Using <i>all</i> , <i>some</i> , and <i>none</i> correctly	Lana's Loopy Logic	Middle & High School
Quack Splash	Building event sequencing skills	The Orderly Duck	Middle & High School

### Wood Works → Spelling Pattern Hunt

**Skill Addressed:** Using spelling patterns to improve spelling skills

**Grade Level:** Middle & High School

**Type of Activity:** Individual, Small Group

**Materials:** Information from each student's Progress Tracker Error Report  
Writing material  
Word sources (article, textbook page, hardcopy or online dictionary)

**Activity:** Identify four spelling patterns that the student is struggling with. Direct the student to divide a sheet of paper into four columns and write one of their problem spelling patterns at the top of each column. Using the word source, the student will find 10 words that use that spelling pattern (less for uncommon spelling patterns like [ue]) and write them in the matching columns. Work with the question: Does a spelling pattern always represent the same sound? Ask the student to identify and explain the different sounds made by each spelling pattern.

## **Intervention Activities**

### **Gator Jam → Vocabulary Detective**

**Skill Addressed:** Using sentence context to determine word meanings

**Grade Level:** Middle & High School

**Type of Activity:** Individual

**Materials:** Information from each student's Progress Tracker Error Report  
Writing material

**Activity:** Direct the student to list words with which he or she is struggling. Read through the list and then provide each word in the context of a sentence. Ask the student to then define the word based on how they interpret the sentence.

**Variation:** Direct each student to look up their own error words in a dictionary and write down at least 3 things they can identify about the word (e.g., parts of speech, synonym, root word, etc.).

### **Toad Loader → Snail Mail**

**Skill Addressed:** Building correct sentence sequence

**Grade Level:** Middle & High School

**Type of Activity:** Individual

**Materials:** Sentences (from a humorous letter or story) printed or written on strips of paper and cut into segments (between the words)

**Activity:** Model putting the sentence segments in order, while reading the sentence aloud. Think aloud as you demonstrate making a few mistakes and self-correct them. Then have a student practice what you modeled. Have the student explain why some orders work (possibly more than one) and some do not.

**Variation:** For a more basic activity, have students sequence pictures that tell a story. Comic strips are useful for this activity.

## **Intervention Activities**

### **Lana's Lanes → Lana's Loopy Logic**

**Skill Addressed:** Using *all*, *some*, and *none* correctly

**Grade Level:** Middle & High School

**Type of Activity:** Individual, Small Group

**Materials:** Create circles of different sizes out of tag board or cardboard. Label one large and one small circle with each of the terms that will be used to demonstrate *all*, *some*, or *none* (for example: Cats, Kittens, Pets; Dogs, Puppies, Poodles). Create title cards such as: All puppies are dogs; Some pets are poodles; No poodles are cats.

**Activity:** Direct the student to use the cards to create diagrams that demonstrate the statements on the title cards.

### **Quack Splash → The Orderly Duck**

**Skill Addressed:** Building event sequencing skills

**Grade Level:** Middle & High School

**Type of Activity:** Individual, Small Group

**Materials:** Short stories  
Writing materials

**Activity:** (A) Direct the students to describe their morning routines (either aloud or in writing). Discuss the order of events, whether they described their routines in order and how important sequencing is to some events.

(B) Then direct the students to find a very short story, read through it, and write out the events in a disconnected sequence. Share this exercise with a friend and together put the events into their logical sequence.