

Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
Scrap Cat	Understanding categorical relationships	Which Category?	Elementary Middle & High School
Canine Crew	Improving knowledge of synonyms and antonyms	Similar and Opposite	Elementary Middle & High School
Chicken Dog	Relating a word's sound to its correct spelling	Sound and Spell	Elementary Middle & High School
Twisted Pictures	Improving sentence comprehension by focusing on grammatical comprehension	Completing Sentences	Elementary Middle & High School
Book Monkeys	Building comprehension skills by determining true and false sentences	True or False?	Elementary Middle School
Hog Hat Zone	Choosing the correct pronoun to complete a sentence.	Fill in the Blanks	Elementary Middle & High School

Scrap Cat – Which Category?

Skill Addressed: Understanding categorical relationships

Grade Level: Elementary, Middle School, High School

Type of Activity: Individual, Small Group

Materials: Large manila envelopes with category names (examples below)
Word cards (below)
Note: adapt categories and word cards to appeal to the interests of your students.

Categories: Animals, Things to Wear, Things to Eat

Word Cards:

Animals: dog, cat, monkey, lion, tiger, tarantula, fox

Things to Wear: shoes, socks, hat, gloves, sweater

Things to Eat: pizza, cookie, apple, carrots,

Activity: Mix cards together, choose a card and put it in the envelope that states the category to which it belongs.



Intervention Activities

Canine Crew → Similar and Opposite

Skill Addressed: Improving knowledge of synonyms and antonyms

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Word cards in synonym and antonym pairs
Synonym cards: big, large; tiny, small; yell, shout; coat, jacket;
glad, happy
Antonym cards: happy, sad; large, small; whisper, shout; sit, stand

Activity: Mix cards and turn face up. Explain the terms “same – synonym” and “opposite – antonym.” If working with synonyms, direct the student to take one word card, read it and then find another word card that tells something very close to the same meaning as the chosen word card. If working with antonyms, direct the student to take a card that has the opposite meaning as the chosen word card.

Chicken Dog → Sound and Spell

Skill Addressed: Relating a word's sound to its correct spelling

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Word Cards with partial spellings (page 4)

Activity: Choose a word card. The student will find the missing letter from the row of letters beneath the incompletely spelled word. Guide the student to verbally place the missing letter into the word and attempt to sound it out.

Chicken Dog → Sound and Spell

li ____ e r	y, v, th, f, b
bu ____ p	t, p, m, n
ci ____ y	b p, m, t
birth ____ ay	y, s, b, d
trac ____ or	b, d, s, t

Twisted Pictures → Completing Sentences

Skill Addressed: Improving sentence comprehension by focusing on grammatical comprehension

Grade Level: Elementary, Middle & High School

Type of Activity: Individual

Materials: Worksheets (page 6 and 7)

Activity: Choose the best word to complete the sentence in each worksheet.

Twisted Pictures → Completing Sentences

REMEMBER.....

Noun: the name of a person (teacher), a place (house), or a thing (pencil).

Proper Noun: a name for a specific person, place, or thing, such as Mary, Joe, California, or the Statue of Liberty. Proper nouns always start with a upper case letter.

Common Noun: a name that is NOT a Proper Noun such as girl, boy, state, car. Common nouns always start with a lower case letter.

Fill in the blanks with a common noun:

1. I put the dog in the _____ so he could ride with me.

car milk bottle spoon

2. Susan found her cat in the _____.

weather clouds moon tree

Fill in the blanks with a proper noun:

1. I put my dog, _____ in the car so he could ride with me.

spot pan dish Rex

2. Susan found her cat, _____ in the tree.

state Calico truck fluffy

Twisted Pictures → Completing Sentences

REMEMBER....

A pronoun is a word that can ‘stand for’ a noun and take its place in a sentence. He, she, I, it, me, you, him, her, that, and those can all act as pronouns in sentences.

Circle the pronouns in the sentences below.

I love to smell chocolate chip cookies baking in the oven.

Did the zebra see a bewildered duck that was searching for the exit?

He ordered a large strawberry ice cream cone.

She spilled the milkshake on the checkered floor.

Please give the mop to him.

Please call her today.

Write a pronoun in each blank in the sentences to complete the story.

(Hint: Try using she, he, her, you, I, me or him)

Mary asked _____ brother which one of them should wrap the present for Aunt Sarah’s birthday.

He replied, “_____ can do all the work if _____ show _____ where to find the gift wrappings.”

“The tape and the scissors are on the desk where _____ left them,” _____ said.

Intervention Activities

Book Monkeys → True or False

Skill Addressed: Building comprehension skills by determining true and false sentences

Grade Level: Elementary and Middle School

Type of Activity: Individual

Materials: Paragraph
True and False Questions

Activity: Discuss the meaning of “true” and “false” with the student. Read the following paragraph. Then identify true statements below the paragraph. Identify false statements.

Because today is his birthday, Mike woke up early. He jumped out of bed and hurried downstairs for breakfast. Right after breakfast, his mother baked a lemon cake and covered it with vanilla frosting. Later that same afternoon, five of Mike’s friends came over to share some cake and open presents.

True or False:

_____ Mike slept late on his birthday.

_____ Mike hurried downstairs to eat breakfast.

_____ Mike’s mother baked him a chocolate cake.

_____ Mike’s mother baked him a lemon cake.

_____ Seven of Mike’s friends came to his house for a party.

_____ Mike did not get any presents for his birthday.

Hog Hat Zone → Fill in the Blanks

Skill Addressed: Choosing the correct pronoun to complete a sentence.

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Worksheet (page 10)

Activity: Read through the list of pronouns. Use one pronoun from the list to complete the sentence.

Hog Hat Zone → Fill in the Blanks Worksheet

REMEMBER....A pronoun is a word that can 'stand for' a noun and take its place in a sentence. He, she, I, it, me, you, him, her, his, hers, that, and those can all act as pronouns in sentences.

Directions: Read each sentence. Circle the pronoun that best completes the meaning of each sentence.

a) Aunt Em dropped _____ (her, his) work and walked to the window.

_____ (She, he, it) saw Tom fall off _____ (his, her) bicycle.

The handlebars flew from _____ (his, her) bicycle and landed in the bushes.

Tom sat on the ground, stunned, as _____ (he, she) looked at _____ (his, her) bicycle.

b) The **Blue Dolphin** was a quick little sailboat, and _____ (it, her) cost considerably more than Sandra wanted to spend.

Sandra loved to go sailing in _____ (her, it) old sailboat but now wanted a larger boat like the **Blue Dolphin**.

_____ (His, Her) father offered to help Sandra pay for the **Blue Dolphin** if Sandra was willing to work for _____ (him, his, hers) on Saturdays at the Fish Market Restaurant.