

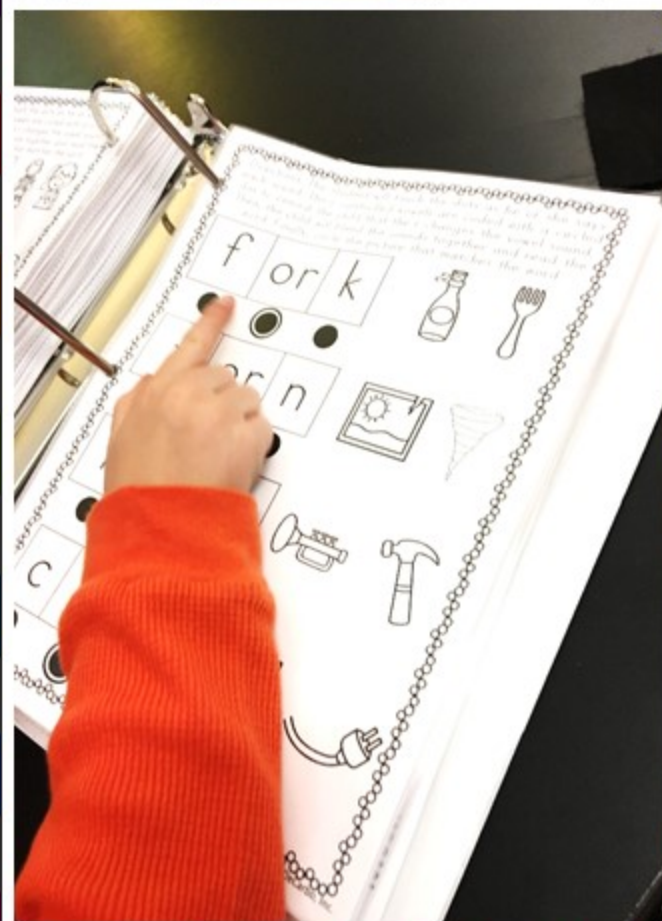
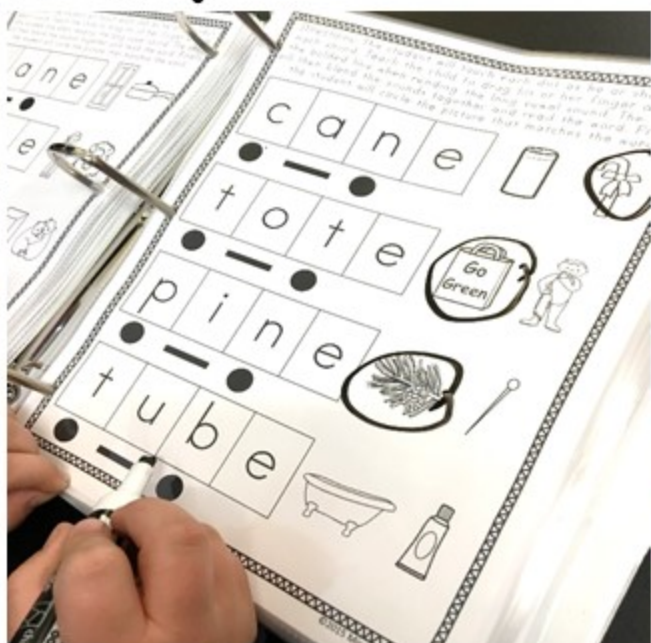
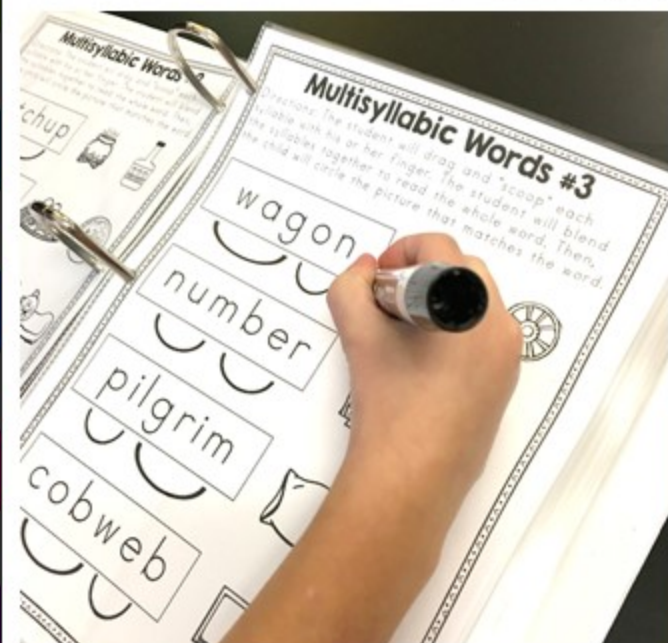
NO PREP INTERVENTION BINDER

by Miss DeCarbo™



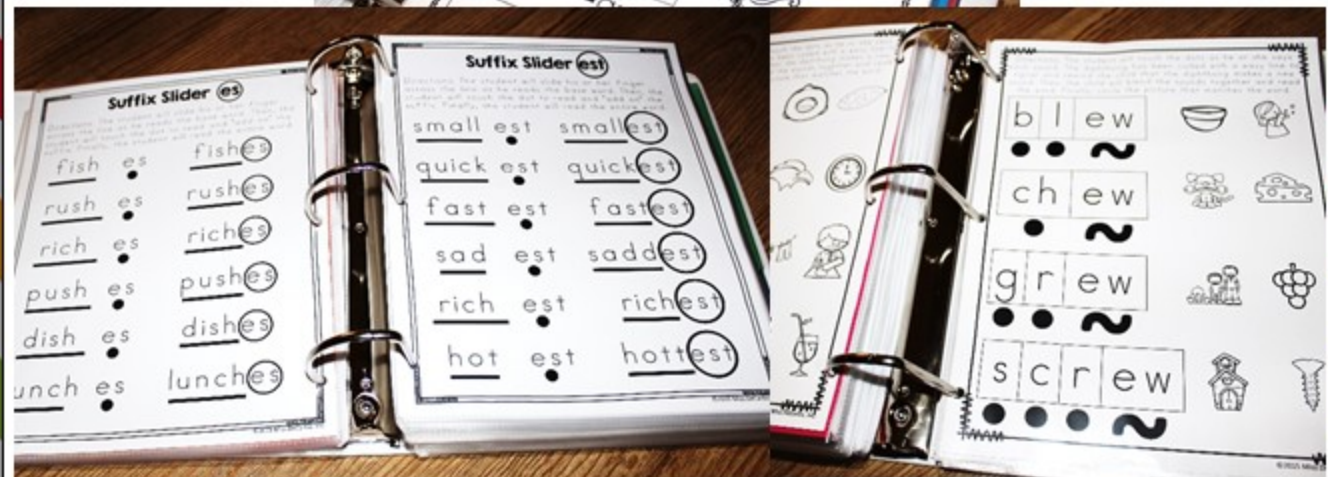
ELA EDITION 2

SIMPLE. ENGAGING. EFFECTIVE!



INTERVENTION AT YOUR FINGERTIPS!

With over 200 pages of practice, you will quickly have the tools you need to provide instruction in a variety of essential emergent reading skills!



Students use a dry erase marker as they practice each section's skill. Each page is carefully crafted to help struggling readers find success through visual coding and a simplified, no-fuss format!

SET UP IS EASY:

You Will Need:

- One 3 Ring Binder (mine is 2 inches)
- Printed Intervention Pages
- Cover page & Table of Contents page
- Sheet Protectors
- Dry Erase Markers

(You can print the pages double sided or place them back to back to save on sheet protectors.)



MULTISYLLABIC WORDS

SUFFIXES

SILENT E WORDS

VOWEL TEAMS

OTHER LONG VOWELS

R-CONTROLLED VOWELS

DIPHTHONGS

FLUENCY

Table of Contents

IDEAS FOR USE

- One-on-one intervention time
- RTI
- Easy for parent volunteers and aides to use!
- Use as practice in between progress monitoring
- Individual reading conferences
- Small group time
- Tutoring
- Homeschooling
- Use sheet protectors for write on/wipe off use
- Pages can be printed as well for home practice
- Perfect for beginning readers
- GREAT for kindergarten intervention
- Use with struggling first and second graders
- Target one skill at a time for intervention time
- Make a set of binders for partner use
- Cater your instruction based on specific skills
- Help practice gaps you find in your students' literacy skills
- ...THERE ARE SO MANY USES FOR THIS INTERVENTION BINDER!

Multisyllabic Words #3

Directions: The student will drag and "scoop" each syllable with his or her finger. The student will blend the syllables together to read the whole word. Then, the child will circle the picture that matches the word.

wagon



number



pilgrim



Multisyllabic Words #1

Directions: The student will drag and "scoop" each syllable with his or her finger. The student will blend the syllables together to read the whole word. Then, the child will circle the picture that matches the word.

lipstick



rabbit



bath tub



Multisyllabic Words #4

Directions: The student will drag and "scoop" each syllable with his or her finger. The student will blend the syllables together to read the whole word. Then, the child will circle the picture that matches the word.

magnet



ter



napkin



Scoop It Up!

Directions: The student will read the word and draw "scoops" to show the various syllables within the word. (Students could also draw a line to separate the syllables within the word.) The first one is for you.

thankful



plastic

butter

MULTISYLLABIC WORDS



Scoop It Up! #3

Directions: The student will read the word and draw "scoops" to show the various syllables within each word. (Students could also draw a line to separate the syllables within the word.)

frantic

zigzag

disgust

unzip

Two Syllable Word

bath tub

frantic

picnic

subject

rabbit

submit

catnip

velvet

sunset

contact

lipstick

sunlit

magnet

basic

tinsel

hamster

subject

submit

mitten

velvet

sudden

contact

pigpen

sunlit

desktop

basic

itself

hamster

napkin

hamster

Syllable Word List

simplify

helicopter

unexpected

caterpillar

fertilizer

macaroni

academic

elevator

alligator

calculator

underwater

watercolor

watermelon

crocodile

invisible

firefighter

Suffix Slider (s) /s/

Directions: The student will slide his or her finger across the line as he reads the base word. Then, the student will touch the dot to read and "add on" the suffix. Finally, the student will read the entire word.

cat s cat(s)

tip s tip(s)

map s map(s)

test s test(s)

ship s sh

Suffix Slider (es)

The student will slide his or her finger across the line as he reads the base word. Then, the student will touch the dot to read and "add on" the suffix. Finally, the student will read the entire word.

fish es fish(es)

rush es rush(es)

rich es rich(es)

push es push(es)

Suffix Slider (s) /z/

The student will slide his or her finger across the line as he reads the base word. Then, the student will touch the dot to read and "add on" the suffix. Finally, the student will read the entire word.

g s hug(s)

n s pin(s)

g s rag(s)

n s pen(s)

s doa(s)

Read It and Code It!

Directions: The student will underline within each box. Then, the student will find within the word. Finally, encourage the student to read the word again in its entirety or first one has been done for you.

cat(s)

rocks

tops

chicks

nets

shops

SUFFIXES



Read It and Code It! (ed) /t/

The student will underline the base word. Then, the student will circle the suffix. Finally, encourage the child to read the word again in its entirety one more time.

helped

jumped

camped

skipped

hopped

rocked

Suffix Slider

Directions: The student will slide his or her finger across the line as he reads the base word. Then, the student will touch the dot to read and "add on" the suffix. Finally, the student will read the entire word.

pop ed

kiss ed

brush ed

cash ed

dress ed

stop ed

richest

biggest

fastest

tallest

softest

quickest

kindest

longest

softer

thicker

sweeter

hotter

faster

thinner

smaller

taller

Suffix Word List (ful)

wishful

thankful

playful

helpful

grateful

restful

harmful

cheerful

hopeful

peaceful

careful

useful

colorful

spoonful

hurtful

wonderful

Directions: The student will touch each dot as he or she says each sound. Teach the child to drag his or her finger across the bolded line when reading the long vowel sound. The child will then blend the sounds together and read the word. Finally, the student will circle the picture that matches the word.

b o n e



• — •

h a t e



• — •

r a g e



• — •

b i k e



• — •

the student will circle the picture that

c a p e



• — •

d i m e



• — •

r o b e



• — •

Directions: The student will touch each dot as he or she says each sound. Teach the child to drag his or her finger across the bolded line when reading the long vowel sound. The child will then blend the sounds together and read the word. Finally, the student will circle the picture that matches the word.

w a v e



• — •

h o s e



• — •

i c k



• — •

Directions: The student will touch each dot as he or she says each sound. Teach the child to drag his or her finger across the bolded line when reading the long vowel sound. The child will then blend the sounds together and read the word. Finally, the student will circle the picture that matches the word.

f l u t e



• — •

g l o b e



• — •

i c k



• — •

SILENT E WORDS



the student will touch each dot as he or she says each sound. Teach the child to drag his or her finger across the bolded line when reading the long vowel sound. The child will then blend the sounds together and read the word. Finally, the student will circle the picture that matches the word.

a t e



• — •

v i n e



• — •

r o n e



• — •

i n e



• — •

CVC-e Word List #1

long i

mixed long vowel


Word List #2


ride	nine
hide	rice
kite	bike
mine	wide
tide	fine
pile	time
mice	vine
nine	hike
bite	nice
side	line
dice	life


time	r
note	f
cake	b
fume	c
rode	p
sale	d
hide	m
tote	j
bake	d
gate	t
mile	w


slide	crime
slope	blade
globe	plane
flame	shape
whine	knife
tribe	prune
grade	grape
drone	whale
phone	froze
snake	stage
pride	skate

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound. Then, the child will blend the sounds together to read the word. Finally, circle the picture that matches the word.

rain 


mail 


jar 

sail 

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound for each team. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

bee 

wheel 

tree 

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound for each team. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

pail 

sleep 

train 

pie 

VOWEL TEAMS





Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound. Then, the child will blend the sounds together to read the word. Finally, circle the picture that matches the word.


bean 

leak 

read 

suit 

juice 

fruit 

Vowel Teams - 1 Word List

hail	paid
rail	wait
day	laid
main	grain
pay	train
stay	snail
brain	scout
clay	poison
drain	boast
trail	prison
braid	mad

boat	soap
toe	goat
loaf	toad
coast	oat
oak	hoe
doe	coat
road	roam
foam	cloak
soak	float
toast	coach
goal	throat

Mixed Vowel Teams Word List #2

beam	suits
lay	untie
dues	rain
sleet	hue
foam	ray
cruise	heat
stain	train
sweet	blues
die	toad
treats	say
fruit	plead

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound. Then, the child will blend the sounds together to read the word. Finally, circle the picture that matches the word.

f r e i g h t

● ● —ā— ●

w e i g h t

● —ā— ●

s l e i g h

● ● —ā—

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound. Then, the child will blend the sounds together to read the word. Finally, circle the picture that matches the word.

c a n d y

● ● ● ● —ē—

m u d d y

● ● ● —ē—

p u p p y

● ● ● —ē—

Directions: The student will touch the dots as he or she says each sound. Teach the child to drag a finger across the bolded line when reading the long vowel sound for each vowel team. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

c r y

● ● —ī—

d r y

● ● —ī—

f l y

● ● —ī—

Find It & Circle It! y as a long e

Directions: The student will say the name of each picture and circle only the pictures that end in a long e.



OTHER LONG VOWELS



Find It & Circle It! y as a long e

Directions: The student will say the name of each picture and circle the pictures that end in a long e.



n i g h t

● —ī— ●

l i g h t

● —ī— ●

r i g h t

● —ī— ●

fly	f
pry	s
sty	r
why	c
try	b
shy	d

candy	muddy
jelly	bunny
sunny	penny
puppy	belly
happy	twenty
family	funny
runny	stormy

Directions: The student will touch the dots as he or she says each sound. The r-controlled vowels are coded with a circled dot to remind the child that the r changes the vowel sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

c ar



er n



sh ir t



j ar



er d



b ir d



b ar k



i der



s t ir



y ar n



R-CONTROLLED VOWELS



Directions: The student will touch the dots as he or she says each sound. The r-controlled vowels are coded with a circled dot to remind the child that the r changes the vowel sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

ur l



ur n



ur t



ur se



R-controlled vowel Word List

arm
barn
cart
bar
hard
park
harm
car
bark
card
star

far
yar
char
far
jar
car
dar
shar
tar
par
char

sir
bird
stir
chirp
girl
dirt
shirt
third
flirt
first
skirt

tir
squirt
smirk
thirst
birth
irk
swirl
firm
twirl
thirteen
birthday

fur
curl
burp
curb
turn
surf
church
hurt
blurt
nurse
burst

blur
slurp
burn
curve
purse
turtle
purple
disturb
turkey
hurdle
Thursday

Directions: The student will touch the dots as he or she says each sound. The diphthong has been coded with a wavy line to signal and remind the child that the diphthong makes a new sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

yawn



hawk



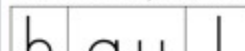
draw



straw



haul



launch



Directions: The student will touch the dots as he or she says each sound. The diphthong has been coded with a wavy line to signal and remind the child that the diphthong makes a new sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

foi



boi



poi



Directions: The student will touch the dots as he or she says each sound. The diphthong has been coded with a wavy line to signal and remind the child that the diphthong makes a new sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

snow



blow



grow



Directions: The student will touch the dots as he or she says each sound. The diphthong has been coded with a wavy line to signal and remind the child that the diphthong makes a new sound. Then, the child will blend the sounds together and read the word. Finally, circle the picture that matches the word.

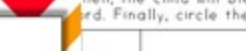
loop



tool



rawl



ouse



owboy



rowd



DIPHTHONGS



Diphthongs Word List

oil	noi
boil	moi
spoil	toil
foil	broil
soil	poil
coil	hoil
point	droil
join	oin
toil	joil
coin	voil

out	mou
south	abou
couch	sour
sprout	mou
shout	ouc
foul	four
pout	roun
count	pour
mount	pouc
house	trou

Diphthongs-Mixed #1 Word List

owl	toy
point	sound
saw	down
pout	coin
boy	crawl
flow	throw
proud	joy
soil	stood
fraud	hawk
gown	low
cloud	broil

I Can Read With Fluency

Multisyllabic Words

Directions: The student will touch and point to each dot as he or she reads the words in each sentence. The student will "drag and scoop" the multisyllabic words with his or her finger.

My sister has a splendid hamster.
The hamster's box is a pigpen.
I will insist she picks it up.
It is important to keep it neat.

I Can Read With Fluency

Silent e words

Directions: The student will touch and point to each dot as he or she reads the words in each sentence. You may choose to not use the dots for students who do not need to point to each word anymore.

Miss Fame is at the zoo.
She sees a big, white whale.
Then, she sees a brown mule.
Miss Fame held a black cat.

I Can Read With Fluency

Multisyllabic Words

Directions: The student will touch and point to each dot as he or she reads the words in each sentence. The student will "drag and scoop" the multisyllabic words with his or her finger.

I saw a contest on the Internet.
You have to decorate a tree.
My family will help with the tree.
Let's put silver tinsel on our tree.

I Can Read With Fluency

Multisyllabic Words

Directions: After practicing the coordinating "Point and Read" page, the student will practice reading the passage with fluency. After the child reads the passage, have him or her check off a box at the bottom. Continue until the child has practiced the passage three times.

My sister has a splendid hamster. The hamster's box is a pigpen! I will insist she pick it up. It is important to keep it neat. The hamster is so fantastic pet!

☐ ☐

FLUENCY



I Can Read With Fluency

Silent e words

After practicing the coordinating "Point and Read" page, the student will practice reading the passage with fluency. After the child reads the passage, have him or her check off a box at the bottom. Continue until the child has practiced the passage three times. You may choose to have the student underline the silent e words prior to reading.

Miss Fame is at the zoo.
She sees a big, white whale.
Then, she sees a brown mule.
Miss Fame held a black cat.
Last, she had to go.

☐ ☐ ☐

I Can Read With Fluency

Vowel team u

Directions: The student will touch and point to each dot as he or she reads the words in each sentence. You may choose to not use the dots for students who do not need to point to each word anymore.

Toad and Goat are friends.
First, they paint on their faces.
Then, they play with their trains.
Goat gets them a sweet treat. They fall asleep.

Toad and Goat are friends. First, they paint on their faces. Then, they play with their trains. Goat gets them a sweet treat. They fall asleep.

☐

I Can Read With Fluency

Silent e words

Directions: The student will touch and point to each dot as he or she reads the words in each sentence. You may choose to not use the dots for students who do not need to point to each word anymore.

Joe is at the pool with Aunt Lil.
It is a hot day in August.
"Watch me dive!" Joe shouts.
Aunt Lil is very proud of him.
Joe hopes they come back soon.

Phonics

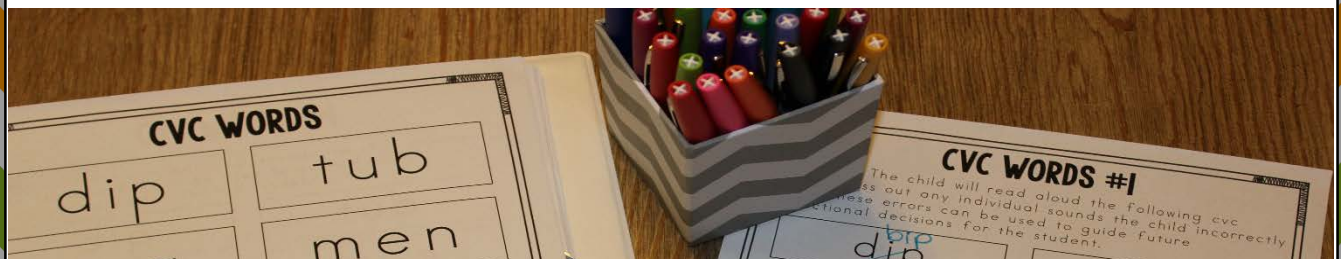
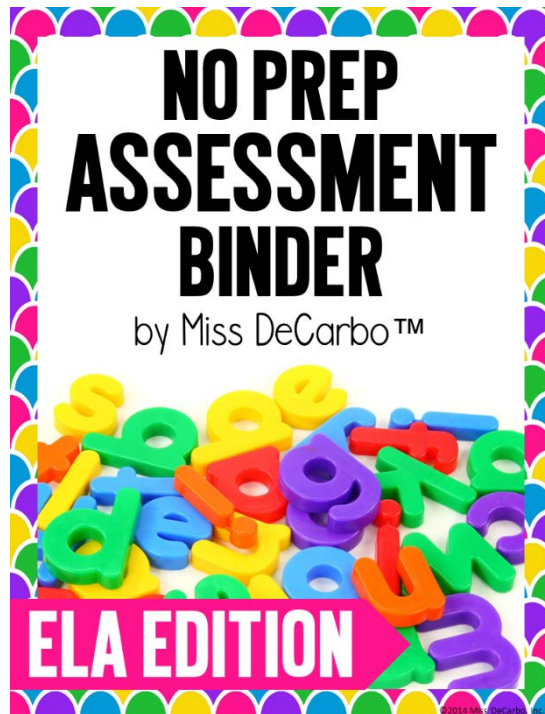
After practicing the coordinating "Point and Read" page, the student will practice reading the passage with fluency. After the child reads the passage, have him or her check off a box at the bottom. Continue until the child has practiced the passage three times. You may also choose to have the student underline all of the words with the silent e prior to reading.

Joe is at the pool with Aunt Lil. It is a hot day in August. "Watch me dive!" Joe shouts. Aunt Lil is very proud of him. Joe hopes they come back soon.

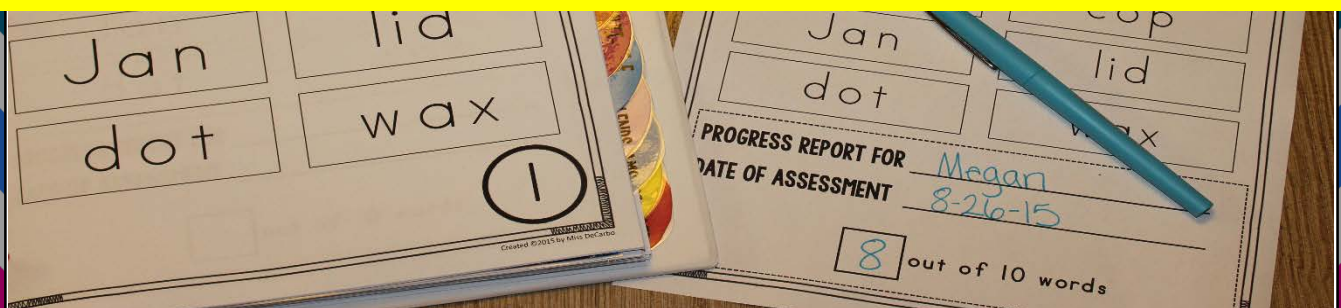
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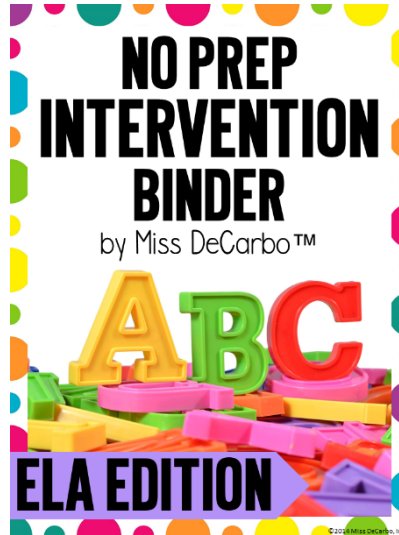


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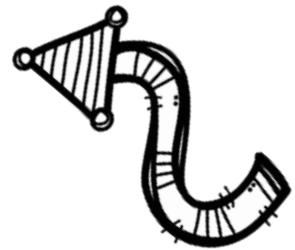
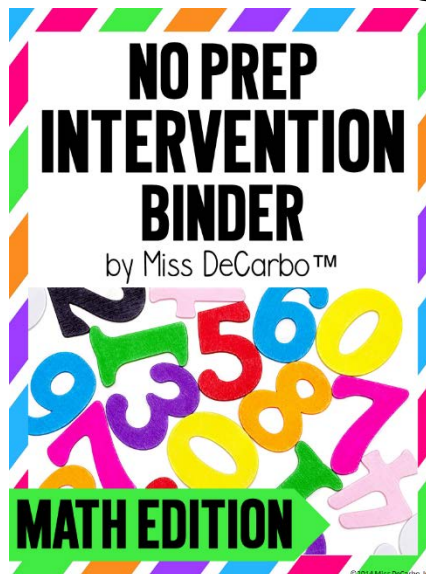
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Miss DeCarbo

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United States - Ohio - Uniontown



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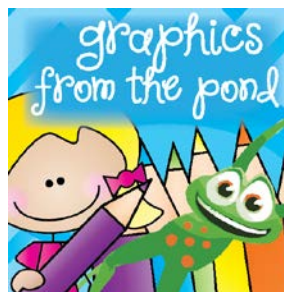
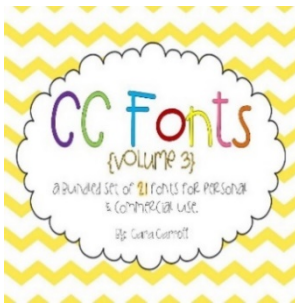
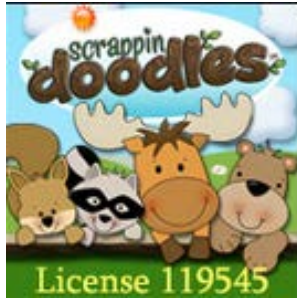
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