

NO PREP INTERVENTION BINDER

by Miss DeCarbo™



ELA EDITION

Dear Educator,

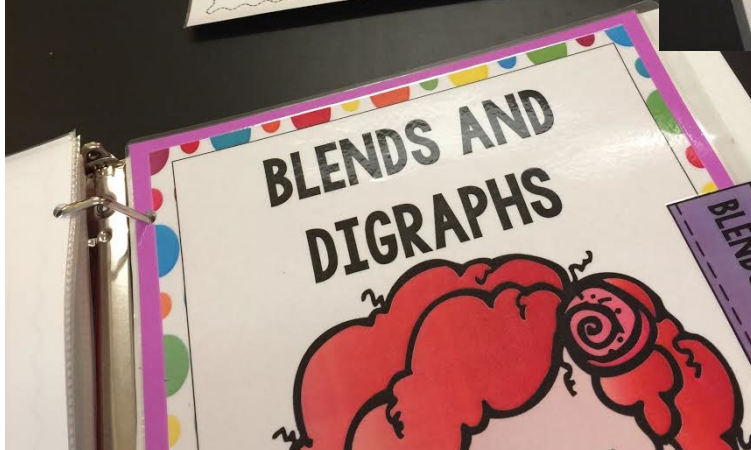
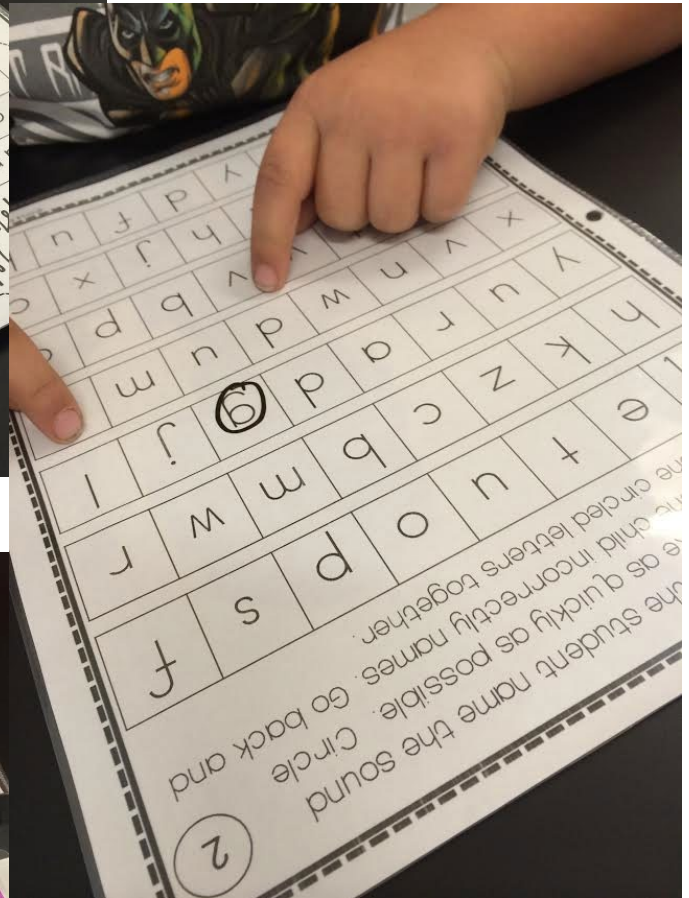
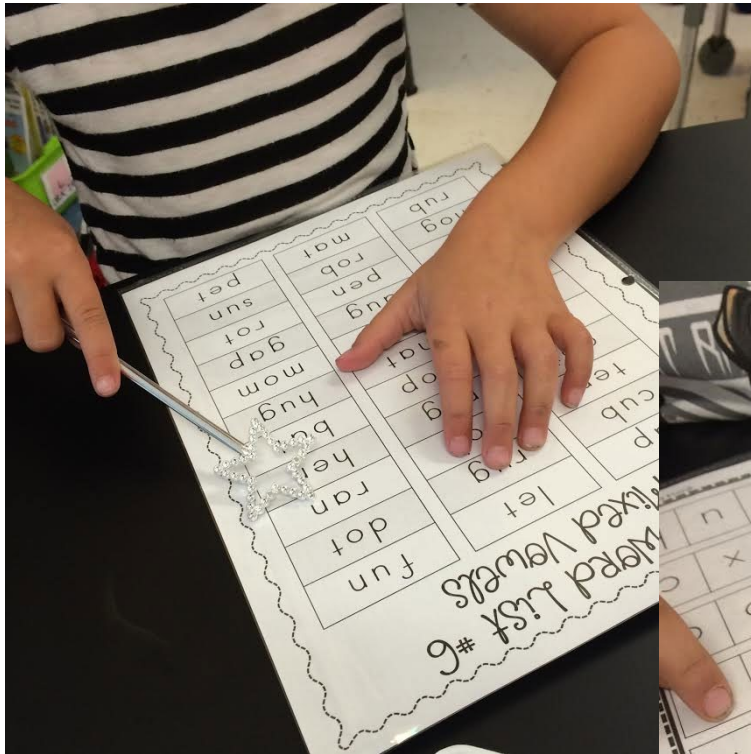
This pack was designed for your intervention time. If you are like me, your time is precious and you are always looking for purposeful and powerful beginning literacy intervention tools for your students. I have quite a few students with gaps in their beginning reading skills, yet I do not have time to sit at home and cut out hundreds and hundreds of word cards for intervention time! I created this BIG intervention binder to maximize the time I spend with my students and eliminate wasted prep time.

Print the entire binder or only print the parts you need! The pages are designed to be placed in sheet protectors and used as write on/wipe off skill sheets that you can use when you work with students. It has been a powerful tool for my intervention time and the print-friendly, no prep design has saved my teacher-sanity! I hope you will find this intervention pack useful, engaging, and time-saving! Thank you SO much for your support!

Happy Learning.
Christina

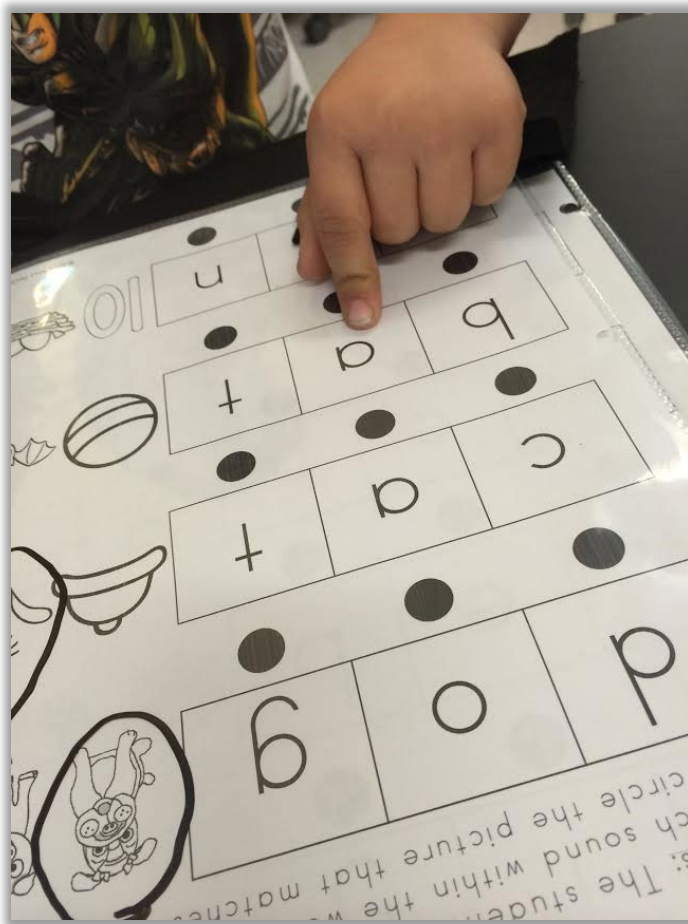


SEE IT IN USE:



EASY & EFFECTIVE!

There are over 150 pages of intervention practice for your beginning readers!



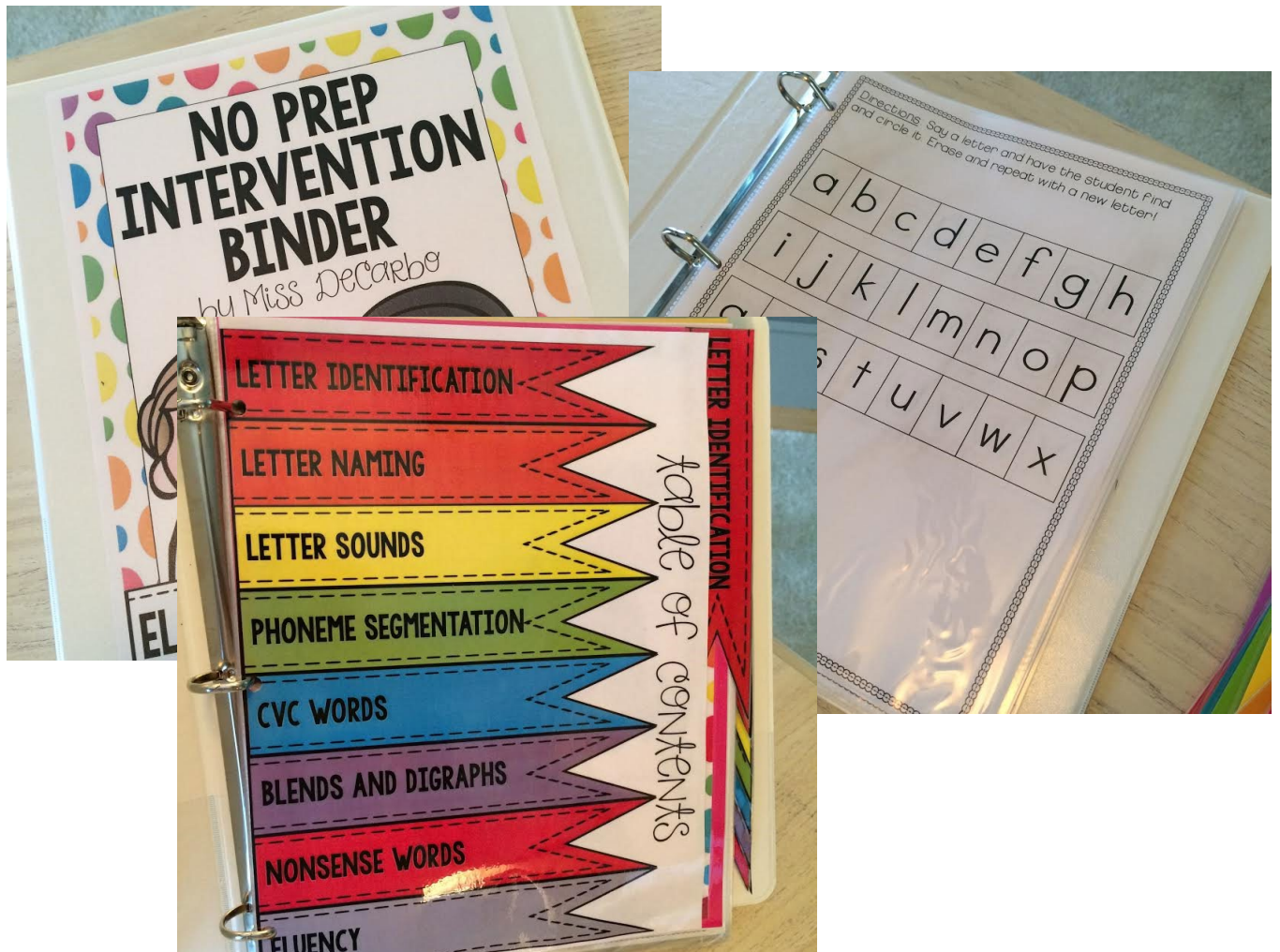
Students use a dry erase marker as they practice targeted skills. With your binder, you will have interventions tools at your fingertips!

SET UP IS SIMPLE:

You Will Need:

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

(You can print the pages double sided to save on sheet protectors.)



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!

LETTER IDENTIFICATION

LETTER NAMING

LETTER SOUNDS

PHONEME SEGMENTATION

CVC WORDS

BLENDS AND DIGRAPHS

NONSENSE WORDS

FLUENCY

Table of contents

Directions: The student will find, circle, and name all 10 of the focus letter:

Kk

k

Q

k

f

d

Directions: The student will find, circle, and name all 10 of the focus letter:

A

a

b

A

j

M

w

g

b

A

X

a

n

L

b

A

O

a

V

A

Directions: The student will find, circle, and name all 10 of the focus letter:

Rr

I

o

P

I

r

K

Directions: The student will find, circle, and name all 10 of the focus letter:

Tt

LETTER

IDENTIFICATION



Directions: Have the student name the letters as quickly as possible. Circle any letters the child incorrectly names. Go back and practice the letters together.

Directions: Have the student name the letters as quickly as possible. Circle any letters the child incorrectly names. Go back and practice the letters together.

5

u k v a z w

y j a b i s z l

i

Directions: Say a letter and have the student find and circle it. Erase and repeat with a new letter!

o f n c x

b

z c r o i

r

A B C D E F G H

w d v a n

f

I J K

LETTER NAMING

Directions: Say a letter and have the student find and circle it. Erase and repeat with a new letter!

a b c d e

i j k l m

q r s t u

v z

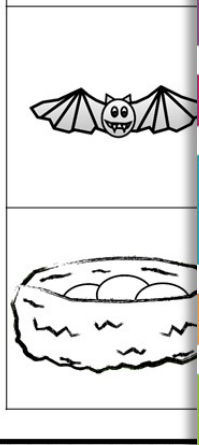
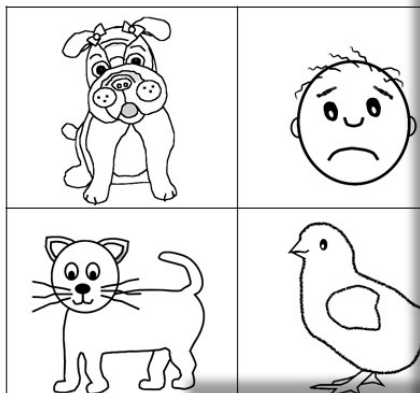


A variety of fonts are used to help your students recognize letters in many different texts.

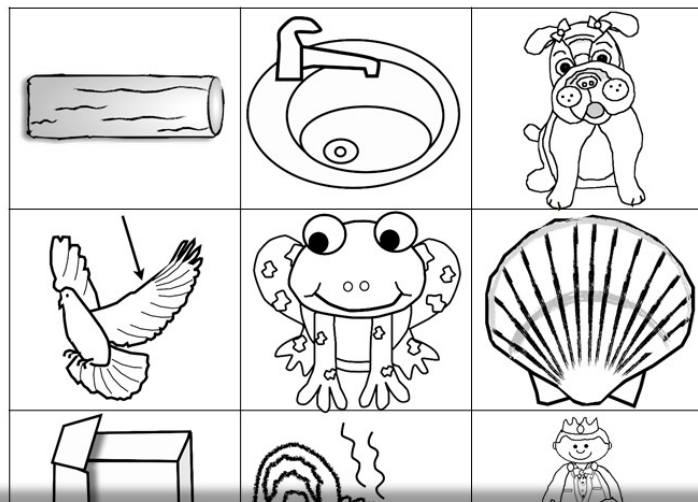
Directions: Have the student name the sound the letters make as quickly as possible. Circle any sounds the student hears. Practice the circle.

r	y	t
d	w	c
a	b	n
w	p	c
u	a	l
g	z	n
b	a	y

Directions: The student will find and circle 6 pictures that have a short "a" sound.



Directions: The student will find, name, and circle the 6 pictures that have a short "o" sound.



LETTER SOUNDS



Use the skill pages as practice probes for progress monitoring. This section includes a focus on short vowels.

Phoneme Segmentation Word List #1: CVC

word	beginning sound	medial sound	final sound
hid	/h/	/i/	/d/
den			
mad			
cut			
fan			
top			
yam			
pin			
quit			
lab			

Optional/Alternative Template

Beginning
Sound

Medial
Sound

Ending
Sound

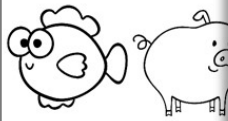
PHONEME SEGMENTATION



Students will orally segment the CVC words. You could also use these pages to spell and write the CVC words. Differentiated mats are included.

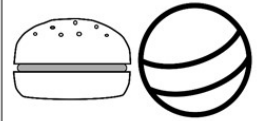
Directions: The student will touch the dots as he or she says each sound within the word. The child will blend the sounds together and read the word. Then, the student will circle the picture that matches the word.

p i g



Directions: The student will touch the dots as he or she says each sound within the word. The child will blend the sounds together and read the word. Then, the student will circle the picture that matches the word.

b u n

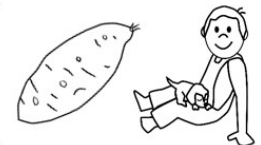


Directions: The student will touch the dots as he or she says each sound within the word. The child will blend the sounds together and read the word. Then, the student will circle the picture that matches the word.

j u g



a p



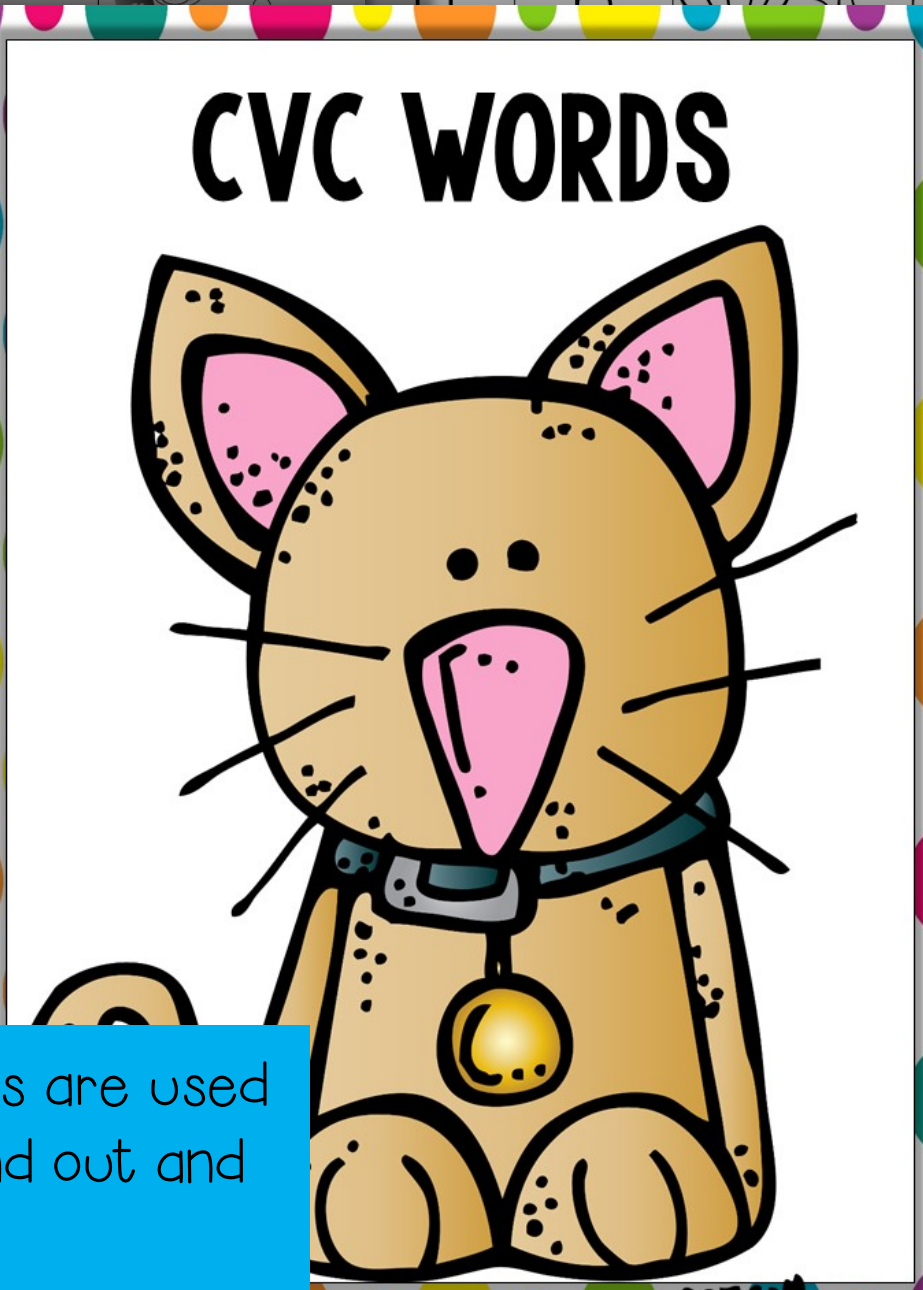
w

h

h

CVC Words

beg
jet
ten
red
hem
men
leg
Ned
fed
Jen
met



Visual and tactile cues are used to help students sound out and blend CVC words.

Directions: The student will touch the dots as he or she sounds out the word. Encourage the child to slide his or her finger across the blend and say the word aloud after sounding it out. Then, the student will circle the picture that matches the word.

d r o p



Directions: The student will touch the dots as he or she sounds out the word. Encourage the child to slide his or her finger across the blend and say the word aloud after sounding it out. Then, the student will circle the picture that matches the word.

n e s t



f l a

Directions: The student will touch the dots as he or she sounds out the word. Encourage the child to slide his or her finger across the blend and say the word aloud after sounding it out. Then, the student will circle the picture that matches the word.

c r i b



m



g o l

ck



Dig

Directions: Have the child read the word quickly as he or she can. If the child reads incorrectly, then, go back to the beginning and read again.

ch

wh

c

s

Blends Word

truck

best

clasp

must

black

swim

last

trick

clock

gasp

cluck

stump

twist

stick

post

clock

BLEND AND DIGRAPH



Students slide their finger across the blends to help them connect their sounds.

Wacky Word Hunt #5

Directions: Read the words. Circle the REAL words and cross out the NONSENSE words.

gim

tif

leg

red

ham

yut

nyv

Real or Nonsense?

Directions: The student will touch each dot as he or she says each sound. Read the word aloud for

g

u

Real or Nonsense?

Directions: The student will touch each dot as he or she says each sound. Read the word aloud. Circle N for nonsense or R for real.

z

i

f

N R

h

u

t

N R

p

o

n

N R

d

i

g

N R

Wacky Word Hunt #2

Directions: Read the words. Circle the REAL words and cross out the NONSENSE words.

hop

ren

baf

Nonsense Word List

tos

beb

lig

hik

hov

vop

gad

cad

jit

mij

saf

pol

dun

kud

han

saj

fif

kiz

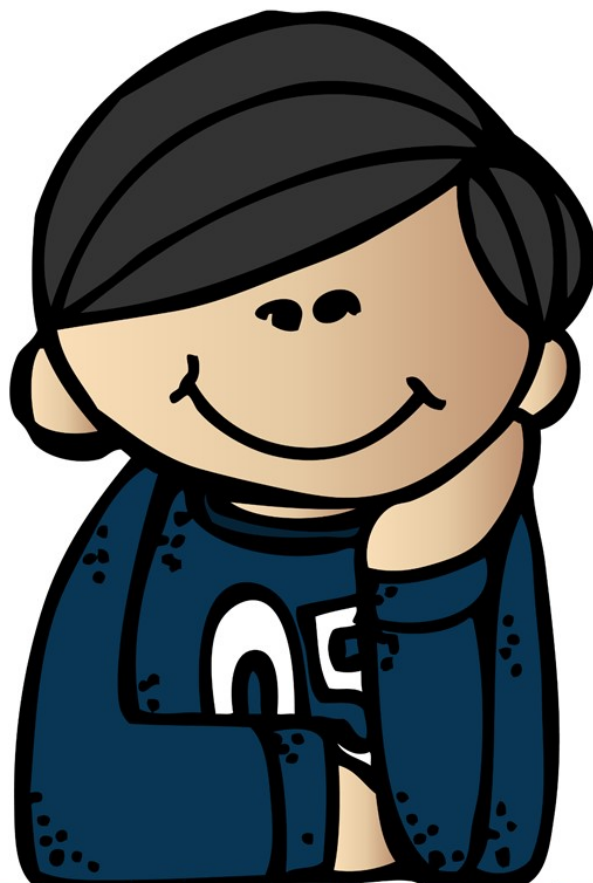
tus

maf

sop

boc

NONSENSE WORDS



I Can Point and Read!

Directions: The student will touch and point to each dot as he or she reads the words in each sentence.

Pat	is	mad	and	sad.
-----	----	-----	-----	------



His	red	truck	is	stuck.
-----	-----	-------	----	--------



It	got	stuck	in	mud.
----	-----	-------	----	------



The	men	got	it	out.
-----	-----	-----	----	------



Pat	is	glad	they	did!
-----	----	------	------	------



©2014 Miss DeCarbo, Inc.

I Can Read with Fluency!

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.

Pat is mad and sad. His red truck is stuck. It got stuck in the mud. The men got it out. Pat is glad they did!

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I Can Point and Read!

Dir
do

I Can Read with Fluency

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.

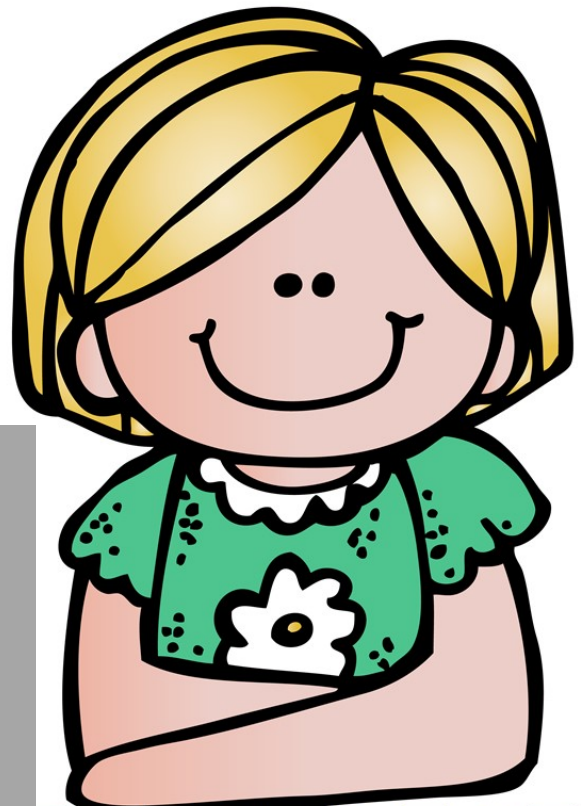
T

H

V

Tom is sad and glum.
His big map got wet.
We will let it sit. Set it

FLUENCY



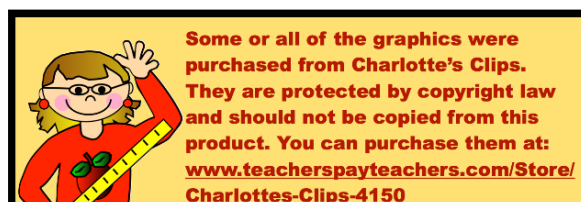
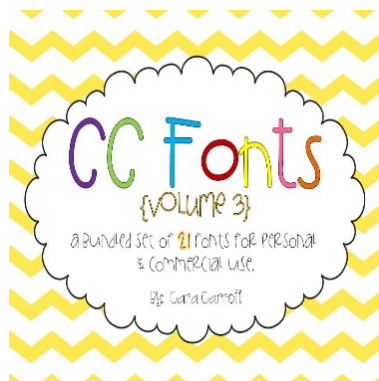
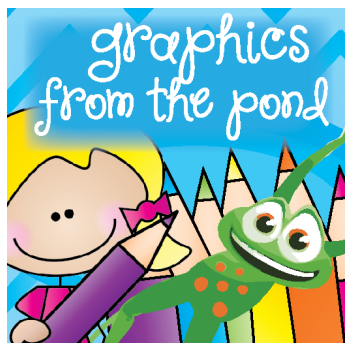
©2014 Miss DeCarbo, Inc.

Students practice pointing and reading decodable sentences. Then, they practice the same sentences in the form of a passage for fluency!

©2014 Miss DeCarbo, Inc.

Clip Art & Font Credits:

Visit Each Artist's Shop By Clicking On The Buttons Below:



Thank you for purchasing this learning pack!



visit my blog for additional ideas and freebies! 😊

www.secondgradesugarandspice.blogspot.com

Happy Learning,

Christina DeCarbo

©2014 Miss DeCarbo, Inc. All Rights Reserved.

Purchase of this download is for one personal classroom use only.

Duplication or sharing with other classrooms, co-workers, an entire school system, or posting this on any website or blog violates copyright law. Additional licenses to share with other teachers are available at half price. You do not have the right to post this file on your blog, website, district website/server, or anywhere online at any time, under any circumstance.

Thank you for understanding. 😊

Scan to Visit My Blog!

