

Intervention Lesson Planning

Steps in planning for intervention:

1. Consider the data:
 - Use DIBELS data
 - Phonics Survey
 - Lesson Assessments
2. Group students according to focused needs:
 - Plan for groups to be flexible and intensely focused on filling gaps
3. Consider materials:
 - Supplements that support core instruction
 - Reteaching/preteaching of core instruction
 - Replacement instruction

General guidelines for intervention instruction:

- Start intervention at the lowest deficient skill
- Make sure children reach automaticity or mastery at each level before increasing the complexity
- Use a scope and sequence with proven validity
- Provide individualized practice as much as possible so student's do not copy or recite without thinking for themselves
- Move along the skills continuum as rapidly as possible.

Intervention Lesson Template

Lesson Component	Instructional Focus	Notes
Fluency Rereading	Students spend 4-5 minutes rereading text from previous lessons. Teacher listens in and takes anecdotal notes.	Students should read individually 'quietly out loud' ~start students on different pages to avoid choral reading
Phonemic Awareness Warm Up	Use active participation with routines and prompts to focus student on hearing sounds in words and blending sounds in words.	Develop word set. Use Phoneme Blending routines
Teach Sound/Spelling MODEL!	Use 'Intensity Boards' to review previous sound /spellings Explicitly state new sound to be taught/practiced Use Sound by Sound Blending to practice sound in words	Develop word set for review Use sound spelling review routines Develop word set for blending practice Use Sound by Sound blending routines
Practice/Application	Connect using decodable text focused on new sound spelling. Be sure to use sequenced set of books and introduce necessary high frequency words	Find connected text. (Reading A-Z.com is a good resource) Or create sentences with words containing targeted sound in a story chart
Dictation	Dictate words in sentences using words with targeted sounds and high frequency words previously taught.	Develop sentences for dictation
Wrap Up/Follow Up	Provide follow up practice activity in centers	Website resource: www.fcrr.org/student activities

Intervention Lesson Template-Phonic Skill Focus

Lesson Component	Instructional Focus	Notes
Fluency Rereading		
Phonemic Awareness Warm Up		
Teach Sound/Spelling		
Practice/Application		
Dictation		
Wrap Up/Follow Up		

Using *Focus Boards* to Catch Up Missing Skills

- Start with 3 known letters and 2 new; put them in a box at the top of the board and tell students the names of each. Below the box, make rows of the letters, being careful not to duplicate a letter immediately below itself. After 3 times of getting 100%, move 2 of the known letters off the board and recreate with 2 new letters.
- Teach student a signal you will use as a routine with the *focus board* process (tapping under the letter) and be consistent.
- If a student makes a mistake, stop, correct the error by modeling the correct response, then back up 3 letters and watch to see if they remember the correction.
- With this kind of targeted consistent instruction, it should only take 3-4 weeks to learn all the letter names. Once all the letter names are learned, can re-use the boards to teach/reinforce the sounds of the letters.
- *Focus boards* can also be used to teach high-frequency words, phonic sounds (ai, oa, a-e, etc), any language element that needs repeated review in a quick and snappy way!
- Focus boards can be moved to centers to continue to practice once students have moved on to another board. Put the letters in 6 lines for review and students work with a partner and a die. One rolls, one reads...

M R S G D				
R	M	G	D	S
G	R	S	M	D
D	S	M	R	G
S	G	D	M	R
M	D	R	S	G
R	M	G	D	S