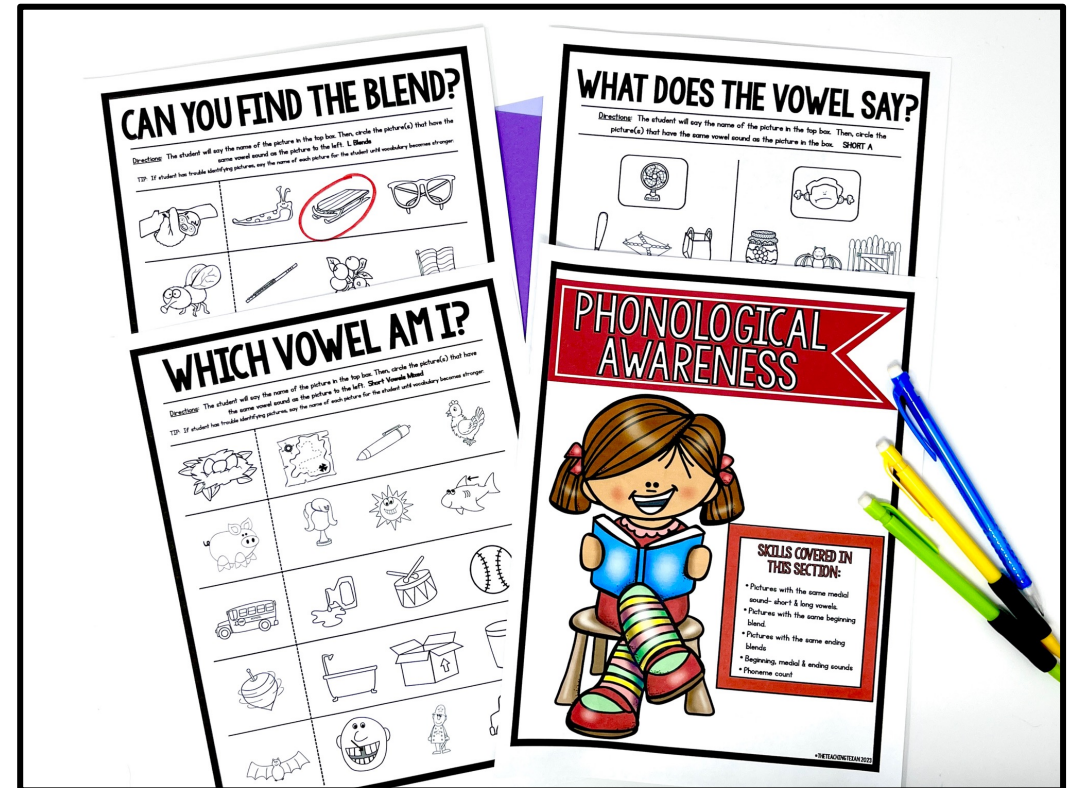
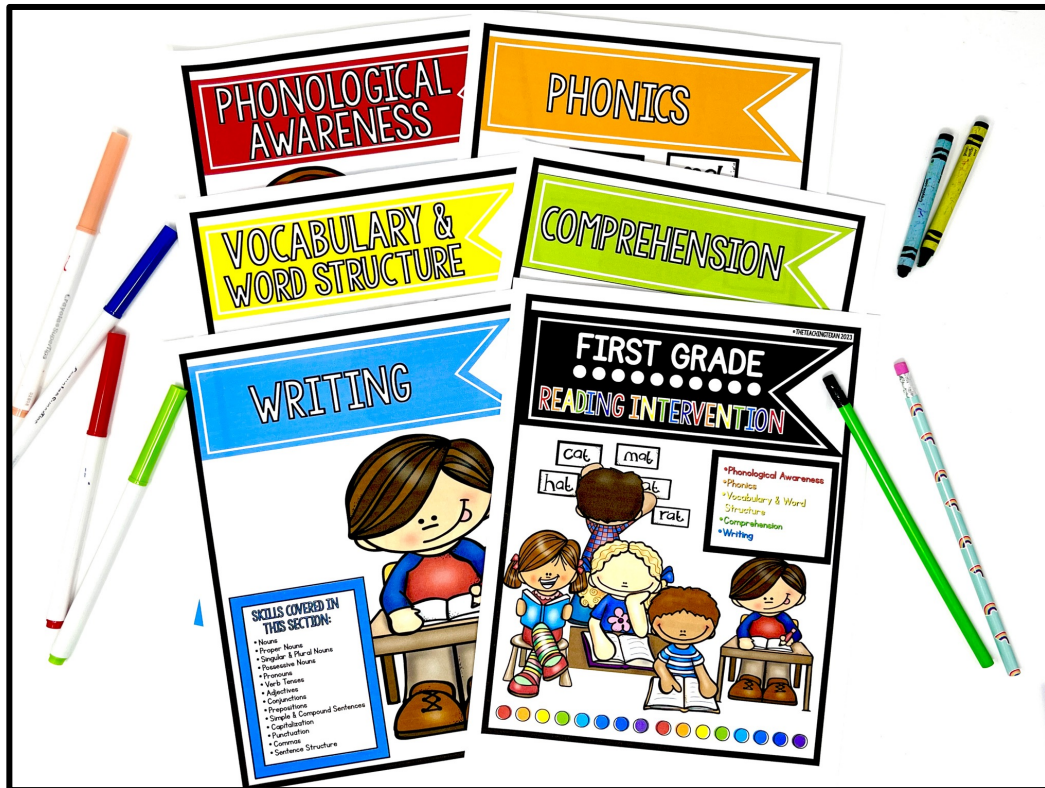


FIRST GRADE READING INTERVENTION

Give your students the extra practice they need with over 200 pages of targeted intervention at your fingertips.



This low-prep reading INTERVENTION resource includes 5 content strands!

ENDING SOUNDS
Directions: The student will say the name of the picture. Then, circle the letter that has the same ending sound. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

MEDIAL SOUNDS
Directions: The student will say the name of the picture. Then, circle the letter that has the same medial sound. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

BEGINNING SOUNDS
Directions: The student will say the name of the picture. Then, circle the letter that has the same beginning sound. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

MIXED UP SOUNDS
Directions: The student will say the name of the picture. Then, write the letter that is missing for each word in the box. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

PHONOLOGICAL AWARENESS

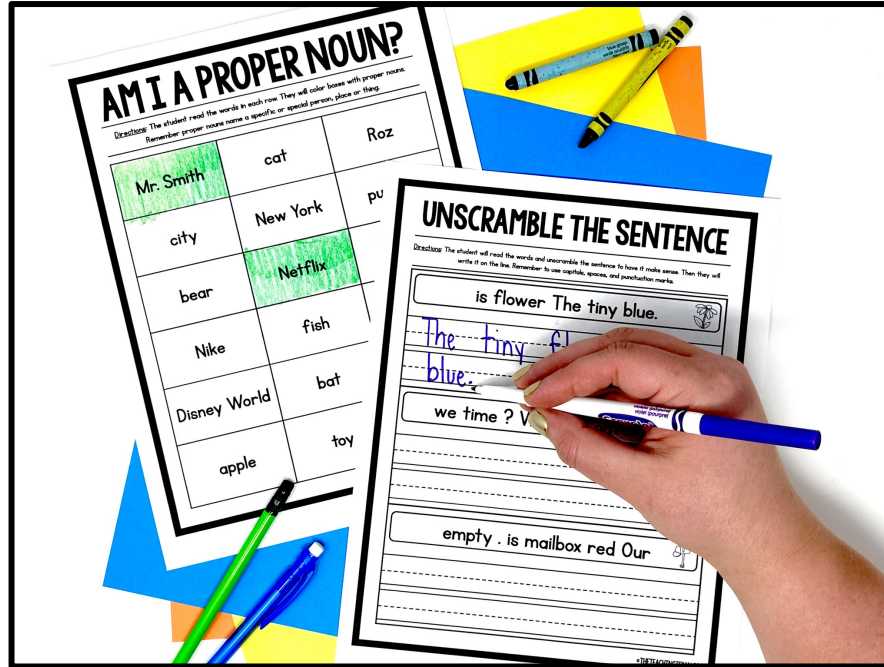
SKILLS COVERED IN THIS SECTION:

- Pictures with the same medial sound- short & long vowels.
- Pictures with the same beginning blend.
- Pictures with the same ending blends
- Beginning, medial & ending sounds
- Phoneme count

- **Phonological awareness**
- **Comprehension**
- **Phonics**
- **Vocabulary & word structure**
- **Writing**

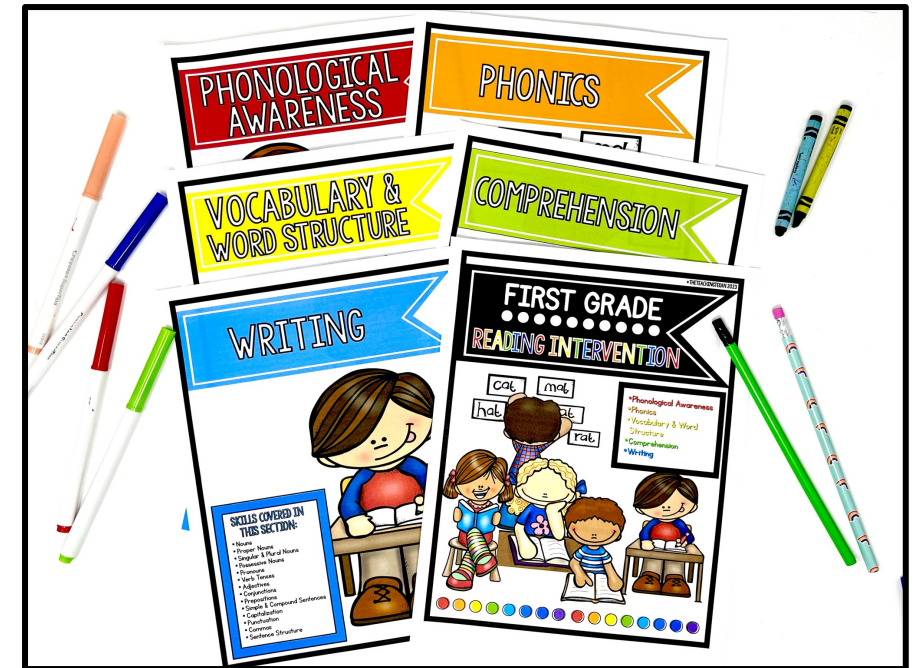
Each section features tons of printables for intervention.

Why do you need this?



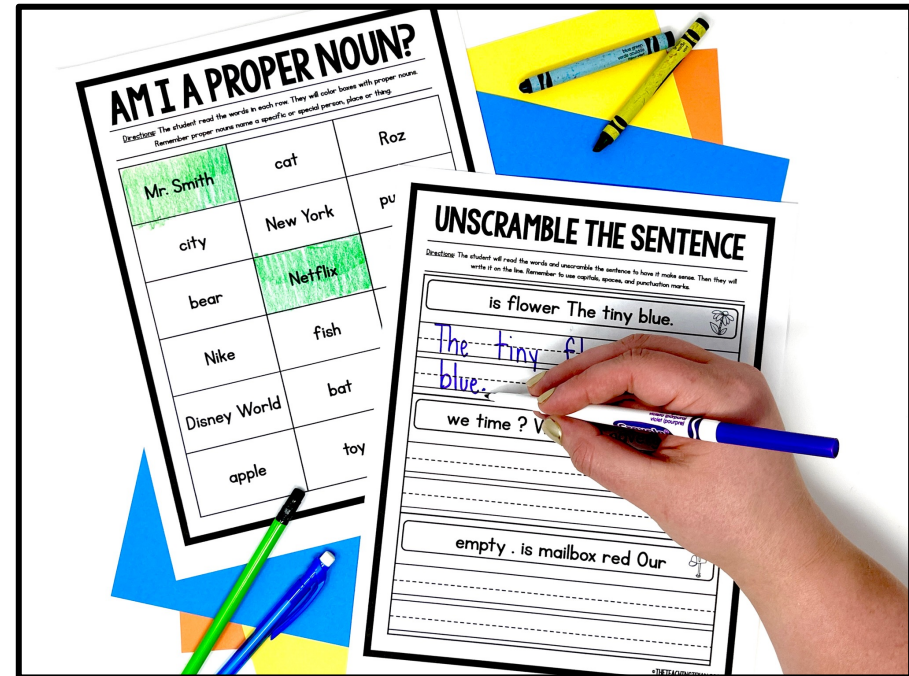
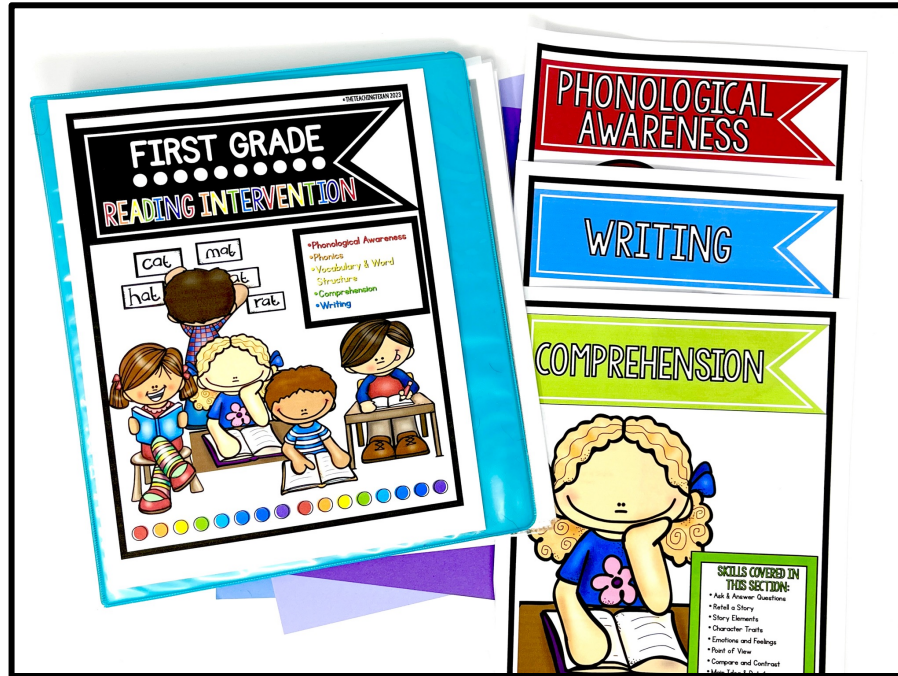
Intervention is without a doubt one of the **most important times** in the instructional day, but looking for activities can be a **time drainer**.

This **one-stop-shop** for first grade reading intervention provides **ready-to-use** materials that are **targeted** to the specific skills your students are working on.



Use them year after year!

All activities can be used in **TWO** different ways.



1. Print on white or colorful paper and place in a page protector for students to write on and erase when finished. Store in a binder for easy use.

2. Print on white or colorful paper and let students write directly on the paper. These are great for sending home to show parents what students have worked on!

Save time planning intervention

This binder includes activities for 5 different reading strands, that make the activities perfect for intervention, independent skill practice, NWEA MAP testing practice, and more!

VERBS-WHICH TENSE
Directions: The student will read word. They will decide what tense the word is a wrench according to the verb key. Remember: past tense verbs already happened, a verb to happen now and future tense verbs will happen.

Verb Key		
Past Tense (already happened) BLUE	Present Tense (happening now) RED	Future Tense (will happen) GREEN

TEXT FEATURES
Directions: The student will find text features in the passage below. They will circle the text features and write what the feature is in the box.

TORNADO
What is it?
A tornado is a funnel of swirling wind. The strong windstorms come from the clouds during spring and summer. Tornadoes happen when warm air meets cold air masses and wind spins it into a funnel. A tornado moves the air v

SHADES OF MEANING
Directions: The words below have different shades of meaning. The student will read the list of adjectives and write the adjective starting with the least strong on the bottom and the strongest on the top.

Words to Order:
big
gigantic
huge

Words to Order:
happy
proud
joyful

REAL LIFE CONNECTIONS
Directions: The student will read the word and write a sentence that connects to their life. TIP: If the student does not know the word, help them read it or read it to them.

gentle

annoy

HIGH FREQUENCY WORDS
Directions: The student will read the word. They will map it by coloring a circle for each letter in the word then trace. They will write the word on the line and draw a heart around the tricky part.

map it: info

read it: info

map it: said

read it: said

WHAT DOES THE VOWEL SAY?
Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. Long A

LET'S DECODE WORDS
Directions: The student will look at the word, tap each dot, say the sound, and blend the word. Then they will circle the picture that matches the word. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

drum		
frog		
grass		
crash		
trash		
brick		

WHAT DOES THE VOWEL SAY?
Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. SHORT A

MEDIAL SOUNDS
Directions: The student will say the name of the picture. Then, circle the letter that has the medial sound. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

U E A	I U O	E A I
I O E	A O U	E U A
I O A	U E I	A E O

FIND, COLOR & WRITE
Directions: The student will find and color the cookies that have words that say "AI". They will write each word on a line. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

Write the words here:

layer, sway, grain, sprain, braid, lay, spray, clay, away, point, waist, raise

HIGH FREQUENCY WORDS
Directions: The student will read the word. They will map it by coloring a circle for each letter in the word then trace. They will write the word on the line and draw a heart around the tricky part.

map it: [word]

read it: [word]

DOES IT BELONG?
Directions: The student will look at pictures and color the one that does not belong in the group. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

Phonological Awareness

- Pictures with the same medial sound- short and long vowels
- Pictures with the same beginning blends
- Pictures with the same ending blends
- Beginning, medial & ending sounds
- Phoneme count

WHAT DOES THE VOWEL SAY?

Directions: The student will say the name of the picture in the top box. Then, circle picture(s) that have the same vowel sound as the picture in the box. **SHORT I**

U E A I U O E A I

MEDIAL SOUNDS

Directions: The student will say the name of the picture. Then, circle the letter that has the same medial sound. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

U E A I U O E A I

HOW MANY DO YOU HEAR?

Directions: The student will say the name of the picture. Then, circle the number of phonemes they hear for each picture. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

2 3 4 2 3 4 2 3 4

CAN YOU FIND THE BLEND?

Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **R Blends**

TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

YOU FIND THE BLEND?

Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **S Blends**

TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

WHAT DOES THE VOWEL SAY?

Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. **Short I**

HOW MANY DO YOU HEAR?

Directions: The student will say the name of the picture. Then, circle the number of phonemes they hear for each picture. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4

WHAT DOES THE VOWEL SAY?

Directions: The student will say the name of the picture in the top box. Then, circle picture(s) that have the same vowel sound as the picture in the box. **Long E**

CAN YOU FIND THE BLEND?

Directions: The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **L Blends**

TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

Comprehension

- Ask & Answer Questions
- Retell a Story
- Story Elements
- Character Traits
- Emotions and Feelings
- Point of View
- Compare and Contrast
- Main Idea & Details
- Text Features

ASK AND ANSWER QUESTIONS

Directions: The student will use their own text. The student will ask questions before, during and reading a text of their choice.


I can ask questions while I read:

WHO	WHEN	WHERE
WHY	HOW	

Questions I have BEFORE reading?

ASK AND ANSWER QUESTIONS

Directions: The student will look at the picture and answer the questions below. The student will come up with their own question and answer it.



RETELL A STORY WITH PICTURES

Directions: The student will use their own text. The student will retell the story by drawing pictures for each question.

Who are the characters?	What is the setting?	What is the problem?
-------------------------	----------------------	----------------------

ALL ABOUT THE SETTING


Directions: The student will use their own text. The student will draw the setting. They will write two details about the setting to understand more about where the story takes place.

Draw the setting:


COMPARE AND CONTRAST

Directions: The student will look at the two pictures and will compare and contrast them. The student will write at least three differences and at least two similarities in the venn diagram.

Picture #1



Picture #2



MAIN IDEA & DETAILS

Directions: The student will read the passage and write the main idea. They will write three details that support the main idea. TIP: If students have difficulty recalling information, re-read the story and focus on the specific details in the story.


Kittens are so loveable. They can make your day better quickly. Petting is the best with their fur so soft. Kittens can make you laugh when they roll, pounce, and jump. They can fall asleep anywhere and love to cuddle. When they "meow", they bring a smile to your face!

TEXT FEATURES

Directions: The student will find text features in the passage below. They will circle the text features and write what the feature is in the box.

CINCO DE MAYO

TABLE OF CONTENTS	
What is Cinco De Mayo?	4
The Battle of Puebla.	6
Celebrations in Mexico	8
Celebrations in U. S. A.	10




Cinco De Mayo in Mexico

In Mexico, the people celebrate by singing and dancing. There are many parades and speeches. People even act out the Battle of Puebla that won their freedom.

What text features did you find?

ASK AND ANSWER QUESTIONS

Directions: The student will look at the picture below. The student will come up with three questions about the picture and they will answer them.



Questions	Answers
From you have	
From you have	
From you have	

CHARACTER FEELINGS

Directions: The student will use their own text. The student will draw the main character. They will write two feelings the character had and what the character said or did in the story to show that feeling.

Picture of the Main Character:

--

A feeling the character had:
I know they had this feeling because:

--

A feeling the character had:
I know they had this feeling because:

--

Vocabulary & Word Structure

- High Frequency Words
- Categories- Sorting Attributes
- Real Life Connections
- Shades of Meaning

HIGH FREQUENCY WORDS

Directions: The student will use a list of words they are working on. The student will read the word. They will map it by coloring the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: _____ map it: _____

write it: _____

read it: _____ map it: _____

write it: _____

HIGH FREQUENCY WORDS

Directions: The student will use a list of words they are working on. The student will read the word. They will map it by coloring circles for sound in the word they hear. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: _____

map it: _____ write it: _____

read it: _____

map it: _____ write it: _____

HIGH FREQUENCY WORDS

like	her	want
the	were	there
see	have	their
look	come	knew
into	some	knew
said	give	again

HIGH FREQUENCY WORDS

Directions: The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **does** map it: _____

write it: _____

read it: **about** map it: _____

write it: _____

H HIGH FREQUENCY WORDS

Directions: The student will read the word. They will map it by coloring a circle for sound in the word they hear. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **they**

write it: _____

read it: **was**

write it: _____

DOES IT BELONG?

Directions: The student will look at pictures and color the one that does not belong in the group. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

HIGH FREQUENCY WORDS

Directions: The student will use a list of words they are working on. The student will write their high frequency word in pencil, marker, and pen. They will draw a heart around the tricky part. They will pick two words and write a sentence for each.

Pencil	Marker	Pen

1. _____

2. _____

SHADES OF MEANING

Directions: The words below have different shades of meaning. The student will read the list of words. They will write the words starting with the least strong on the bottom and the strongest on the top.

Words to Order:

weary
exhausted
tired

Words to Order:

gulp
sip
drink

Words to Order:

sprint
bolt
jog

HIGH FREQUENCY WORDS

Directions: The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **like** map it: _____

write it: _____

read it: **the** map it: _____

write it: _____

read it: **see** map it: _____

write it: _____

read it: **look** map it: _____

write it: _____

read it: **into** map it: _____

write it: _____

Writing

- Nouns
- Proper Nouns
- Singular & Plural Nouns
- Possessive Nouns
- Pronouns
- Verb Tenses
- Adjectives
- Conjunctions
- Prepositions
- Simple & Compound Sentences
- Capitalization
- Punctuation
- Commas
- Sentence Structure

AM I A NOUN?

Directions: The student will look at the picture and read the word. They will decide if it is a noun. If it is they will color the picture. Remember: a noun is a person, place, thing, or animal.

paint brush wheel swinging shop

SIMPLE OR COMPOUND SENTENCE

Directions: The student read the sentence in each box. They will decide if it is a simple or compound sentence. They will color boxes with simple sentences orange and compound sentences purple.

COLOR A SENTENCE

simple- orange	compound- purple
----------------	------------------

The children baked cookies but they were sad they didn't have We went to the park to fly kites and swing on Do you have an apple that I can eat?

WHAT'S THE PUNCTUATION?

Directions: The student will read the sentence. They will decide what type of sentence it is. They put the punctuation mark that is needed for the sentence in the box. They choose a type of sentence and write a sentence of their own on the line.

Can we go back home	
The birthday cake was yummy	
Go brush your teeth	

AM I A PROPER NOUN?

Directions: The student read the words in each row. They will color boxes with proper nouns. Remember proper nouns name a specific or special person, place or thing.

Mr. Smith	cat	Roz
city	New York	pudding

PREPOSITIONS

Directions: The student will read the sentences. They will look at the picture and choose the preposition that describes the picture.

COMMAS

Directions: The student will read the sentence. They will add commas where they are needed in each sentence. They will then rewrite the sentence below with capitals and commas where they are needed.

I planted peas beans and corn in the garden.

Today is May 4 2023 it is my birthday.

We saw lions monkeys and zebras at the zoo.

UNSCRAMBLE THE SENTENCE

Directions: The student will read the words and unscramble the sentence to have it make sense. Then they will write it on the line. Remember to use capitals, spaces, and punctuation marks.

is flower The tiny blue.

we time ? What do have go to

empty . is mailbox red Our

VERBS - WHICH TENS

Directions: The student will read word. They will decide what tense the word is and color according to the verb key. Remember: past tense verbs already happened, present tense verbs happen now and future tense verbs will happen.

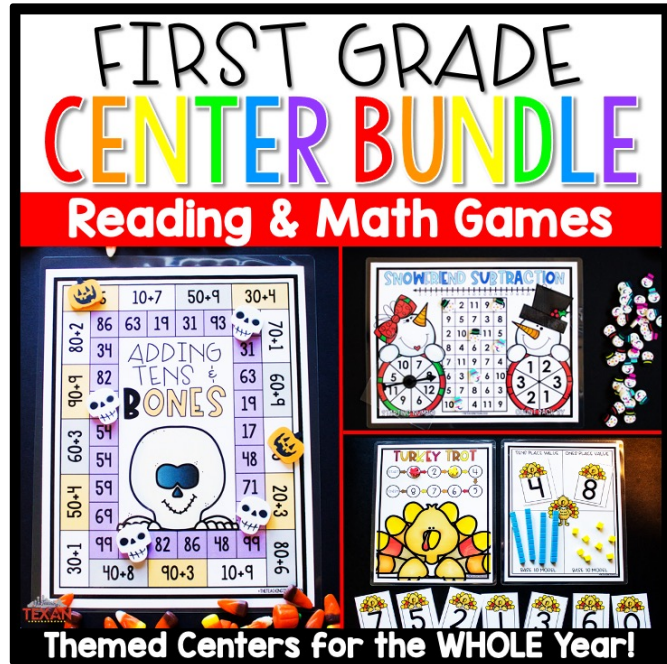
Verb Key		
Past Tense (already happened)	Present Tense (happening now)	Future Tense (will happen)
BLUE	RED	GREEN

AM I A PROPER NOUN?

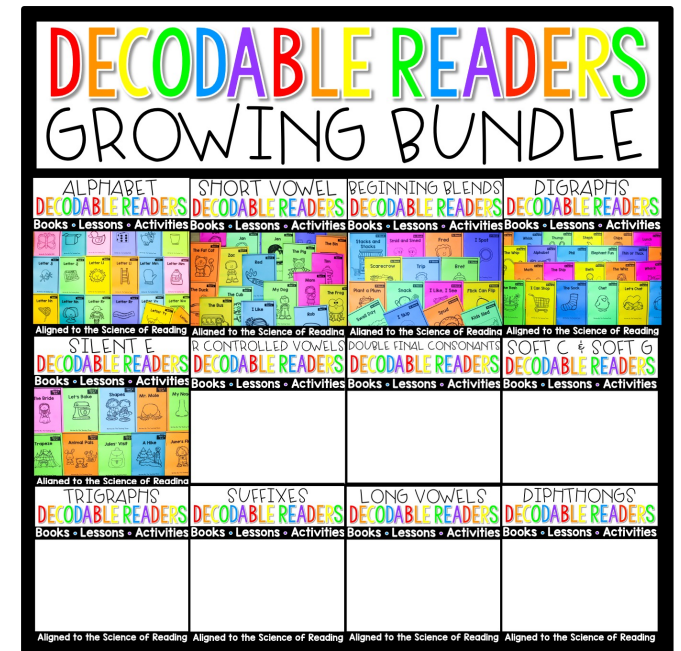
Directions: The student read the words in each row. They will color boxes with proper nouns. Remember proper nouns name a specific or special person, place or thing.

Mr. Smith	cat	Roz
city	New York	pudding
bear	Netflix	next
Nike	fish	Paris
Disney World	bat	Dory
apple	toy	Paw Patrol

Check out MORE Reading Resources



KEEP YOUR CENTERS FUN AND EXCITING WITH THESE HANDS-ON LITERACY AND MATH CENTERS



GRAB YOUR DECODABLE READER BUNDLE AND GIVE YOUR STUDENTS THE SKILL PRACTICE THEY NEED TO BECOME FLUENT READERS