

KINDERGARTEN READING & MATH INTERVENTION

Give your students the extra practice they need with over 400 pages of targeted intervention at your fingertips.



“My students loved using this resource for Reading and Math, it made it so easy and took the stress out of finding activities to fit what I wanted to do.” -Julie B.



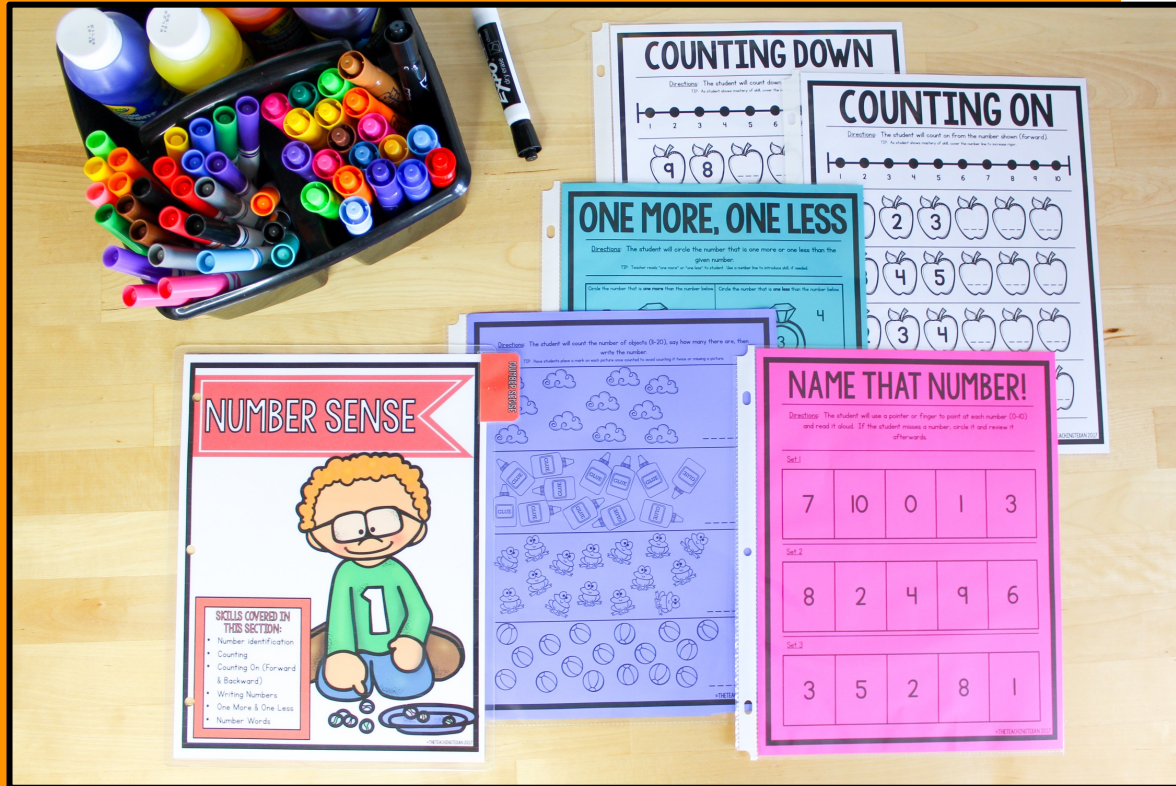
This low-prep reading **INTERVENTION** resource includes **6 content strands!**



- **Phonological awareness**
- **Concepts of print**
- **Comprehension**
- **Phonics**
- **Vocabulary & word structure**
- **Writing**

Each section features tons of printables for intervention.

This low-prep math **INTERVENTION** resource includes **6 content strands!**



- **Number sense**
- **Computation**
- **Problem Solving**
- **Statistics & Probability**
- **Measurement & Geometry**
- **Algebra**

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 kindergarten reading and math 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

The activities included are perfect for intervention, independent skill practice, NWEA MAP testing practice, and more!

BEGINNING SOUNDS

Directions: Say the name of the picture in the top of the box. Then, circle the picture that has the same beginning sound as the picture in the top of each box.

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

SHORT E SOUND

Directions: The student will say the name of each picture. Then, the student will circle the picture with the short "e" sound.

TIP: If vocabulary is an issue, say the name of each picture and have the student repeat then decide if the short "e" sound is there.

MATCHING VOWEL SOUNDS

Directions: The student will say the name of each picture. Then the student will draw a line to the picture with a matching vowel sound.

TIP: If vocabulary is an issue, say the name of each picture and have the student repeat then decide which pictures have the matching vowel sound. Also, students may write the vowel they hear next to the circle on an adjacent sheet.

ONSET AND RIME

Directions: The teacher will say the beginning sound (onset) then the ending of the word (rime). The student will blend the sounds together to make the word then circle the picture that matches.

TIP: Encourage students to repeat the onset and rime and stretch sounds out as needed to form words.

f + ish

g + ap

p + ia

LETTER MAZE

Directions: The student will start at the beginning and follow the target letter (circling each time) to the end of the maze.

TIP: As a reinforcement have the student say the letter name and sound each time he/she circles the letter.

START

B B B B D

P Y D B C

B B B B

PARTS OF A BOOK

Directions: The teacher will read the cover of the book (don't point out what each part is.) The student will identify the part of the book.

TIP: Incorporate practice identifying book parts on real books (front cover, back cover, title, author, illustrator, title page, etc.)

Who is the illustrator of the book? _____

Circle the author's name.

What does the Author do? _____

Write the words Draw the pictures Sell the book

Title Title page Spine

MAKE AN INFERENCE

Directions: The student will listen to the story and respond to the question that follows.

TIP: If students have difficulty making inferences, re-read the story and focus on the specific clues that can be used to make an inference.

What is Aaron carrying home to his mom?

Aaron rushes home to give his mother the gift he bought her. His hands are closed tightly around the square package with a bow on top. He can't wait to see her face when she opens her gift!

What craft did Maggie make?

Maggie loves to make crafts. Her newest creation has patches of different colors and can be used to keep warm at night.

What animal did the child draw?

During math a boy drew an animal on his paper. He carefully drew four legs, hooves, and a mane. Finally he added a magical horn.

VOWEL TEAMS

Directions: The student will read each word (sound & blend as needed). The student will circle all words that have the "oa" vowel team as in boat.

TIP: Remind students that when two vowels go walking, the first one does the talking and usually says its name (long vowel sound).

boat	not	coat	road
gray	loan	float	hay
leap	soak	got	groan
toad	chap	oak	bot
hot	moat	mat	oat

PREFIXES

Directions: The teacher will read the root word to the student and then read the clue for how to change the word. Then, the student will add the prefix that matches the clue. Finally, the student will write the new word.

TIP: Remind students that prefixes come before. (E=whisper)

RE- UN- PRE-
again not before

do → DO AGAIN → do → _____

dig → DIG BEFORE → dig → _____

pick → NOT PICK → pick → _____

sale → SALE BEFORE → sale → _____

HIGH FREQUENCY WORD SPIN

Directions: The student will use a paper clip and pencil to spin a sight word. The student will read the sight word, then trace it in the graph below.

TIP: Have students practice writing sight words on white boards, holding them with magnetic letters, or reviewing them with flash cards as needed.

all	were	what
all	were	what
all	were	what
all	were	what
all	were	what

Number Sense

- Number ID
- Counting
- Counting On (forward & backward)
- Writing Numbers
- One More & One Less
- Number Words

Directions: The student will count the number of objects (0-20), say how many there are, and write the number.

TIP: Have students place a mark on each picture once counted to avoid counting it twice or missing a picture.

NUMBER ORDER

Directions: The student will circle the picture that is in the placement described.

TIP: Read the statement above each box to the student.

CIRCLE THE LION THAT IS IN THE SIXTH PLACE IN LINE.

CIRCLE THE BLOB THAT IS IN THE THIRD PLACE IN LINE.

COUNTING DOWN

Directions: The student will count down from the number shown.

TIP: As student shows mastery of skill, cover the number line to increase rigor.

NUMBER WORDS

Directions: The student will circle the number word that correctly tells how many objects are shown.

TIP: Have students practice number eight words using flash cards if they have difficulty recognizing number words.

ONE MORE, ONE LESS

The student will circle the number that is one more or one less than the given number.

Teacher reads "one more" or "one less" to student. Use a number line to introduce skill, if needed.

That is one less than the number below. Circle the number that is one more than the number below.

COUNTING ON

Directions: The student will count on from the number shown (forward).

TIP: As student shows mastery of skill, cover the number line to increase rigor.

COUNTING DOWN

Directions: The student will count down from the number shown.

TIP: As student shows mastery of skill, cover the number line to increase rigor.

NAME THAT NUMBER

Directions: The student will use a pointer or finger to point at each number and read it aloud. If the student misses a number, circle it and review afterwards.

Directions: The student will count the number of objects (0-10), say how many there are, then write the number.

TIP: Have students place a mark on each picture once counted to avoid counting it twice or missing a picture.

Computation

- Addition (vertical & horizontal) 0-5, 6-10, 11-20
- Subtraction (vertical & horizontal) 0-10
- Mixed Addition and Subtraction (vertical & horizontal)

MIXED +/- UNDER 20

Directions: The student will add or subtract to determine the sum or difference (0-20) of each problem.

TIP: Provide the student with scrap paper to draw on or provide students with a number line.

$7 - 2 = \underline{\quad}$	$7 + 1 = \underline{\quad}$	$6 - 5 = \underline{\quad}$
$9 + 2 = \underline{\quad}$	$8 + 6 = \underline{\quad}$	
$9 + 8 = \underline{\quad}$	$6 - 3 = \underline{\quad}$	

SUBTRACTION UNDER 10

Directions: The student will subtract to determine the difference (0-10) of each problem.

TIP: Provide the student with scrap paper to draw on or provide students with a number line.

$7 - 4 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$3 - 3 = \underline{\quad}$
	$4 - 3 = \underline{\quad}$	$9 - 0 = \underline{\quad}$
	$4 - 1 = \underline{\quad}$	$8 - 4 = \underline{\quad}$

ADDITION TO 20

Directions: The student will add to determine the sum (0-20) of each problem.

TIP: Provide the student with scrap paper to draw on or provide students with a number line.

$6 + 6 = \underline{\quad}$	$7 + 5 = \underline{\quad}$	$3 + 9 = \underline{\quad}$
$8 + 7 = \underline{\quad}$	$7 + 7 = \underline{\quad}$	$9 + 8 = \underline{\quad}$

ADDITION TO 10

Directions: The student will add to determine the sum (0-10) of each problem.

TIP: Provide the student with scrap paper to draw on or provide students with a number line.

$7 + 3 = \underline{\quad}$	$1 + 9 = \underline{\quad}$	$5 + 3 = \underline{\quad}$
$3 + 3 = \underline{\quad}$	$4 + 5 = \underline{\quad}$	$7 + 0 = \underline{\quad}$
$0 + 8 = \underline{\quad}$	$6 + 2 = \underline{\quad}$	$2 + 7 = \underline{\quad}$

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ADDITION TO 5

Directions: The student will add to determine the sum (0-5) of each problem.

TIP: Provide the student with scrap paper to draw on or provide students with a number line.

$1 + 4 = \underline{\quad}$	$1 + 2 = \underline{\quad}$	$1 + 3 = \underline{\quad}$
$1 + 1 = \underline{\quad}$	$2 + 1 = \underline{\quad}$	$2 + 3 = \underline{\quad}$
$2 + 2 = \underline{\quad}$	$4 + 1 = \underline{\quad}$	$3 + 2 = \underline{\quad}$

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Problem Solving

- Addition Word Problems (0-20)
- Subtraction Word Problems (0-20)
- Pick the Operation

Directions: The student will represent the addition or subtraction (0-10) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem and underline key words.

Morgan printed 7 pictures for her book report. She used 5 of the pictures. How many pictures did Morgan not use?

PICTURE EQUATION

4 campers were gathered around the camp fire. 5 more campers joined them. How many campers are around the fire altogether?

PICTURE EQUATION

The store manager put 3 cans of beans on the shelf. Later he added 2 more cans to the shelf. How many cans of beans are on the shelf now?

PICTURE EQUATION

Directions: The student will represent the addition or subtraction (0-20) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem and underline key words.

Misha picked up 8 rocks from the yard and put them in her bucket. Her brother added 7 rocks to the bucket. How many rocks are in the bucket altogether?

PICTURE EQUATION

15 athletes were waiting to enter a competition. If 8 of the athletes are invited into the competition, how many athletes remain waiting?

PICTURE EQUATION

Parker picked a bunch of grapes that had 11 grapes on it. She ate 5 of the grapes. How many grapes are left on the bunch?

PICTURE EQUATION

Directions: The student will represent the addition (6-10) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem.

Alayna made 4 pizzas for the party. She found out that more of her friends were coming to the party. She made 2 more pizzas. How many pizzas did Alayna make in all?

PICTURE EQUATION

If Karen has 8 pieces of paper and her friend gives her 1 more piece of paper, how many pieces of paper will Karen have altogether?

PICTURE EQUATION

Michael told his mom he wanted 4 pizza rolls. He decided he was really hungry and asked for 3 more pizza rolls. How many pizza rolls does Michael have in all?

PICTURE EQUATION

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Directions: The student will represent the addition (0-6) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem.

Jenny ate 2 apples. Then she ate 2 more apples. How many apples did Jenny eat in all?

PICTURE EQUATION

Carlos bought 1 pencil. Later, he went back to the store and bought 3 more pencils. How many pencils does Carlos have in all?

PICTURE EQUATION

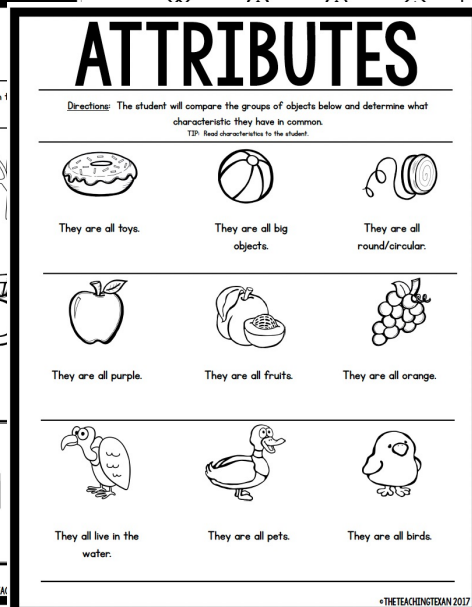
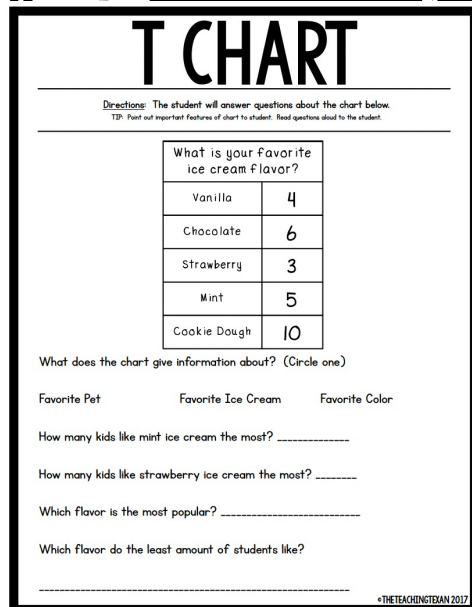
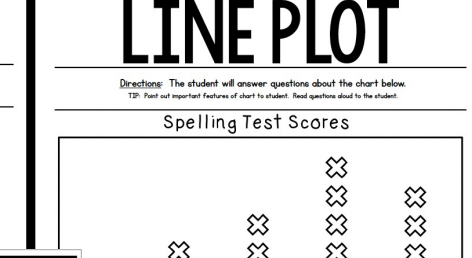
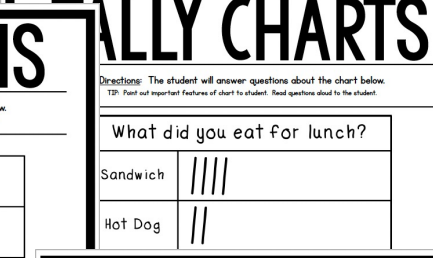
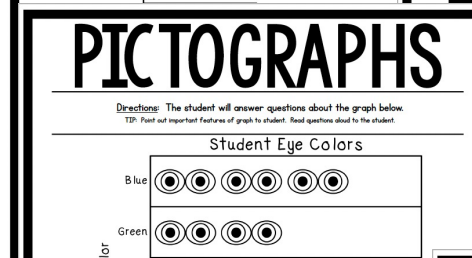
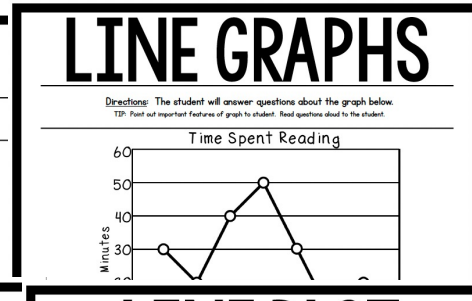
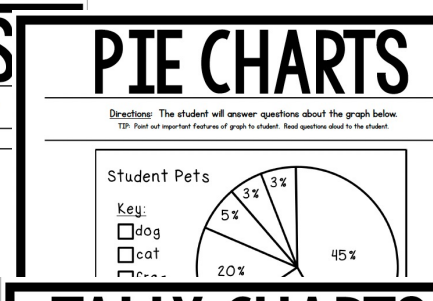
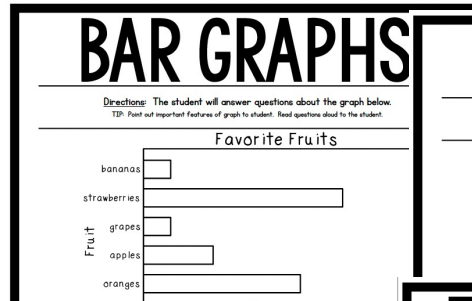
In July, Takyah went swimming 3 times. In August, Takyah went swimming 2 times. How many times did Takyah go swimming in July and August?

PICTURE EQUATION

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Statistics & Probability

- Picture Graphs
- Tables
- Sorting Objects
- Bar Graphs
- Tally Bars
- Line Plots



Measurement and Geography

- Identifying Appropriate Measurement Tools
- Weight, Capacity, Length
- Calendar
- Location Words
- Shapes

CALENDAR

Directions: The student will answer questions about the calendar.
TIP: Read the prompt to the student.

January 2015

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10

COMPARING HEIGHT

Directions: The student will compare the height of different objects and circle the tallest object.
TIP: Read the prompt to the student. This activity can also be done with manipulatives.

CIRCLE THE ONE THAT IS THE TALLEST IN EACH GROUP.

COMPARING LENGTH

Directions: The student will compare the length of different objects and circle the shortest object.
TIP: Read the prompt to the student. This activity can also be done with manipulatives.

CIRCLE THE ONE THAT IS THE SHORTEST IN EACH GROUP.

MEASURING TOOLS

Directions: The student will select the correct measurement tool and write the letter in the "I would use..." column.
TIP: Read the prompts to the student.

IF I WANTED TO MEASURE...	I WOULD USE...
HOW LONG A PENCIL IS	

LOCATIONS

Directions: The student will draw a circle in the area of the picture described.
TIP: Read the prompt to the student. This activity can also be done with manipulatives on the page or on real objects.

Circle below the table.

Draw a circle above the table.

3D SHAPE HUNT

Directions: The student will find all examples of the shape named below.
TIP: Extend this activity by asking the student what real-world objects might be the same shape or how many corners/faces the shape has.

CIRCLE EACH OF THE SHAPES THAT ARE A CUBE.

3D SHAPES

Directions: The student will identify the name of the shape below. The student will write the name on the line below the shape, then the student will answer the questions that follow.
TIP: Read question prompt to student. Student may benefit from using a 3-D shape manipulatives when answering questions about 3-D shapes.

What is the name of this shape?

Cylinder Rectangle Cube

Draw a dot every place that 2 straight lines meet to make a corner.

How many corners does a cube have? _____

Place a mark on each flat surface.

How many faces does a cube have? _____

Draw two examples of objects in the real world that are shaped like a cube.

2D SHAPES

Directions: The student will identify the name of the shape below. The student will write on the line below the shape, then the student will answer the questions that follow.
TIP: Read question prompt to student.

What is the name of this shape?

Square Circle Oval

Draw a dot every place that 2 straight lines meet to make a corner.

How many corners does a square have? _____

Place a tick mark on each straight line.

How many sides does a square have? _____

Draw two examples of objects in the real world that are shaped like a square.

2D SHAPE HUNT

Directions: The student will find all examples of the shape named below.
TIP: Extend this activity by asking the student what real-world objects might be the same shape or how many corners/sides the shape has.

CIRCLE EACH OF THE SHAPES THAT ARE A SQUARE.

Algebra

- Creating Equal Groups
- Extending Patterns
- Identifying Pattern Rules
- Selecting Operation for Equations

Directions: The student will determine if the equation needs an addition symbol or subtraction symbol to make the equation true.

TIP: Encourage students to look at the sum/product to determine if the answer is the largest number or smaller than the first in the equation.

Directions: The student will identify the pattern, circle the rule (repeating section), then extend pattern the number of spaces shown.

TIP: Have students label each new picture "A," "B," "C," etc. to aid in pattern identification.

Directions: The student will identify the pattern, circle the rule (repeating section), then extend pattern the number of spaces shown.

TIP: Have students label each new picture "A," "B," "C," etc. to aid in pattern identification.

Directions: The student create a group of drawings/manipulatives that is the same size as the illustration shown.

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Concepts of Print

- Visual discrimination of letters
- Visual discrimination of words
- Parts of a book
- Identifying Letters
- Word concepts
- Alphabet order
- Environmental Print

ENDING PUNCTUATION

Directions: The teacher will read the sentences to the student. The student will circle the punctuation mark listed.

TIP: Review types of sentences and use of periods, exclamation marks, and question marks.

I ran to see what the noise was. I was so excited!

TEACHER: LOOK AT THE SENTENCES. CIRCLE THE EXCLAMATION MARK.

Why can't I go play outside? It is so sunny.

TEACHER: LOOK AT THE SENTENCES. CIRCLE THE QUESTION MARK.

CAPITAL LETTERS

Directions: The teacher will read the sentence to the student. The student will circle the capital letter(s) in the sentence.

TIP: If appropriate, have students write their own sentences on white boards and circle the capital letters used.

I want ice cream.

The girl is nice.

ENVIRONMENTAL PRINT

Directions: Look at the examples of print from our environment (where we live). Circle the picture described.

TIP: If students have trouble with environmental print, they may look exposure to various kinds of print (books, newspapers, magazines, signs, etc.). Support them with picture/real-world examples.

PARTS OF A BOOK

Directions: The teacher will read the cover of the book (don't point out what each part is). The student will identify the part of the book.

TIP: Incorporate practice identifying book parts on real books (front cover, back cover, title, author, illustrator, title page, etc.).

ALPHABETIC ORDER

The student will determine the correct alphabetic order of the words listed. The student will write the words in ABC order on the lines.

TIP: Let the student first - the goal of this activity is not word identification, but ABC order. Encourage student to use the provided alphabet strip.

efghijklmnopqrstuvwxyz

MATCHING LETTERS

Directions: The student will identify each letter, then the student will draw a line to its matching letter.

TIP: Keep note of letters that students struggle with for additional practice.

a	g	c	e
a	g	d	e
g	e	o	c

FIND THAT SOUND

Directions: The teacher will say the name (or sound) of a letter. The student will find the letter in the line and circle it.

TIP: Try to focus on calling letters the student needs additional help with. As an extension have student name the letter and sound or a word that begins with that sound/letter.

r	Q	g	F	W	y
e	C	N	s	p	d
z	v	M	h	J	X
o	u	R	B	T	j
P	q	D	i	L	A

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LETTER MAZE

Directions: The student will start at the beginning and follow the target letter (circling each time) to the end of the maze.

TIP: As a reinforcement have the student say the letter name and sound each time he/she circles the letter.

START

	Aa			
a	r	b	g	t
a	a	a	q	l
b	d	a	c	m
f	a	a	o	h
o	a	v	x	z
s	a	a	a	c

FINISH

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LETTER MAZE

Directions: The student will start at the beginning and follow the target letter (circling each time) to the end of the maze.

TIP: As a reinforcement have the student say the letter name and sound each time he/she circles the letter.

START

	Ee			
e	e	e	e	e
a	i	y	o	e
h	e	e	e	e
c	e	t	s	w
o	e	e	e	e
r	k	x	h	e

FINISH

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Comprehension

- Matching illustrations to a story (characters, setting, details)
- Main idea
- Locating information/details
- Sequence of events
- Literary devices & techniques
- Literary elements

TABLE OF CONTENTS

Directions: The student will listen to the story then draw or write 3 details from the story. Using the 3 details, the student will determine the main idea.

TIP: If students have difficulty reading information, reread the story and focus on the specific details in the story.

Cars
Trucks
Buses
Vans

On what page can you learn about trucks?

On what page can you learn about cars?

Can you learn about buses?

What would be a good title for this book?

MAIN IDEA

FUN AT THE CARNIVAL

Kimmy and her brother were so excited to go to the Spring carnival! They rode each of the roller coasters and went down the giant slide. Kimmy ate a caramel

FACT OR OPINION?

Directions: The student will listen to the statements and decide whether each is a fact or an opinion. The student will mark F for fact or O for opinion.

TIP: Remind students that facts are statements that are always true and opinions are someone's own idea about something.

SEQUENCE OF EVENTS

A BIRTHDAY SURPRISE!

Balloons filled the sky at Madeline's sixth birthday party. She was so excited to have her friends over. After her friends arrived, Madeline asked them all to play Pin the Tail on the Donkey. They had a lot of fun! Then, all of the children gathered around to watch Madeline open her presents. Wrapping paper went everywhere! Finally, everyone settled down to enjoy some yummy chocolate cake. Madeline was so surprised to find ice cream in the middle!

BEGINNING

CHECKING DETAILS

Directions: The student will listen to the story and respond to the question that follows. TIP: If students have difficulty reading information, reread the story and focus on the specific location where the answer can be found. Encourage students to underline important details.

Each day several dogs play in the dog park. Maggie likes to play fetch and go swimming. Spot loves to run around and play fetch. Rex likes to play fetch and chase other dogs.

During the summer, Susie loves to make crafts. On Monday she made a wreath and a bracelet. On Tuesday she made a hair bow and a scarf. On Wednesday she made a hair bow and a bracelet.

What does every dog in the story like to play?

What did Susie make each day?

Swimming Fetch Hair Bow Scarf

WHICH ILLUSTRATION?

Directions: The student will listen to the story and respond to the question that follows. TIP: If students have difficulty reading information, reread the story and focus on the specific location where the answer can be found.

1. Lauren went on a trip with her family last Saturday. She was so excited to spend time in the sun picking up seashells with her brother. When they got to the beach Lauren took off her shoes to let the sand squish between her toes. Which picture shows where this story most likely takes place?

2. Lanan got a new pet this week. He named his new dog "Ruffles." Ruffles loves to run outside and eat treats. Lanan loves his new best friend! Which picture shows what type of pet Lanan got this week?

3. Hector recently graduated from college and got his dream job. Hector will be helping his community by putting out fires and rescuing children, adults, and animals from burning buildings. Hector is going to be a hero! Which picture shows what Hector's dream job most likely is?

4. Giselle loves going to school! Everyday when she goes to school her teacher always greets her with a big smile. Giselle's favorite part of school is Art. Which picture shows what Giselle's favorite part of school is?

MAKE AN INFERENCE

Directions: The student will listen to the story and respond to the question that follows. TIP: If students have difficulty making inferences, reread the story and focus on the clues that can be used to make an inference.

1. Lacey is finishing up her art project. She carries something back to the shelf. First, she makes sure to close the lid tightly to keep things from getting sticky. What did Lacey carry to the shelf?

2. Moises' class is going to the zoo on a field trip next week. His favorite animal hops to get around. It also has a pouch that can hold it's babies. What is Moises' favorite animal?

3. A little girl went outside to play with her new net. She saw the most beautiful insect flying around. It was orange and black with white spots. What animal did the girl see?

ART.

SCISS.

RAY.

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Phonics

- Consonant sounds
- Initial consonant
- Consonant blends & clusters
- Consonant digraphs
- Final consonant
- Short vowels
- R-controlled vowels
- Vowel teams
- Final e
- Onset & rime
- Rhyming words
- Syllabication

R CONTROLLED

Directions: The student will say the name of the picture and identify the bossy r sound. Then, I will write the words using bossy r. The student will finish by reading words with bossy r and so correct picture.

card
far chair

MAGIC "E"

Directions: The student will read the beginning word. Then the student will create a new word by adding final e and writing the word on the line.

TIP: Students may need extra practice with short/long vowel sounds to master final e words.

c o n → →

VOWEL TEAMS

Directions: The student will read each word (sound & blend as needed). The student will circle all words that have the "ai" vowel team as in rain.

TIP: Remind students that when two vowels go walking, the first one does the talking and usually says its name (long vowel sound).

rain	pain	peat	float
mail	eat	team	boat

WHICH DIGRAPH?

Directions: The student will say the name of each picture, identify the digraph in the word, then complete the word by writing the digraph.

TIP: If students are struggling with digraphs, there are many helpful songs that can be found on YouTube. Simply search for "digraph song".

th wh sh ch ph

____ale ____eat

GRAPH MATCH UP

Directions: The student will say the name of each picture, identify the digraph in the word, then draw a line to connect the picture to the correct digraph.

TIP: Encourage students to say the sound of each letter listed to check for the correct beginning sound. Students should be mastery of all letter names and sounds before beginning this activity.

ENDING SOUNDS

Directions: The student will say the name of each picture then match the ending sound with the letter it begins with.

TIP: Have students break down words as needed to isolate ending sounds (CE, dig + /ai /ai /ai /ai). If a student is unsure what a picture is, tell him or her the focus of this activity is not on testing vocabulary.

w v f p f r y v

BEGINNING SOUNDS

Directions: The student will say the name of each picture then match the beginning sound with the letter it begins with.

TIP: Have students break down words as needed to isolate beginning sounds (CE, dig + /ai /ai /ai). If a student is unsure what a picture is, tell him or her the focus of this activity is not on testing vocabulary.

M Y K	P L O
T D Q	A J B

CONSONANTS

Directions: The teacher will read the prompt below for each picture and insert the beginning consonant sound. The student will select the correct beginning consonant sound.

P: Encourage students to say the sound of each letter listed to check for the correct beginning sound. Students should be mastery of all letter names and sounds before beginning this activity.

PROMPT: WHICH LETTER MAKES THE SOUND /.../, AS IN _____?

t r w	t i h
f q v y	p l k
b e t d	k h m

CONSONANT SOUNDS

Directions: The student will say the name and sound of the letter in the box. Then, the student will select the picture that begins with that letter sound.

TIP: Have students break down words as needed to isolate beginning sounds (CE, dig + /ai /ai /ai). If a student is unsure what a picture is, tell him or her the focus of this activity is not on testing vocabulary.

w	v
l	q
r	n

Vocabulary & Word Structure

- Identifying high-frequency words
- Picture vocabulary
- Content vocabulary
- Homophones
- Synonyms
- Antonyms
- Prefixes & Suffixes
- Root or base words
- Compound words
- Contractions

CONTRACTIONS

Directions: The teacher will read the contraction. Then, the student will draw a line matching root words that make the contraction.

TIP: Remind students that contractions are shortened versions of two words put together. You can often identify most/all of word within the contraction. Using the contraction in a sentence can be helpful for figuring out it's meaning and what two words

don't she has

who'll it will

COMPOUND WORDS

Directions: The student will say the name of each picture then group them together to form compound word. Then, the student will write the compound word.

TIP: Remind students that compound words are 2 words together to form one new word.

rain bow r b

SUFFIXES

Directions: The teacher will read the root word to the student and then read the clue for how to change the word. Then, the student will add the suffix that matches the clue. Finally, the student will write the new word.

TIP: Remind students that suffixes come at the end of a word. Ex: marking

-S	-ED	-ING
more than 1	in the past	happening now

BREAKING APART PREFIXES

Directions: The teacher will read the word to the student. Then, the student will determine what the prefix is and circle it. Finally, the student will write the prefix and root word (without the prefix).

TIP: Remind students that prefixes come before. Ex: unhappy

unlock >>>> + -----

reread >>>> + -----

PREFIXES

Directions: The teacher will read the root word to the student and then read the clue for how to change the word. Then, the student will add the prefix that matches the clue. Finally, the student will write the new word.

TIP: Remind students that prefixes come before. Ex: unhappy

RE-	UN-	PRE-
again	not	before

ANTONYMS

Directions: The student will look at the picture and identify (teacher can help as needed using the hint below each picture). Then, the teacher will read the options for antonyms and the student will circle the antonym.

TIP: Remind students that antonyms are words that have the opposite meaning. Ex: happy and sad. To challenge students who are ready to move on, have them draw an X on the antonym.

SYNONYMS

Directions: The student will look at the picture and identify (teacher can help as needed using the hint below each picture). Then, the teacher will read the options for synonyms and the student will circle the synonym.

TIP: Remind students that synonyms are words that have the same or nearly the same meaning. Ex: small and tiny. To challenge students who are ready to move on, have them draw an X on the antonym.

roughly	center
good nose bad	clip middle side
select	fall
choose girl dismiss	lift sad drop

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HOMOPHONES

Directions: The student will say the name of each picture. Then, the student will draw connect the words/pictures that are homophones.

TIP: Remind students that homophones are words that sound the same, but have a different spelling and/or meaning. Ex:

hare flour girl girl girl girl girl

knows

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HIGH FREQUENCY WORD SPIN

Directions: The student will use a paper clip and pencil to spin a sight word. The student will read the sight word, then trace it in the graph below.

TIP: Have students practice writing sight words on white boards, labeling them with magnetic letters, or reviewing them with flash cards as needed.

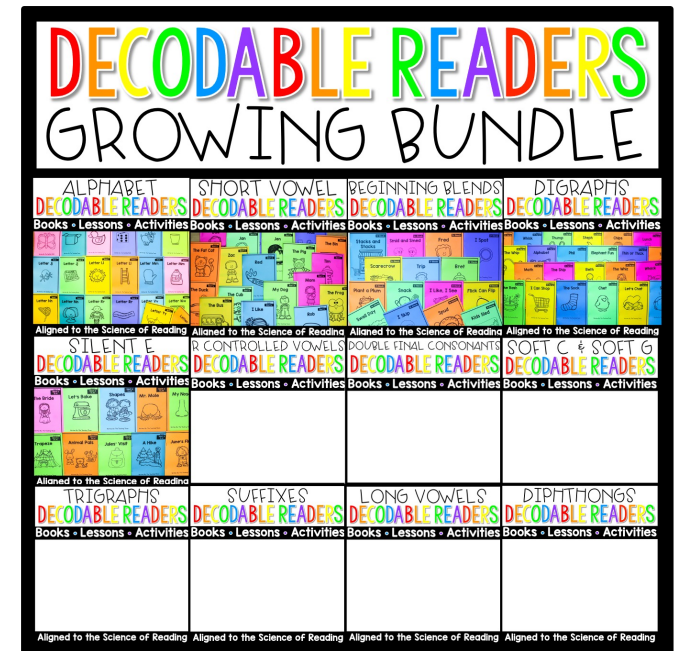
of	and	that
of	and	that
of	and	that
of	and	that

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Check out MORE 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