**Phonics Intervention Resource Page**

**Phonics 1**

**Goal:** Student will practice applying letter-sound correspondence.

**Materials:**

• Letter sound cards

**Procedure:**

1. When introducing a sound, the interventionist says the name of the letter, the

sound for the letter and explains how the sound is contained in the key word. For

example, “This is the letter a. The sound for letter a is /a/. The word apple begins

with the sound /a/.

2. The interventionist reviews all new sounds introduced by having the students

repeat the sound and the key word - /a/ as in apple-while he/she points to each

card in the random order.

3. The interventionist presents the next sound, repeating steps 1 and 2.

4. The interventionist places the new cards in a prominent place so the student can

refer to the cards to remember the sound for the letter.

Additional Considerations:

Introduce one or two new letter-sound correspondences at a time.

When using letter-sound cards for intervention instruction, it is best to use a common

keyword between core classroom and intervention instruction. This avoids confusing the

students who are learning from both the core curriculum and the intervention instruction.

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 - 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonics 2**

**Goal:** Student will practice applying letter-sound correspondence.

**Materials:**

• Deck of cards

Note:

Deck should include only the letters or letter combinations previously taught to review

the letter sound relationships. Cards should be small enough to place in a “deck,”

generally 1.5 x 2 inches to 3 x 5 inches. These can be purchased or easily made by the

interventionist.)

You may choose to place multiple cards for each letter or letter combination in the deck

so that the student cannot assume that once a card has been shown, it will not be shown

again.

**Procedure:**

1. The interventionist stacks the cards in a deck and places them face down.

2. The interventionist turns each card over, asking the student to name the sound for

each letter or letter combination as fast as possible.

Additional Consideration:

The interventionist can set fluency goals, with the ultimate goal being to name 50 sounds

in one minute.

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 - 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

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**Phonics 3**

**Goal:** Student will practice applying letter-sound correspondence.

**Materials:**

• Letter cards

**Procedure:**

1. Interventionist selects 3 letter words appropriate for child’s age and/or

developmental level.

2. Interventionist then places two out of the three letters of the word in front of the

student. Interventionist also places at least five letters and places them under the

space of the missing letter. Suggested listed of letters: s, f, m, p, and r

3. The student places each letter in the empty space and reads the word it spells.

**Frequency of Intervention:**

This intervention should be conducted for 3 – 5 weekly for 7 – 12 minutes.

**Progress Monitoring :**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonics 4**

**Goal:** Student will practice applying letter-sound correspondence.

**Materials:**

• Beach ball divided into sections with letters written in each section.

**Procedure:**

1. Interventionist throws the ball to a student.

2. Student looks at the letters where his/her fingers are positioned. The student

chooses one of these and says the letter, the sound it makes, and a word that

begins with this sound.

3. The student then throws the ball back to the interventionist who then throws it to

another student.

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 - 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonics 5**

**Goal:** Student will practice blending letters into words.

**Materials:**

• Moveable alphabet

Note: Each letter or letter combination is on a separate piece, such as a magnetic

tile or small piece of paper. You can use the letter-sound cards from the reading

program for this activity.

**Procedure:**

1. The interventionist spells a word with the tiles (or piece of paper). This should

begin with two and three-sound words, and continues with words that have as

many as six sounds.

2. The student touches each letter and says the sound. The student pauses at least

one second before each sound to demonstrate that he/she understands the sound is

discreet and matches the letter he/she is touching.

Additional Considerations: The interventionist should select words that begin with

continuant (extended sounds such as /m/, /z/, /s/, /f/, /l/, /n/, and /v/) because these sounds

are easier to blend into the vowel. Once the student can read words that begin with

continuants, the interventionist can use the activity with all sounds.

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

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**Phonics 6**

**Goal:** Student will blend sounds into words and read real words.

**Materials:**

• Fifteen to 20 index cards with real words, one word per card.

**Procedure:**

1. The interventionist has the student read each word as she shows the card.

2. The interventionist places each card on the table after the student correctly reads

it.

3. When all the cards are on the table, the teacher asks each student questions and

the students find the card or cards that answer the questions.

Questions can be various types: For example:

Definitions – What is an animal that says quack? (duck)

Fun about class – What color is David’s hair? (red)

Sounds – Which word begins with /m/? (mop, mom, met)

4. The student reads the word before he/she picks it up.

5. The interventionist can also time the student reading the words as fast as they can

as she flips them from the stack.

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 - 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

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