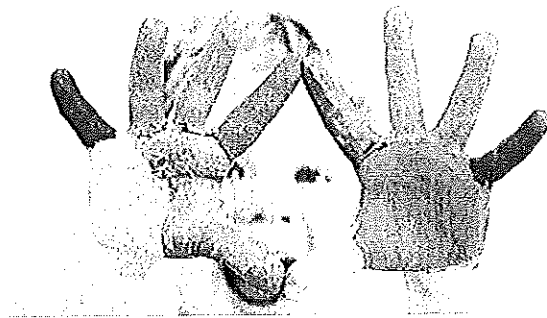


EARLY DEVELOPMENT/ SCHOOL READINESS



Tier 2 – Tier 3 Alphabet Recognition Game

This intervention is designed to increase recognition of the letters of alphabet.

Materials

ABC's (3" plastic letters)

Steps in Implementing the Intervention

Students participate in alphabet race:

1. Place alphabet letters on the floor at one end of the room.
2. Line the students up by two's and call out a letter.
3. The students race to the pile and try to be the first to find the letter.
4. They then return to their group and go to the end of the line.
5. The group with the most letters wins.

You can modify by using two sets of letters in two separate piles and have the students start with letter A. Once they retrieve a letter, they return to their group and the next student goes. The group that collects all the letters first wins.

Progress Monitoring Tool

Use DIBELS "Letter Naming Fluency" to monitor student progress as a Tier 2 or 3 intervention. In Tier 3, the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference

A to Z Teacher Stuff. (1997 – 2006). <http://www.atozteacherstuff.com/pages/98.shtml>

Tier 2 – Tier 3 Letter Hunt

This intervention is designed to increase phonemic awareness; and correctly identify initial consonant sounds.

Materials

collection of flashcards or small objects

Steps in Implementing the Intervention

Have students form a circle. Place flashcards or objects outside the circle. Teach the following song to the tune of "The Farmer in the Dell":

*We're looking for a/an [name of letter],
We're looking for a/an [name of letter],
[Sing sound of the letter to the tune of "Heigh, ho, the Derry Oh!"]
We're looking for a/an [name of letter].*

After each verse, ask a student to find an object or picture beginning with that sound and place it in the center of the circle. Continue until all objects or pictures have been used.

Note: You might also use this song to teach vowel sounds, final consonant sounds, or blends. For added variety, you might give each student a flashcard instead of placing cards or objects outside circle. When a student's sound is sung, he or she steps into the circle.

Progress Monitoring Tool

Use DIBELS "Letter Naming Fluency" to monitor student progress as a Tier 2 or 3 intervention. In Tier 3, the Intervention Documentation Worksheet, located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

References

A to Z Teacher Stuff. (1997 – 2006).

http://www.atozteacherstuff.com/Lesson_Plans/Language_Arts/___Preschool/Alphabet/index.shtml

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The abc's of cbm: A practical guide to curriculum based measurement*. New York, NY: Guilford Press.

Tier 2 – Tier 3
Sort and Classify - Mathematical Reasoning and Number Sense

This intervention is designed to teach the student to sort and classify objects (by color) or picture of objects.

Materials

Sorting chips (Mixture of four primary colors)
One large container

Steps in Implementing the Intervention

1. Assess prior knowledge by having students identify each of the four primary colors in the container.

Key Vocabulary:

1. Same
2. Different
3. Red
4. Green
5. Yellow
6. Blue
7. Circle
8. How many
9. Count
10. One
11. Two
12. Three
13. Four
14. Container

Sort chips by color.

1. The teacher may work with small group of children (Tier 2) or one child (Tier 3).
2. The teacher will fill a container with playing chips. There should be enough for each child in the group to make a set of four.
3. The teacher will then assign each child in the group a different color (the teacher may need to give them a piece of paper with their color on it for a guide).
4. Have children take turns taking a chip out of the container that matches their color.
5. After the children have sorted all of the chips, have them count their chips one at a time.
6. The teacher will write the numerals as the children count out loud.
7. The teacher will compare the written numeral with the number of chips.

8. Have all children count as they replace the chips back into the container.

Progress Monitoring Tool

Use AIMSweb "Oral Counting" to monitor student progress as a Tier 2 or tier 3 intervention. In addition, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual to document when the intervention is implemented.

References

Center for Innovation in Education. (1990). <http://www.center.edu/pub/docs/chapter5.pdf>

Griffin, S. & Case, R. (2000) *Number worlds math program*. Durham, NH: Number Worlds Alliance, Inc.

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The abc's of cbm: A practical guide to curriculum based measurement*. New York, NY: Guilford Press.

Tier 2 – Tier 3
Identify Colors and Shapes - Mathematical Reasoning and Number Sense

This intervention is designed for the student to duplicate a pattern of 6-10 concrete objects in which one property, color, shape, or size is alternated.

Materials

Attribute blocks or pattern cards

Steps in Implementing the Intervention

1. Assess prior knowledge by having students identify the colors and shapes of the attribute blocks.

Key Vocabulary:

1. Color
2. Shape
3. Size
4. Red
5. Yellow
6. Green
7. Blue
8. One
9. Two
10. Three
11. Four
12. Five
13. Six
14. Seven
15. Eight
16. Nine
17. Ten

1. Show students the attribute blocks and discuss the colors and shapes.
2. The teacher will then give each student ten attribute blocks.
3. The teacher will make a pattern using between 6-10 attribute blocks.
4. The teacher will then ask the students to duplicate the teacher's pattern.
5. Each child will be asked to tell the colors and shapes in their pattern.
6. The children will be asked to count out loud the number of blocks in their pattern.
7. The teacher will record how many attribute blocks the students have on a graph.
8. The teacher will reinforce by counting out aloud the numbers on the graph.

Progress Monitoring Tool

Use AIMSweb "Oral Counting" to monitor student progress as a Tier 2 or 3 intervention. In addition, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

References

Center for Innovation in Education. (1990). <http://www.center.edu/pub/docs/chapter5.pdf>

Griffin, S. & Case, R. (2000) *Number worlds math program*. Durham, NH: Number Worlds Alliance, Inc.

National Library of Virtual Manipulatives. (1999-2007).
http://nlvm.usu.edu/en/nav/topic_t_3.html

Tier 2 – Tier 3
Recognize and Match Shapes

This intervention is designed for the student to recognize the four basic shapes and match to shapes that are the same configuration and size.

Materials

Attribute blocks
Cards with shapes

Steps in Implementing the Intervention

Key Vocabulary:

1. Rectangle
2. Square
3. Circle
4. Triangle
5. Same size
6. Different size
7. Match

1. Match the shapes.
2. The teacher will place the shape cards and attribute shapes on the table.
The teacher will give each student ten attribute blocks.
4. The teacher will put the shape cards in the middle of the table. The students will draw one card, and then they will place the matching attribute block on top of the card.
5. The teacher will direct this activity until all cards are drawn.
6. The teacher and students will then look at their sets to see if they are all correct.
7. The students will then be instructed to count to see how many matches they have.
8. The teacher will record each student's matches on a bar graph.
9. The teacher will use the language "same size" and "same shape" as she/he is reviewing.

References

Center for Innovation in Education. (1990). <http://www.center.edu/pub/docs/chapter5.pdf>

Griffin, S. & Case, R. (2000) *Number worlds math program*. Durham, NH: Number Worlds Alliance, Inc.

National Library of Virtual Manipulatives. (1999-2007). http://nlvm.usu.edu/en/nav/topic_t_3.html