

# Conerly Road School

# Strategies & Interventions



## for Classroom Teachers

Created and edited by: Nicole Paciulli, Melody Khalifa, Cyndy Normart & Andrea Antonoff. June, 2013  
Revised by: Amy Ruggirello, Cyndy Normart, Andrea Antonoff, and Felicia Osley. October 30, 2014

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# Behavior Strategies

- ◆ Develop a token economy for the class or student – the student earns some sort of token, check, penny, etc., for a designated amount of time on task. After earning a designated amount, the student gets a reward.
- ◆ Allow the student to choose the reward. The reward must be meaningful to the student or it will not work (for example, the child might not be motivated by stickers or stamps, but he may love the computer. Let him play on your computer for 5 minutes every time he earns it!)
- ◆ Be creative with rewards – let the student earn lunch with the teacher, computer time, time with a favorite book, food (if agreed upon by the parent), a special job in the class, a walk around the school – ANYTHING THAT WORKS!)
- ◆ Provide the student with “break” cards. The student is allowed to hand you a break card and take a break from an activity that is too difficult or frustrating. Set a timer for the break (5-10 minutes).
- ◆ Allow the student to teach the class in an area that he/she excels. This will promote self-confidence in the student.
- ◆ Provide the student with a stress ball to use when he/she is frustrated.
- ◆ Break down an activity into manageable chunks for the student.
- ◆ Develop a secret code with the student (pointer finger up, hand on head) to tell the student when to stop a certain behavior.
- ◆ Offer the student choices – do you want to do your work at your desk or on the floor? Do you want to read this book or that book?
- ◆ Review the rules of the classroom with the student each morning and after returning from recess.
- ◆ Provide the student with a written or picture schedule of the day so the student knows what is coming up next.
- ◆ Teach the student calm down strategies for when he/she becomes angry or frustrated. Discuss what it is ok to do when angry and what it is not ok to do.
- ◆ Develop a behavior contract with the student that both teacher and student sign.
- ◆ When a student is engaging in behavior that is clearly attention-seeking, ignore the behavior as long as the child is not hurting himself or others. When the behavior stops, give the student immediate attention.
- ◆ Discuss with the entire class the difference between “fair” and “equal”. Explain that fair does not mean each child gets the same thing, fair means that each child gets what he/she needs in order to be successful.
- ◆ Role play appropriate behavior in common situations.
- ◆ PRAISE! As simple as it sounds, we often forget to give a student positive reinforcement for appropriate behavior.
- ◆ Discuss behavior with the student in private – don’t call the student out or reprimand in front of his/her peers.

- ◆ Redirect – when the student is engaging in a difficult behavior, ask the student to help you with a task or run an errand. Often times a distraction is all the student needs.
- ◆ Maintain consistent home-school communication.

# Comprehension Strategies

- ◆ Have student use a story map graphic organizer to retell the main events of a passage or book.
- ◆ Using a beach ball, write story elements or questions (what was your favorite part? What happened at the beginning?) on the different colors. Throw the ball to the student. Student has to answer the question that is on the ball.
- ◆ Teach sequence and time order words.
- ◆ Sequence pictures from the story after reading.
- ◆ Use cloze stories – discuss which words make sense in each sentence. Provide students with a word bank.
- ◆ Teach students to use the pictures to help with comprehension.
- ◆ Teach students to read through the whole sentence using proper phrasing.
- ◆ While buddy reading, have one student read while the other student “thinks”. Provide student with two words – student must describe how these two words are related. Use words from the story if possible. This can also be adapted where you give partners 3-4 objects and they must think of a way they are all related to the events of the story.
- ◆ 5 Finger retelling: First, Then, Next, After that, & Finally: Teach the strategy of using these words to retell important parts of the story. Then when asked to retell, hold up 5 fingers to prompt students.
- ◆ Use key word posters or individual cards to help students retell in order.
- ◆ Retelling Rope – tied into knots at 8 places. Students stop at each knot to retell a different part of the story. Characters-Setting-Problem-Event 1-Event 2(next)-Event 3(then)-Event 4(finally)-Ending (circle back to the problem). Can also use pictures to show what each knot represents.
- ◆ Teach text structure – considering the important elements and organization of a text as a framework for understanding and recalling important ideas. Elements of fiction such as setting, problem and solution. In nonfiction: text patterns – sequence, compare and contrast, cause and effect, problem and solution.
- ◆ Important Words – select 6 or 7 words or phrases from the text. Students can use them to make predictions. After reading, students can use the important words as prompts to summarize or retell the text. Variation: Instead of providing students with the words, ask students to predict important words they expect to find in the text after a picture walk of text features scroll.
- ◆ I Wonder – students pose questions before, during, and after reading a text, checking off questions that have been answered.
- ◆ Question-Answer Relationships (QAR) – right there questions/green light, think and search/yellow light, on my own or stop and think/red light.
- ◆ Who and What – for retelling – use post-its. Who was on this page and what did he/she do?
- ◆ B-M-E – For retelling – insert sticky notes at three places in text. Students read up to each sticky note and write about what happened in that section.

- ◆ SWBS – for summarizing – somebody wanted, but, so
  - Somebody: Who is the story about? Wanted: What did this character want?  
But: But what happened? So: What happened next? So how did it end?
- ◆ Chunk long texts into smaller parts. Student should respond to each part before reading on.

# Decoding Strategies

- ◆ Teach students to “tap out” the words on their fingers while sounding them out.
- ◆ Teach letters and letter sounds paired with a keyword for students to remember.
- ◆ Teach student to cover the word and only reveal one letter or part at a time to sound it out.
- ◆ Teach students to stretch the word like a rubber band. Provide hair ties or rubber bands for students to hold and stretch when decoding.
- ◆ Create word family houses for students to refer to.
- ◆ Complete picture and word sorts – beginning, middle, and ending sound.
- ◆ Provide students with bookmarks to keep with them to remind them of decoding strategies, each strategy paired with a picture – stretch it out (snake), look for chunks (cheese), hop over it (bunny), take a guess and move on (cow), look at the pictures (glasses or eyes).
- ◆ Create posters of common sounds and corresponding pictures (CH – cheese, OY-boy, etc.). Make a smaller chart for students to keep in their reading bags.
- ◆ Use websites (i.e.: starfall.com) or iPad apps (i.e.: pocket phonics) to play decoding games.
- ◆ Play “I have, who has?” using sound patterns.
- ◆ Play word family concentration.
- ◆ Make flipbooks for word families.
- ◆ Play “Real or Silly” – student rolls 2 dice – one with consonants and one with word families. If, when combined, it makes a real word, the student gets to “keep” the word (write it on their list). If not, pass the dice to the next person.
- ◆ Small group strategy lessons focused on decoding strategies.
- ◆ “Magic Sound Hunts” – After reviewing new sounds (digraphs, vowel pairs, etc.) have students hunt in their books for the new sound, then use what they know about the sound to decode the word.
- ◆ Word Frames – Using the frames to chunk words into word parts and then blending them back together.

# Hand Writing Strategies

- ◆ Use Handwriting Without Tears iPad app.
- ◆ Wet-Dry-Try chalkboards – Teacher writes the letter in chalk. Student traces with wet sponge, then dry sponge, and then tries with chalk.
- ◆ Make letters with play-doh.
- ◆ Place wiki sticks on lines of paper to keep handwriting within the lines.
- ◆ Give verbal cues for writing letters (example: for K, tell student “big line down, come in, kick out”).
- ◆ Use spaghetti and meatball spacing: Spaghetti is the size of the space between letters in words, and a meatball space goes between two words or at the end of a sentence.
- ◆ Write letters with sidewalk chalk.
- ◆ Use a highlighter for students to trace letters instead of dots.
- ◆ To keep students writing within the margins of the paper, make a colored dotted line down the margin and students need to touch the colored line when they start writing to keep them within the margin.
- ◆ Use paper with red, blue, and dotted lines.
- ◆ Use key words: “tall” and “short” letters.
- ◆ Have the child hold a small object in the last two fingers of his/her writing hand (such as a cosmetic sponge, small eraser, ping-pong ball, etc.) for short periods of time to facilitate a tripod grasp.



# Inattention Strategies

- ◆ Give the student preferential seating towards the front of the class or next to the teacher on the carpet.
- ◆ Develop a quiet signal for the student to get back on task – tap the student on the shoulder, lightly tap the desk.
- ◆ Allow for movement and breaks after each activity.
- ◆ Allow the student to stand up or work wherever he/she wants, as long as he/she stays on task.
- ◆ Let the student know when you are about to say something important or give directions. Have a signal word or simply say “This is important, you should be paying attention”.
- ◆ Remove distractions – have the student work away from the other students, provide clutter-free work-stations.
- ◆ Use visuals while teaching – many students need visual and auditory stimulation to learn.
- ◆ “Check in” throughout the lesson to make sure student understands. Allow time for questions throughout lesson, not just at the end.
- ◆ Set time-related specific goals with individual students who need help with attention. If a student is having difficulty reading independently create the goal of reading alone for \_\_\_ minutes and the remaining time can be spent writing a response, small group work or completing a word work activity.
- ◆ School/Home communication with daily or weekly work logs: Set a specific goal with student and report daily or weekly with parents

# Word Building Strategies

- ◆ Tactile words - sand, shaving cream, sandpaper, canvas, wiki sticks, pipe cleaners, bumpy placemats, etc.
- ◆ Build words with scrabble tiles or magnetic letters.
- ◆ Rainbow write spelling words.
- ◆ Stamp words using rubber stamps.
- ◆ Spell words using sparkly pom-poms or bingo markers.
- ◆ Practice spelling words on etch-a-sketch, aqua-doodle, chalkboards, white boards, etc.
- ◆ Spelling puzzles – in partners, one student writes the spelling word and cuts it up by letter or word parts, and the other partner puts the word back together.
- ◆ Use Scrabble cheese-its or letter cookies to spell words.
- ◆ Air spelling.
- ◆ Around the world spelling; “Sparkle”
- ◆ Making Words Activities: Sound Boxes (Elkonin Boxes), building words with letter cards, mix & fix words, word family flip books, fill in the missing letters (written or with magnetic letters)
- ◆ “What does not belong?” - Give students sets of 3 words (or picture cards), 2 that rhyme and 1 that does not and student has to pick the word that does not belong. This activity can be done with beginning or ending sounds, blends or vowel sounds as well.

# Writing Process Strategies

- ◆ Provide student with graphic organizers to plan story before writing.
- ◆ Provide students with individual word walls in writing folders.
- ◆ Have student tell their story first into a recording device or to a teacher; then student can listen to the recording and write the story.
- ◆ Have students (or parents) write a note, bring in pictures or artifacts to tell you what the student did that weekend. This will help with generating ideas for a story.
- ◆ Provide student with a list of adjectives that they can use in their story divided into categories (color, weather, appearance, etc.)
- ◆ Make a list of words associated with each of the five senses and add to students writing folders.
- ◆ Provide students with a setting prompt when writing a narrative. Use photographs of familiar places (cafeteria, playground, McDonalds, Target) and write common words associated with these places on the back (hamburger, French fries, slide, cashier, shopping cart, etc). This gives the student a topic to write about that they can relate to and provides them with ideas for their story.
- ◆ For small moments, provide student with a watermelon template. Student can write the big idea on the watermelon and ideas for small moments on the seeds.
- ◆ “Tell me a story cards” – use 5 index cards, on the first card ask students to tell you a sentence (if students have difficulty give them the setting and character), on the following 3 cards have students follow their sentence with “what happened next cards” and on the last card students write 1 sentence for what happened “at the end”.
- ◆ Use a file folder – Cut file folder so that only part of the student’s writing paper is showing. Teach student fill the space.