

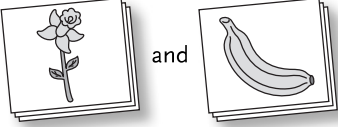
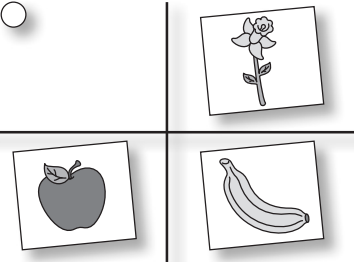


# Sound-Meaning Flexible Thinking Intervention Lesson Guide

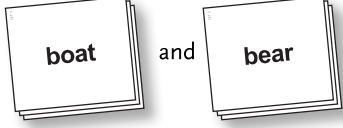
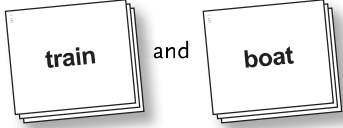
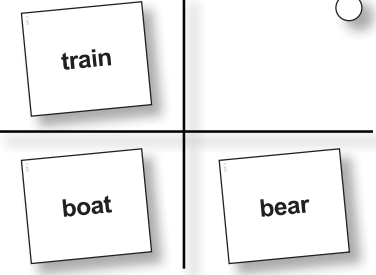
Three Intervention Steps for Five Lessons: 1. Explain, 2. Single Sorts, 3. Matrix Completion

<p><b>EXPLAIN FLEXIBILITY</b> (1 to 2 minutes*)</p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Picture of flexible thinkers</li> </ul>	<p><b>EXPLAIN</b> (1–2 minutes)</p> <p>Use your own words to explain flexibility to your students in a way that they will understand: <b>“Good readers think about lots of things at one time.”</b></p>	
<p><b>PICTURE WORK (scaffold)</b> (5 minutes*)</p> <p>(You can omit picture work once students understand the word activities.)</p>	<p><b>MATERIALS:</b></p> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>• set of 12 picture cards for student</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• set of 12 picture cards for teacher</li> <li>• one set of 12 picture cards for each student</li> </ul>	<p><b>SINGLE SORTS: Noticing Two Dimensions</b> (3 minutes)</p> <ul style="list-style-type: none"> <li>• Have children sort into 2 piles one way (color or type): <b>“Sort your cards by what color they are.”</b></li> <li>• Reshuffle cards.</li> <li>• Have children sort into 2 new piles the other way: <b>“Now sort your cards by what kind they are.”</b></li> <li>• Place check marks on Lesson Record Sheet to indicate that each student reclassifies picture cards.</li> </ul>	<p><b>EXAMPLE</b></p> <p>all red                      all yellow</p>  <p>reshuffle, and then...</p> <p>all flowers                      all fruits</p> 
	<p><b>MATERIALS:</b></p> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>• picture cards and 2 x 2 matrix for student</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• picture cards and 2 x 2 matrix for teacher</li> <li>• picture cards and 2 x 2 matrix for each student</li> </ul>	<p><b>MATRIX COMPLETION: Practicing Flexible Thinking</b> (2 minutes)</p> <ul style="list-style-type: none"> <li>• For small group instruction: Place 2 x 2 matrix on table, place 3 cards in matrix, and <b>model correct choice for empty spot.</b></li> <li>• For individual and small-group instruction, for each student: Place 2 x 2 matrix in front of student; using each student’s cards, place 3 cards in student’s matrix, sorted by color and type; mark empty spot with chip in small-group instruction; give student remaining cards, and ask student(s) to <b>“find a card that goes here.”</b></li> <li>• Place check marks on Lesson Record Sheet to indicate that each student chooses correctly; collect 2 x 2 matrices.</li> </ul>	<p><b>EXAMPLE</b></p> 

\*Time estimates are for individual instruction; small-group instruction adds approximately 10–15 minutes to the lesson.

# Sound-Meaning Flexible Thinking Intervention Lesson Guide

Three Intervention Steps for Five Lessons: 1. Explain, 2. Single Sorts, 3. Matrix Completion

<p><b>WORD WORK</b> (8 to 13 minutes*)</p>	<p><b>MATERIALS:</b></p> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>• set of 12 word cards for student</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• set of 12 word cards for teacher</li> <li>• one set of 12 word cards for each student</li> </ul>	<p><b>SINGLE SORTS:</b> <b>Noticing Two Dimensions</b> (3 minutes)</p> <ul style="list-style-type: none"> <li>• Have children sort into 2 piles one way (sound or meaning): <b>“Sort your cards by how they sound.”</b></li> <li>• Reshuffle cards.</li> <li>• Have children sort into 2 new piles the other way: <b>“Now sort your cards by what they mean.”</b></li> <li>• <i>Place check marks on Lesson Record Sheet to indicate that each student reclassifies word cards.</i></li> </ul>	<p><b>EXAMPLE</b></p> <p>all vehicles      all animals</p>  <p>reshuffle, and then...</p> <p>all /t/ words      all /b/ words</p> 
<p><b>Important:</b> Students must get four <b>CONSECUTIVE</b> completions correct; if they miss one before they reach a total of four, they must start over at one.</p> <p>In small-group instruction, students earn chips for correct completions; if incorrect, you take chips and students begin again.</p>	<p><b>MATERIALS:</b></p> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>• word cards and 2 x 2 matrix for student</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• word cards and 2 x 2 matrix for teacher</li> <li>• word cards and 2 x 2 matrix for each student</li> <li>• 20 plastic chips or other markers to mark “open” spots in matrix</li> </ul>	<p><b>MATRIX COMPLETION:</b> <b>Practicing Flexible Thinking</b> (5–10 minutes)</p> <ul style="list-style-type: none"> <li>• For small-group instruction, place one 2 x 2 matrix on table, place 3 cards in matrix, and <b>model correct choice for empty spot.</b></li> <li>• For small-group instruction, explain “rules” for “game”: <b>“Now, it’s your turn. When you are right, you get a chip. You need to get FOUR chips in a row. If you miss one, I get to keep your chips, and you start over.”</b></li> <li>• For individual and small-group instruction, for each student: Place 2 x 2 matrix in front of student; using student’s cards, place 3 cards in student’s matrix sorted by sound and meaning; mark empty spot with chip for small-group instruction; give student remaining cards, and ask student to <b>“find a card that goes here.”</b></li> <li>• Continue, reshuffling cards each time, until each student gets <b>FOUR IN A ROW</b> correct. <i>Place check marks on Lesson Record Sheet to indicate that each student chooses correctly each time. Cross out and start over when child misses one.</i></li> </ul>	<p><b>EXAMPLE</b></p> 

\*Time estimates are for individual instruction; small-group instruction adds approximately 10–15 minutes to the lesson.



Thank you for sampling this resource.

For more information or to purchase, please visit Heinemann by clicking the link below:

<http://www.heinemann.com/products/E02693.aspx>

Use of this material is solely for individual, noncommercial use and is for informational purposes only.