# Intervention Guide: Word Mix Up

## Purpose

**Objective**: Students will become accurate in building and blending decodable words by learning how to put together letters to make words. Students will also increase automaticity in reading the words built each lesson.

**Skill area/need**: Accuracy and automaticity in decoding at the word level (e.g., CVC, consonant digraphs, consonant blends, CVCe, R-controlled vowels, vowel digraphs).

## Preparation

### Pre-assessment
- Determine need for intervention based on earlyReading Nonsense Words or Decodable Words assessment and CBMreading
  - Students should know all letter sounds but have difficulty blending sounds into words quickly. If students do not know all letter sounds or have low accuracy with decoding CVC words use the *Word Box Intervention*.

### Progress monitoring
- earlyReading nonsense word fluency or decodable words; CBMreading

### Time
- Conduct intervention 3-5 times per week for 15-25 minutes until the student(s) attain appropriate grade-level accuracy/automaticity level in reading decodable words (approximately 6-12 weeks).

### Materials
- Dry-erase markers and erasers for each student and teacher
- Small white boards or word sheet template sheet and sheet protectors for each student
- Prepared word list (based on selected word type for the lesson)
- Word Instruction Sheet
- Prepared sentences/decodable text story passage for students/teacher
  - Create sentences before lesson or use a story passage with lesson’s words in it.

### Format
- Flexible grouping: classwide, large group, small group or one-on-one

### Lesson Sequence Plan
- Introduce unknown word type each week or every other week (CVC, consonant digraphs, consonant blends, CVCe, R-controlled, Vowel Digraphs) using the prepared word list materials.
- Recommended sequence for teaching types of words: CVC, digraphs, consonant blends (initial and final), CVCe/Silent e words, R-Controlled Vowels, and Vowel Digraphs (vowel teams and variant vowels).
**Intervention Procedures**

**Prepare Materials**
1. Identify word type to begin teaching in sequence plan above based on students’ pre-assessment information and gather the materials for the lesson, including (1) markers/erasers, (2) small white boards, (3) prepared word list, (4) Word Instruction Sheet, and (5) prepared story passage.
   - Hand out markers/erasers and small white boards to students. Hand out prepared story passages if student copies are prepared.

**Explain the Activity**
2. Explain the activity by providing the basic objective and what the activity includes (this step can be shortened when students become familiar with the activity).
   - “Today you will practice putting letter sounds together to make words. This is important to learn because you need to know how to blend letter sounds together to read different types of words. For the activity, we will review letters and sounds, go over what type of word we will learn, and then make words by replacing letters from the words we make.”

**Review Word Types**
3. Review how to decode specific types of words (digraphs, consonant blends, CVCe, r-controlled vowels, vowel teams/digraphs).
   - “We are going to learn how to build a type of word often called a _______ (consonant digraph, consonant blend, Silent-e/CVCe word, r-controlled vowel, vowel digraph).” After introduction, provide a specific description of the word type and examples of the word type.
     - Use the Word Description Sheet for strategies on how to teach each word type.

**Model the Activity**
4. Model the activity to the students while they watch by saying the first word and hold up (or point to) each letter as you say its sound.
   - “Watch me, I am going to use some of the letters to make the word _____ which is an example of a _______ (consonant digraph, consonant blend, CVCe, R-Controlled Vowel, Vowel Digraph).”
     - For CVC say: “I hear the sounds /__/, /__/ and /__/ so I will put the letter ___ first, the letter ___ next, and the letter ___ last. Let’s check.” With students participating chorally, model each sound again and then blend the sounds together to say the word. “/_/.../_/.../_/ - _____”
     - For consonant digraphs say: “I hear the sounds /__/, /__/ and /__/ so I will put the letter(s) ___ first, the letter ___ next, and the letter(s) ___ last. Let’s check.” With students participating chorally, model each sound again and then blend the sounds together to say the word. “/_/.../_/.../_/ - _____.”
       - When there is a digraph at the beginning of the word or at the end of the word, write down both letters at the same time to represent that the two letters make one sound together.
For consonant blends: “I hear the sounds /__,__/ and /__/ so I will put the letter ___ first, then the letter __ next, the letter __ and the letter ___ last. Let’s check.” With students participating chorally, model each sound again and then blend the sounds together to say the word. “/__.../__/ - __.” (Check to see if students know what two letters make the blend).

For CVCe say: “I know with silent-e or CVCe words that there will be a silent ‘e’ at the end after the sounds we hear. When ‘e’ is added to the end, I know that the vowel will be long (it will say its name). I hear the sounds /__,__/ and /__/ so I will put the letter ___ first, the letter __ next, the letter __ and then the silent ‘e’ goes last. Let’s check.” With students participating chorally, model each sound again and then blend the sounds together to say the word. “/__/.../__/ - __.”

For R-Controlled Vowels say: “I know this word has a vowel followed by the letter ‘r’ so the vowel will sound different. I hear the sounds /__,__/ and /__/ so I will put the letter ___ first, then the letter __ next, the letter __ and the letter ___ last. Let’s check.” With students participating chorally, model each sound again and then blend the sounds together to say the word.”/__/.../__/ - __.”

For Vowel Digraphs say: “I know with words that include a vowel digraph there will be two vowels in the middle that work together to make the vowel sound. The first sound I hear in the word __ is /__/ so I will put the vowels __ and ___ next. The second sound I hear is /_/ so I will put the vowels ___ and __ next. The last sound I hear in ______ is /_/ so I will put the ___ last. Let’s check.” Model each sound again and then blend the sounds together to say the word.”/__/.../__/ - __.”

5. Then, show the students how to replace one letter in a word to make a new word.
   - “Now, we are going to mix up letters. I am going to take the ___ from the word and put a ____ in its place. Now I have the word /__/.../__/ - ___. What word do I have? (Students respond). Yes, the new word is ____.”

Provide Guided Practice and Give Feedback

6. Next, practice the activity together by having the students replace one letter from the previous word to make a new word. Make another new word with students if additional modeling is needed, particularly when switching out different positions in the word.
   - Say: “Can you take away the ___ and put ___ in its place. Now what word do you have?”
   - Provide specific and immediate feedback throughout the word building activity.
     - Correct response: “Good, that word is ___.”
     - Incorrect response: “No, that word is ___. What word is it? Good.”
   - If students make a mistake when replacing the letter, repeat the directions for what letter to replace and follow Step 5 if additional support is needed.

7. Continue to build the rest of the words on the prepared word sequence using the same procedure described in step 6.
   - Provide immediate corrective feedback when needed.
   - If completing the activity in a large group, have each student make the word on his/her marker board but have students take turn saying the words.
   - As the words are built, make a list on your teacher marker board of the words.
Provide Collaborative and Generalized Practice

8. After completing the word building sequence, check to see if the students can correctly read at least 90% of the words on a prepared word list or using flashcards (have students respond chorally or have each student take a turn in saying all of the words).
   - If students are not able to read 90% of words, go back and review the words and the general rule for how to read the specific type of words being taught in the lesson.

9. Provide short story passages or create short sentences with the word list sequence for students to read in pairs or chorally as a class and then in pairs (e.g., paragraph with all of the words in it).
   - Read the sentences or short story to the students first and then have students read the text with you out loud chorally or in pairs.
Additional Ideas

Procedure modifications or accommodations

- Include types of words and syllables that are currently being taught during core instruction as target words for the intervention.
- Use connected text from core instruction with a high proportion of words that were built.
- Before reading the connected text, have each student go through the story and underline the words they learned during the lesson.
- Based on student ability to remain focused, provide marker boards/letters to all students or use one set as the teacher and have students participate by taking turns.
- If students are struggling to identify letters and sounds, include the following explicit instruction at the beginning of the lesson during the review of words.
  - For reviewing letter sounds: “We will be using the letters ___, ___, ___, ___, ___, and ____ today to make words. I know the sounds of these letters are: /_/, /_/, /_/, /_/, /_/, and /_/.” (then have students repeat sound for each letter)

Additional Practice Ideas

- Have students use a marker and create/write short sentences with the words underlined in each sentence.