

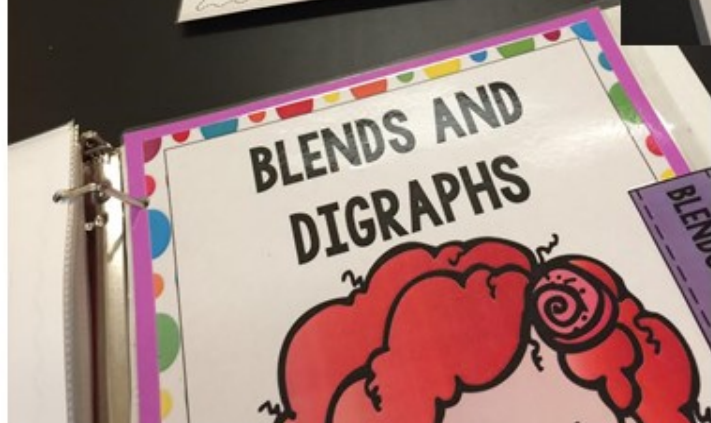
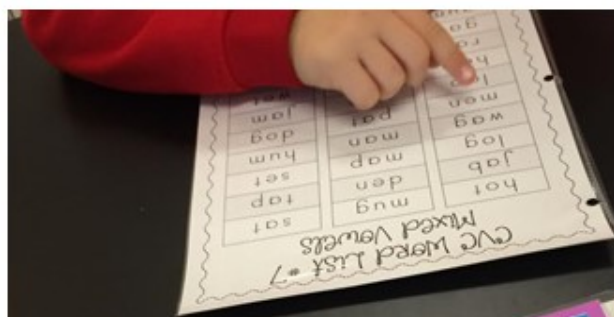
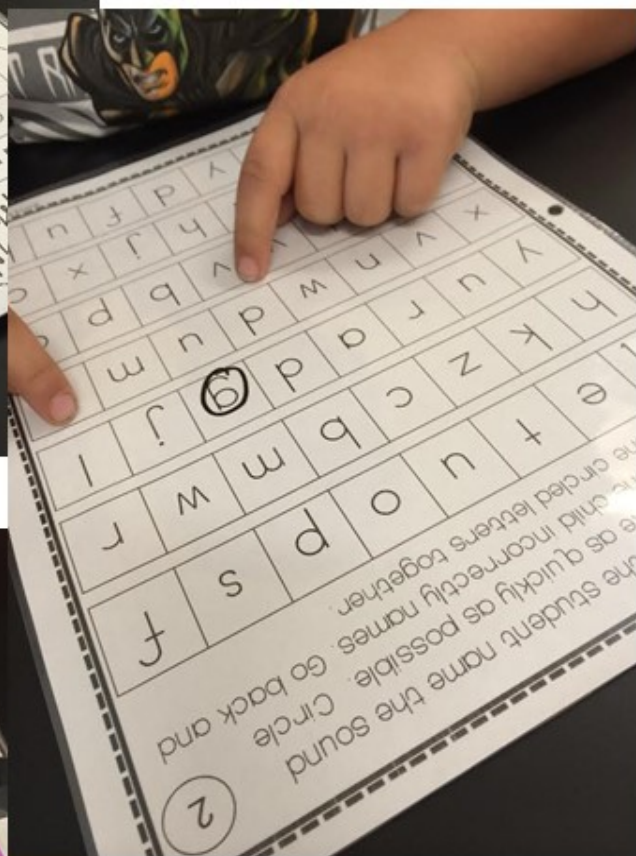
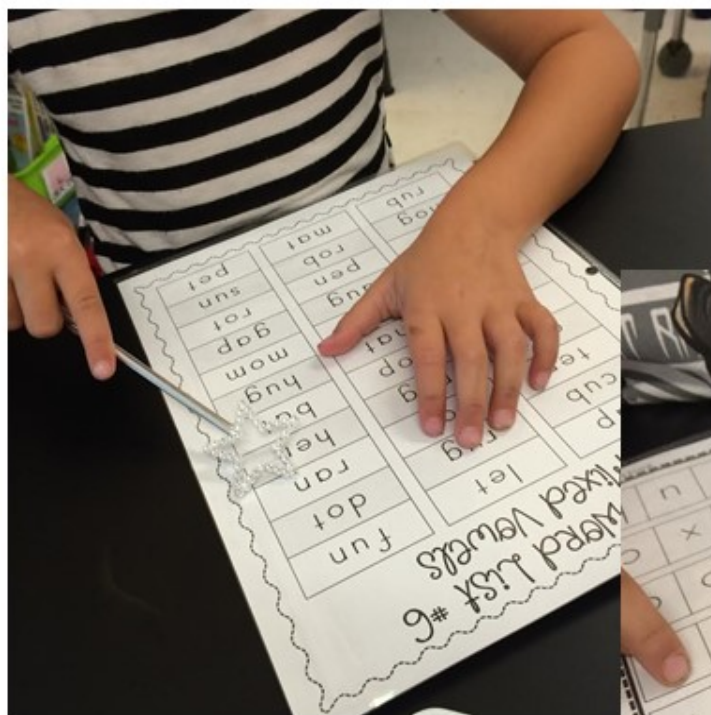
# NO PREP INTERVENTION BINDER

by Miss DeCarbo™



## ELA EDITION

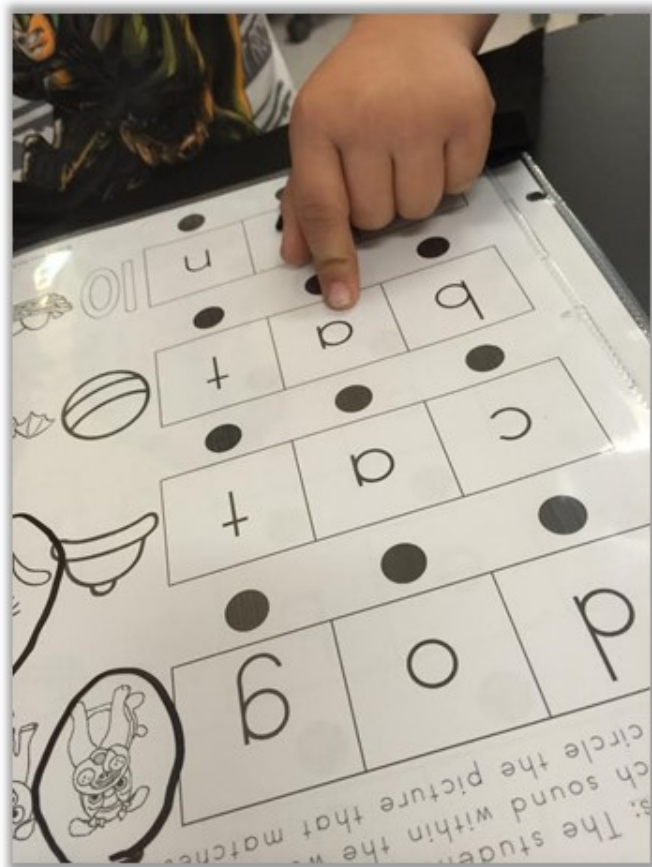
# SEE IT IN USE:





# EASY & EFFECTIVE!

There are over 150 pages of intervention practice for your beginning readers!



Students use a dry erase marker as they practice targeted skills. With your binder, you will have interventions tools at your fingertips!

Directions: The student will Find, circle, and name all 10 of the Focus letter.

Kk

k Q k f d

Directions: The student will Find, circle, and name all 10 of the Focus letter.

Aa

a b A

Directions: The student will Find, circle, and name all 10 of the Focus letter.

u k v a z w

i b r f ABCDEFGHIJKLMNOPQRSTUVWXYZ

Directions: Say a letter and have the student Find and circle it. Erase and repeat with a new letter!

LETTER NAME

Wacky Word Hunt #5

Directions: Read the words. Circle the REAL words and cross out the NONSENSE words.

gim tif leg  
red ham  
yut

Real or Nonsense?

g u

Real or Nonsense?

Directions: The student will touch each dot as he or she says each sound. Read the word aloud. Circle N for nonsense or R for real.

z i f N R  
h u t N R  
p o n N R  
d i g N R

Wacky Word Hunt #2

Directions: Read the words. Circle the REAL words and cross out the NONSENSE words.

hop ren baf

NONSENSE Word List

tos beb  
lig hik  
hov vop  
gad cad  
jit mij  
saf pol  
dun kud  
han saj  
fif kiz  
tus maf  
sop boc

NONSENSE WORDS



CVC WORDS



I Can Point and Read!

Directions: The student will touch and point to each dot as he or she reads the words in each sentence.

Pat is mad and sad.  
His red truck is stuck.  
It got stuck in mud.  
The men got it out.  
Pat is glad they did!

I Can Read with Fluency!

Directions: After practicing the coordinating "Point and Read" page, the student will practice reading the passage with Fluency. After the child reads the passage, have him or her check off a box at the bottom. Continue until the child has practiced the passage three times.

Pat is mad and sad. His red truck is stuck. It got stuck in the mud. The men got it out. Pat is glad they did!

I Can Point and Read!

I Can Read with Fluency

Directions: After practicing the coordinating "Point and Read" page, the student will practice reading the passage with Fluency. After the child reads the passage, have him or her check off a box at the bottom. Continue until the child has practiced the passage three times.

Tom is sad and glum.  
His big map got wet.  
We will let it sit. Set it

FLUENCY



BLENDS AND DIGRAPHS



Students slide their finger across the blends to help them connect their sounds.

PHONEME SEGMENTATION



Students will orally segment the CVC words. You could also use these pages to spell and write the CVC words. Differentiated mats are included.

Students practice pointing and reading decodable sentences. Then, they practice the same sentences in the form of a passage for fluency!

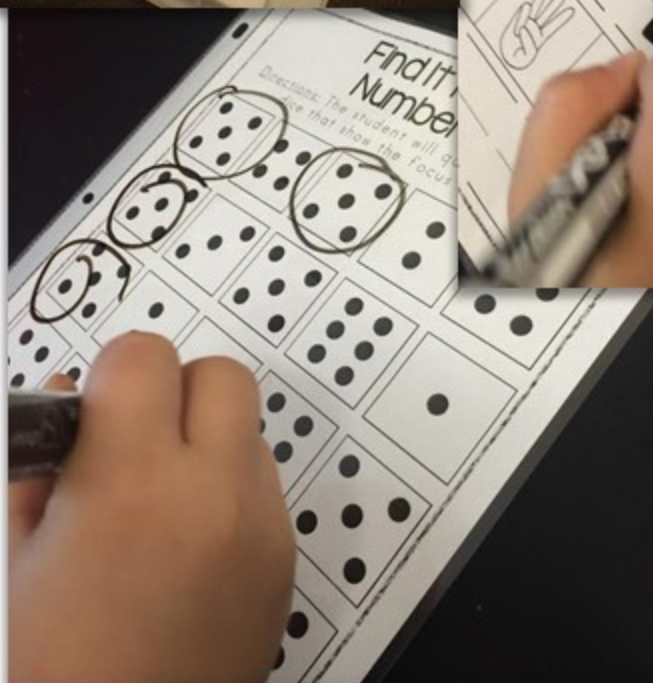
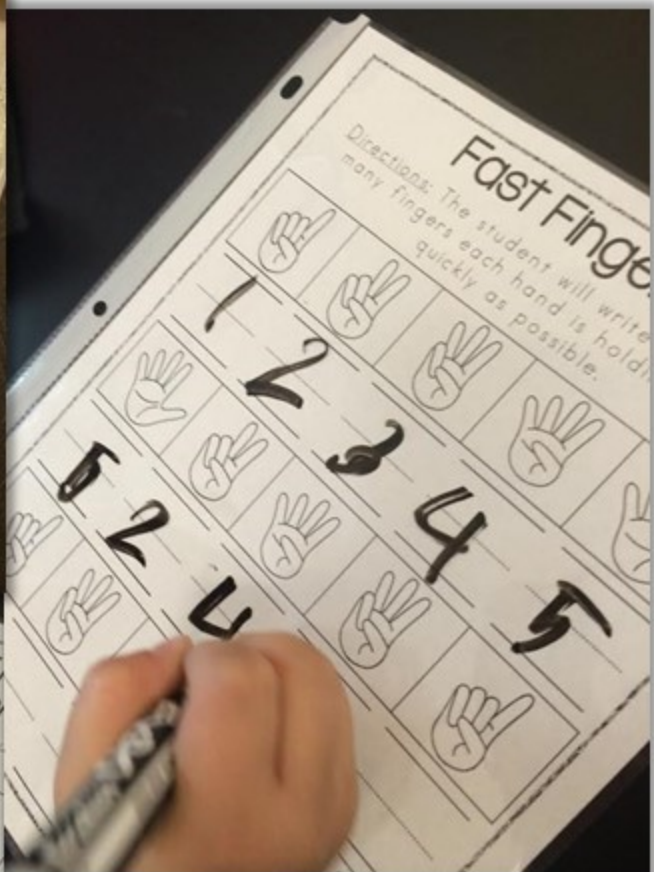
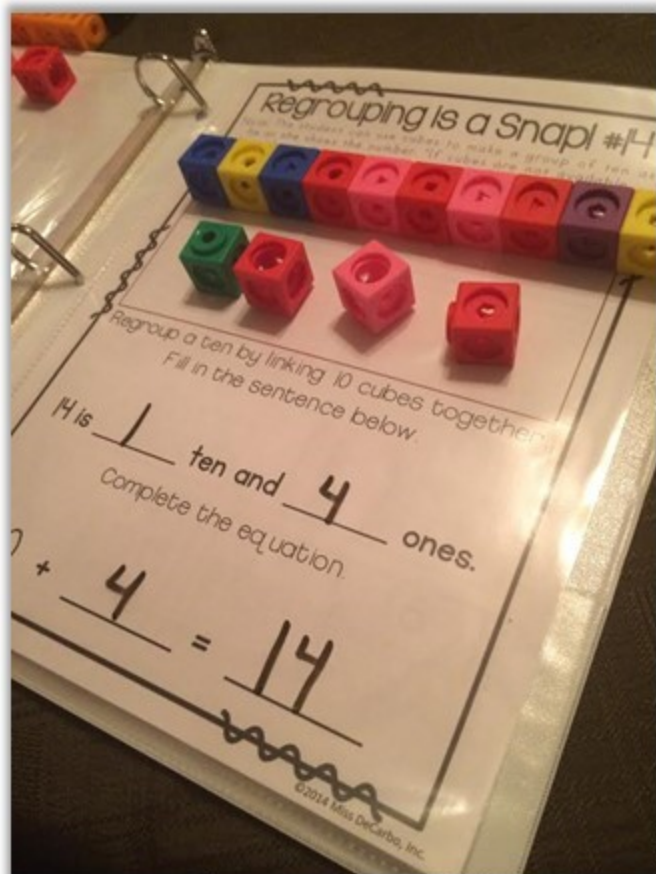


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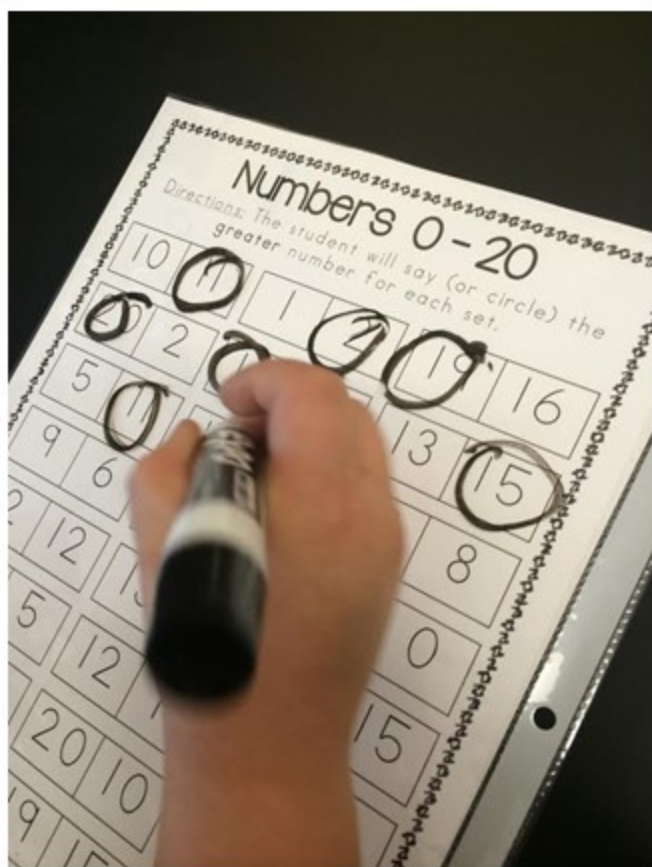
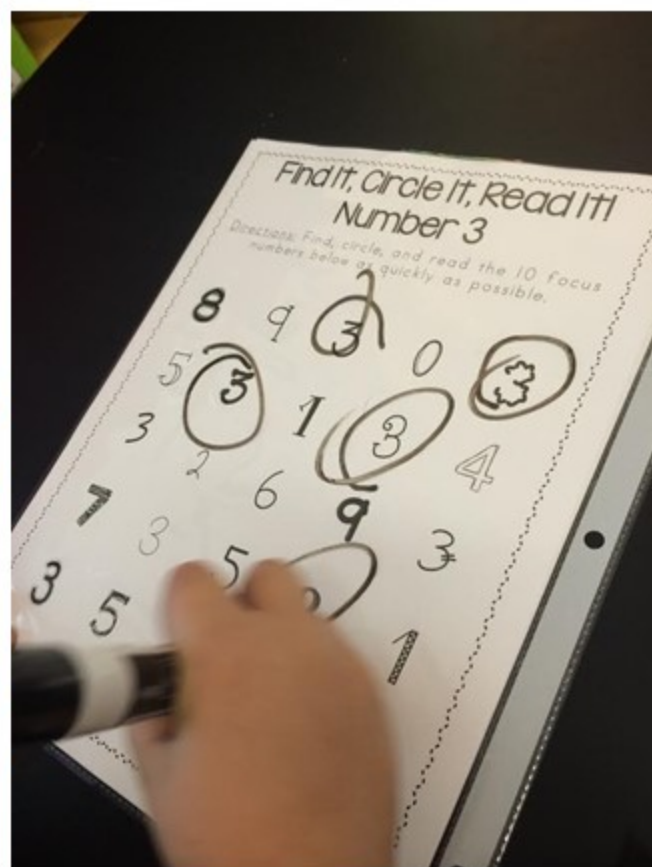
# SEE IT IN USE:





# EASY & EFFECTIVE!

This intervention binder contains over 300 pages of math intervention!



Students use a dry erase marker as they practice targeted skills. With your binder, you will have interventions tools at your fingertips!

### Final It, Circle It, Read It!

Number 1

Directions: Find, circle, and read the 10 numbers below as quickly as possible.

9	1	4	1
1	9	1	2
1	7	1	
9	1	7	
5	6	1	

### Numbers 0-10

Directions: Read the numbers as quickly as possible.

10	7	8	5	3	1
2	8	7	6	5	0
10	8	2	4	0	5
3	5	7	8	9	10
2	1	4	6	8	7

### Numbers 10-20

Directions: Read the numbers as quickly as possible.

17	1	18	5	19
3	14	2	15	10
16	17	13	11	9
4	11	18	20	19
3	15	13	10	7

### Place Value 10-20

Directions: The child will make the number in the circle by coloring in the base 10 blocks. (Or have the child place real base 10 blocks on the pictures.) Remind students to fill out the pictures. Remind students to fill out the pictures. Remind students to fill out the pictures.

### Regrouping is a Snap!

Directions: The student can use cubes to make a group of ten as he or she shows the number. If cubes are not available, have the student draw sticks and dots for tens and ones.

11 cubes.

10 cubes together make below.

### NUMBER IDENTIFICATION

### Count It Out!

Directions: Use counters (or base ten blocks) to represent the number. The student will drag the counters to show the number. Then, have the student write the number on the line. The student should write the number on the line.

2	3	0
1	2	5
4	5	0
3	1	2
0	4	3
2	4	5
3	5	4

### Addition: Sums to 10

Directions: The student will use the pictures to complete the equations. Note: You may choose to have the child use counters or manipulatives in addition to the pictures.

+	=
+	=
+	=
+	=

### MISSING NUMBERS

### QUANTITY DISCRIMINATION

### SUBTRACTING

### SUBITIZING

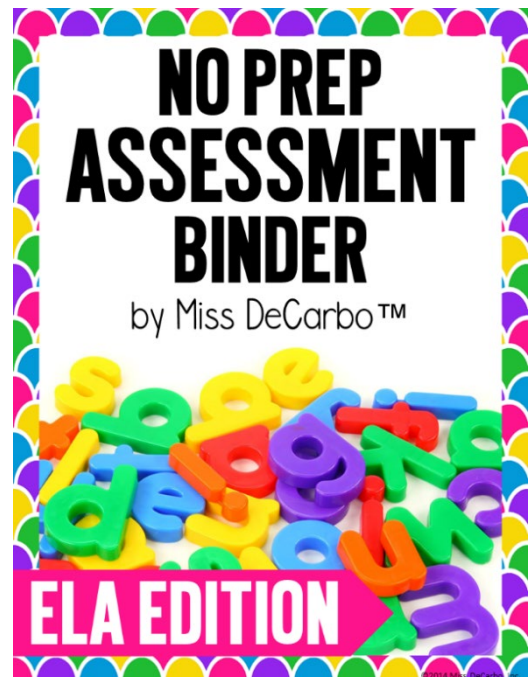
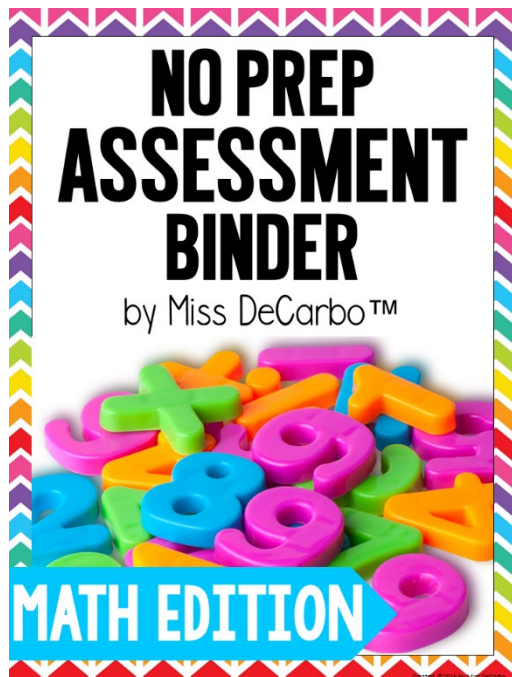
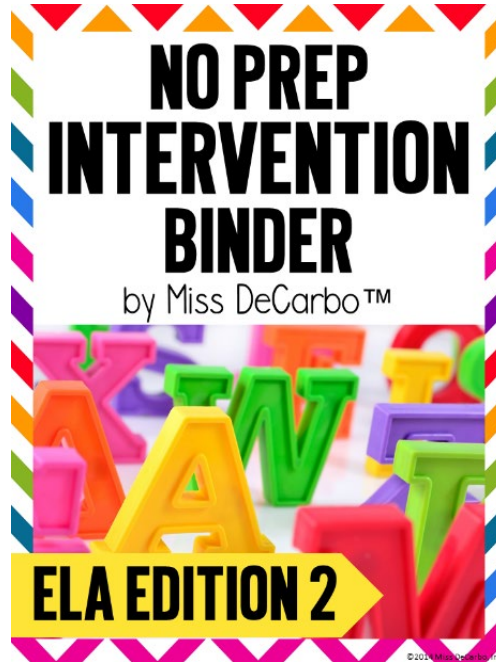
### AL COUNTING

### Students will learn to recognize numbers quickly and effortlessly – an important life skill.

### Visual and tactile experiences within each skill provide success for struggling students.

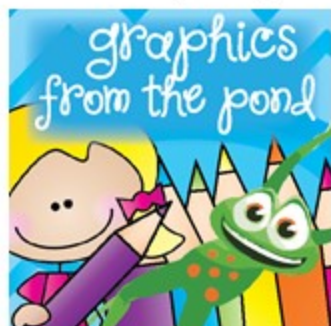


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Happy Learning,

**Christina DeCarbo**

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