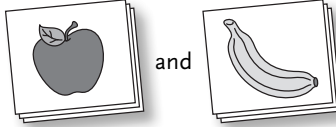
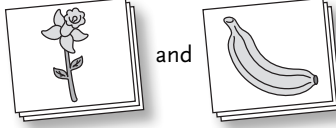
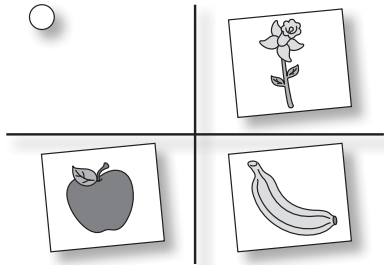


Sound-Meaning Flexible Thinking Intervention Lesson Guide

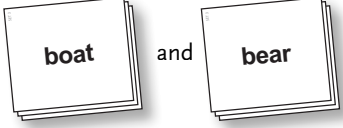
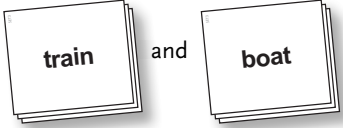
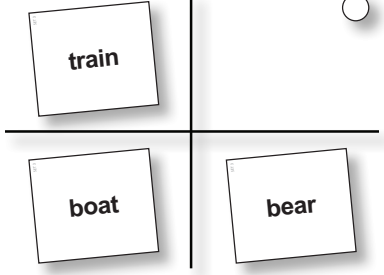
Three Intervention Steps for Five Lessons: 1. Explain, 2. Single Sorts, 3. Matrix Completion

EXPLAIN FLEXIBILITY (1 to 2 minutes*)	MATERIALS: Picture of flexible thinkers	EXPLAIN (1–2 minutes) Use your own words to explain flexibility to your students in a way that they will understand: “Good readers think about lots of things at one time.”	
PICTURE WORK (scaffold) (5 minutes*) (You can omit picture work once students understand the word activities.)	MATERIALS: Individual - set of 12 picture cards for student Small Group - set of 12 picture cards for teacher - one set of 12 picture cards for each student	SINGLE SORTS: Noticing Two Dimensions (3 minutes) - Have children sort into 2 piles one way (color or type): “Sort your cards by what color they are.” - Reshuffle cards. - Have children sort into 2 new piles the other way: “Now sort your cards by what kind they are.” - Place check marks on Lesson Record Sheet to indicate that each student reclassifies picture cards.	EXAMPLE all red all yellow  and reshuffle, and then... all flowers all fruits  and
	MATERIALS: Individual - picture cards and 2 x 2 matrix for student Small Group - picture cards and 2 x 2 matrix for teacher - picture cards and 2 x 2 matrix for each student	MATRIX COMPLETION: Practicing Flexible Thinking (2 minutes) - For small group instruction: Place 2 x 2 matrix on table, place 3 cards in matrix, and model correct choice for empty spot. - 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 “find a card that goes here.” - Place check marks on Lesson Record Sheet to indicate that each student chooses correctly; collect 2 x 2 matrices.	EXAMPLE 

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

Sound-Meaning Flexible Thinking Intervention Lesson Guide

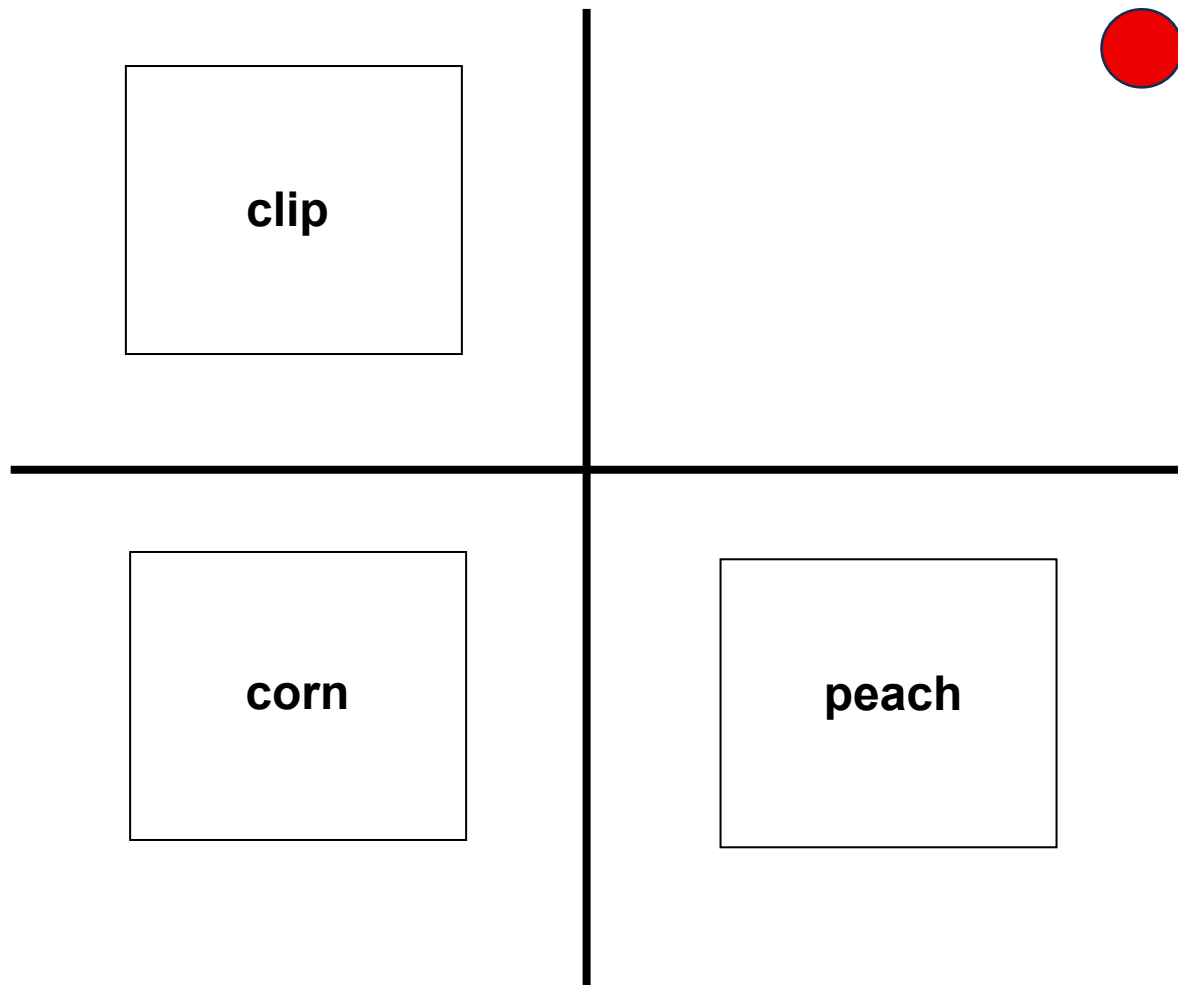
Three Intervention Steps for Five Lessons: 1. Explain, 2. Single Sorts, 3. Matrix Completion

WORD WORK (8 to 13 minutes*)	MATERIALS: Individual • set of 12 word cards for student Small Group • set of 12 word cards for teacher • one set of 12 word cards for each student	SINGLE SORTS: Noticing Two Dimensions (3 minutes) • Have children sort into 2 piles one way (sound or meaning): “Sort your cards by how they sound.” • Reshuffle cards. • Have children sort into 2 new piles the other way: “Now sort your cards by what they mean.” • <i>Place check marks on Lesson Record Sheet to indicate that each student reclassifies word cards.</i>	EXAMPLE all vehicles all animals  reshuffle, and then... all /t/ words all /b/ words 
Important: Students must get four CONSECUTIVE completions correct; if they miss one before they reach a total of four, they must start over at one. In small-group instruction, students earn chips for correct completions; if incorrect, you take chips and students begin again.	MATERIALS: Individual • word cards and 2 x 2 matrix for student Small Group • word cards and 2 x 2 matrix for teacher • word cards and 2 x 2 matrix for each student • 20 plastic chips or other markers to mark “open” spots in matrix	MATRIX COMPLETION: Practicing Flexible Thinking (5–10 minutes) • For small-group instruction, place one 2 x 2 matrix on table, place 3 cards in matrix, and model correct choice for empty spot. • For small-group instruction, explain “rules” for “game”: “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.” • 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 “find a card that goes here.” • Continue, reshuffling cards each time, until each student gets FOUR IN A ROW 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>	EXAMPLE 

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

Example Word Completions

These Word Completion Examples show how you can use the same set of 12 cards to offer varied opportunities for children to shift their thinking between words' sounds and meanings. Note that the empty spot varies each time. In small group instruction, you should place a marker or plastic chip next to the empty spot. That way, when you return to check that child's work, you know which quadrant to check. If the child is correct, they keep the chip. If they are incorrect, you keep the chip, and they start again with the goal of getting 4-in-a-row correct.



plum

pencil

crayon





paper

cream

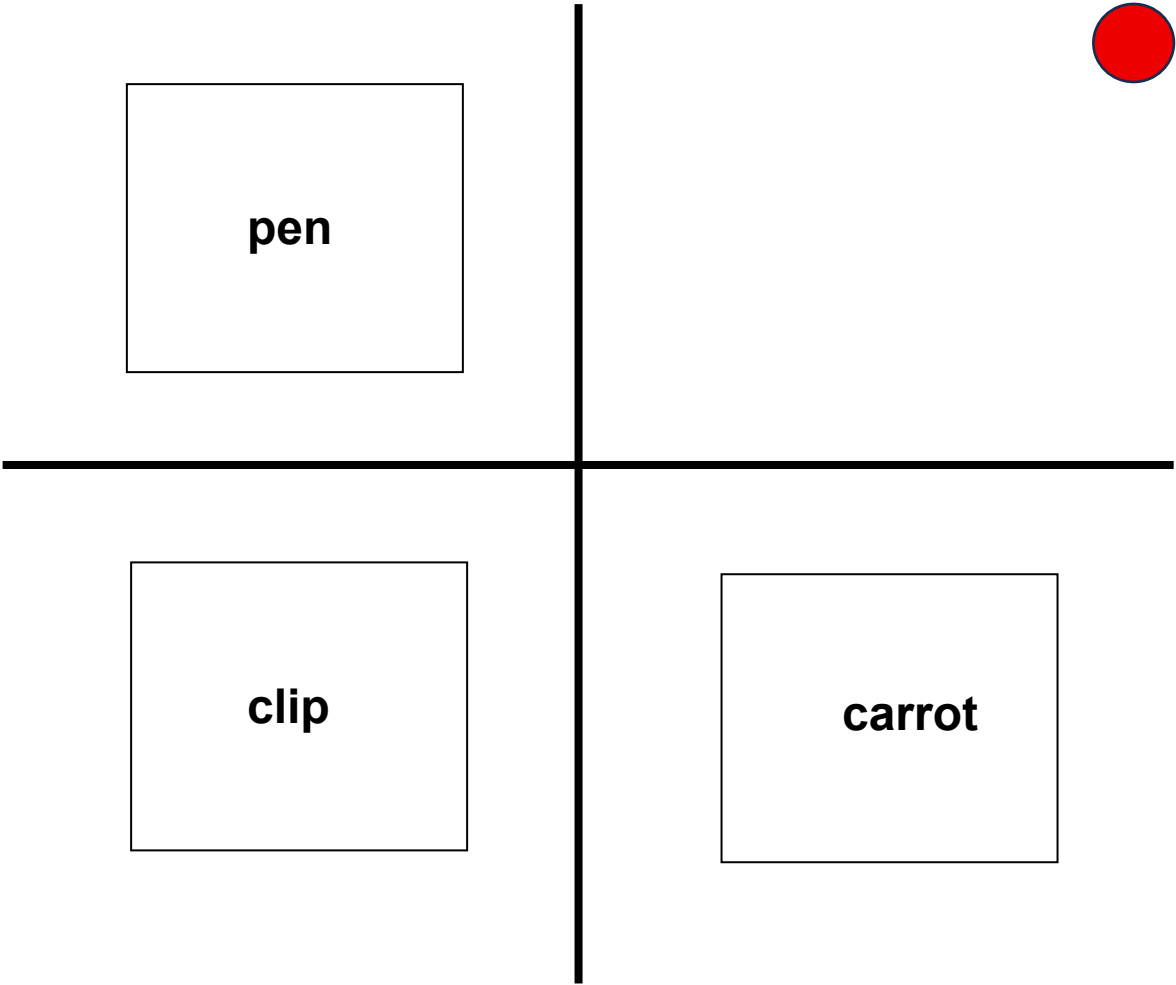
peach

peas

pencil

corn





Scoring Example for GSF Small Group Intervention

Record the students' GSF (Word) Completions on the Small Group Lesson Record sheet. Cross out responses when the student misses one, and start counting again. Repeat this procedure until the student gets four-in-a-row correct. See the example below for recording one student's responses.

GSF (Sound-Meaning) Flexibility Intervention Record Sheet

Intervention Session (1, 2, 3, etc.): 1 Date: 2/2/2025

Word Card Set Used: Set 3, /b/, /t/, vehicles/animals Teacher: MA Grade: 3

Student Name	Word Single Sorts	Word Completion 1	Word Completion 2	Word Completion 3	Word Completion 4
1. Brittany Jones	✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓
Notes: Brittany had no trouble with the single sorts. It took her a while to get the word completions. She initially got two correct and then missed one. Then, she got three correct and missed one. Finally, she got four in a row correct.					