

Dyslexia Interventions

I have created some activities for my students who are in dyslexia intervention. The suggested activities can be done according to what best fits your schedule. These are activities designed to continue dyslexia intervention for your student. The students will be familiar with these activities. If you have questions, please contact me and I will respond ASAP. Thank you so much! These interventions are optional, they are just to offer support to your student during this time. I pray each of you are safe and healthy, please tell your student “Hello” for me. You can pick one activity a day, or practice all 4 each day. The activities listed below are group by grade levels. Only do the activities listed within your child’s grade level. Thank you!

1st and 2nd Grade:

Activity #1: **WORD SEGMENTATION**

Parent Says: Say the word “cowboy”

Student will respond: “cowboy”

Parent Says: **Now say, “cowboy” without the “cow”.**

Student will respond: “boy”

Repeat this activity with the following words:
cupcake, snowflake, baseball, snowball

Activity #2: Handwriting

1st grade: Skywrite the lowercase letter “e”.
(manuscript, or “print”)

Parent says while student skywrites the letter:
“line straight across, little curve up left and
around.” Repeat 3 times.

2nd Grade: Skywrite the lowercase letter “e”.
(cursive)

Parent says: “swing up halfway loop left and
around”. Repeat 3 times

Activity #3: Handwriting

1st Grade: Write the lowercase letter “e” five
times on paper or white board. (in manuscript)
Write these words twice: pet, get, and peg.

2nd Grade: Write the lowercase letter “e”(in
cursive) Write the words twice: jeep, step, bend.

Activity #4: Have your student practice reading
the following high frequency words. (they can
write on paper or a white board).

1st Grade: the, in, to, is, sit

2nd Grade: when, said, too, help, was

3rd and 4th Grade:

Activity #1: **WORD SEGMENTATION**

Parent says: “How many syllables are in the word “Sunray”?”

Student should respond: 2- - - “Sun” “ray”

Repeat with the following words:

“elephant”: 3, /el/ /e/ /phant/

“cupcake”: 2 /cup/ /cake/

“piglet”: 2 /pig/ /let/

Activity #2

Skywrite the lowercase letter “t”. This will be in cursive.

Parent says while student skywrites: “swing up stop, trace back down, release, and cross.

Repeat 5 times

Activity #3

Write the lowercase letter “t” 5 times on paper or a white board, practicing neat handwriting. Then copy the words: time, teen, tip, tune, and took. Student may write these in manuscript(print).

Activity #4

Have student practice reading the following High Frequency Words: where, their, help, when, down

5th and 6th Grade:

Activity #1: Word Segmentation

Parent says: how many syllables are in the word:
ambulance?

Student should respond: **3: /am/ /bu/ /lance/**

Repeat with the following words:

“elephant”: 3: /el/ /e/ /phant/

“piglet”: 2:/pig/ /let/

“amazing” 3: /a/ /maze/ /ing/

Activity #2: Have student practice reading the following High Frequency Words:

where, when, stop, help, who, where, their, there, too, give

Activity #3: Have your student spell the following words: **nation, cube, speech, malt, gem**

Activity #4: Have your student tell you the meaning of the following suffixes:

“ing”: this suffix means, happening right now

“ed”: this suffix means it happened in the past

“s” or “es”: this suffix means more than one

7th/9th Grade:

Activity #1: Have student read the following words:

nation, untie, speechless, jumping, lifted, hoping, readings, meaning, news, living

Activity 2: Have your student use the dropping or doubling rule to spelling the following words:

1. hoping
2. planned
3. living
4. swimming
5. baked

Activity 3: Have your student alphabetize the following words:

sprint, spoil, spirit, spot, spook, spade, speech, spoke, spite, spring

Answer: 1. spade 2. speech 3. spirit, 4. spite 5. spoil 6. spoke 7. spook 8. spot 9. spring 10. sprint

Activity #4: Parent asks the student:

“What is the root in the word “instruct”?”

Answer: struct

“What is the meaning of “struct”?”

answer: to build

“What is the root of the word pedicure?”

Answer: pedi

“What is the meaning of “pedi”?”

Answer: foot