

I'm Steve Ciullo. I will show you how I plan reading and spelling intervention lessons using the Texas Primary Reading Inventory, or TPRI, grouping mats and the TPRI *Intervention Activities Guide*, which I will call the IAG, for short. For this section, I will need the grouping mat for my class in front of me, and I'll also need a copy of the IAG.

I will look at my students and the groups that have been formed, and I will select lessons that correspond to their needs. I will start right here at the beginning. The first section on my grouping mat is consonant blends. Looking down, I see that I have five students who need extra support in that area: Eric, Allison, Jerome, David, and Rita. In order to find an appropriate lesson for them, I look above their names on the grouping mat, where I see the columns labeled "Activity" and "Page." This grouping mat is set up well because it tells me the activity number and page number to locate in my IAG book. Now, I will look for activity 5.10. I see that it's on page 73. Here it is: "Early Sound Introduction." The IAG tells me the materials I need and the procedure. This lesson is just what I need for my students, so I will write this down as an intervention lesson to use.

Let me do another example. In my short vowel group, I see that six students are in need of help, so I will find another activity for them. Now I'm on page 76 and looking at activity 5.19. I see that this is a good lesson and that it lists the materials needed. I will now write this down as another activity that I can use for my students. So that is how you use the IAG!

One more thing I need to mention that I may be doing with my class is whole-group lessons. Looking at the grouping mat, you can see that some groups are larger than others. The group under "Digraphs and Blends" has eight students. That is almost half of my class. Because I have so many students in that group, I will consider teaching that skill as a whole-group lesson, so I can reach more students. For areas in which you have five or fewer students in a group, you would teach the skill in a small group.

Before concluding, there is one more thing I must mention. Look at your grouping mat again in the consonant blends column. As I mentioned earlier, activities and page numbers are listed. As the list progresses from top to bottom, the skills go from easy to more difficult. It is important for me to know this, so I can select the lesson that is most appropriate for my group at that point in the year.