

GRADE

K

everyday

# Phonics

## Intervention Activities

### Pre- and Post-Assessment

Use the following pre-/post-assessment pages to plan instruction and monitor progress.

## Letter Recognition Pre- and Post-Tests

Student: \_\_\_\_\_

**Directions:** Ask the student to point to each letter, moving across the page, and name each one. If the student comes to a letter he or she doesn't know, say the letter name, put an X next to the letter in the column, and have the student continue. If the student says an incorrect letter name, record what he or she says in the column.

	Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date
	_____	_____		_____	_____		_____	_____		_____	_____
e			f			L			B		
h			l			U			K		
m			g			N			J		
c			z			T			X		
o			j			A			P		
a			p			D			M		
y			k			V			G		
b			q			Z			C		
x			r			R			Y		
i			v			F			Q		
d			s			O			E		
n			w			W			I		
u			H			S					
t											

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## Letter Recognition

e h m c o a y b x

i d n u t f l g z

j p k q r v s w

H L U N T A D V Z

R F O W S B K J X

P M G C Y Q E I

Student Name: \_\_\_\_\_

### Word Awareness

**Directions:** Say the sentence. Have the student repeat the sentence and tell you the number of words. **Example:** *This is my dog. I can hear four words in this sentence.*

	Pre-Test Date _____	Post-Test Date _____
I see my cat.	/4	/4
Can you do this?	/4	/4
This book is fun to read.	/6	/6
Please sit on the chair.	/5	/5
Where do you live?	/4	/4
<b>Score</b>	<b>/23</b>	<b>/23</b>

Observations: \_\_\_\_\_

\_\_\_\_\_

### Identify Rhyme

**Directions:** Say the word pairs and ask the student if the words rhyme. **Example:** Roast/toast. *Yes, these words rhyme.* Roast/ran. *No, these words don't rhyme.*

	Pre-Test Date _____	Post-Test Date _____
bug/rug		
pink/sink		
big/box		
hop/hip		
jump/pump		
<b>Score</b>	<b>/5</b>	<b>/5</b>

Observations: \_\_\_\_\_

\_\_\_\_\_

### Syllable Awareness

**Directions:** Say the word. Have the student repeat the word and clap for the number of syllables. **Example:** Engine. *I hear two syllables in engine.*

	Pre-Test Date _____	Post-Test Date _____
happy	/2	/2
Saturday	/3	/3
book	/1	/1
sunshine	/2	/2
experiment	/4	/4
<b>Score</b>	<b>/12</b>	<b>/12</b>

Observations: \_\_\_\_\_

\_\_\_\_\_

### Initial Sounds

**Directions:** Say the word. Have the student repeat the word and tell you the sound at the beginning. **Example:** Hat. *I hear /h/ at the beginning of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
turtle		
man		
sink		
pudding		
leg		
<b>Score</b>	<b>/5</b>	<b>/5</b>

Observations: \_\_\_\_\_

\_\_\_\_\_