**Circle Game**

**Intervention Summary:**

Circle game is an intervention procedure that gives students an increased opportunity to practice saying letters and letter sounds. This intervention is an efficient strategy for increasing accuracy, speed, and fluency letter identification and letter sounds, requires little student training or teacher time, and can be used with small groups or entire classes. . This intervention is appropriate for elementary school students.

**Materials Needed:**

* Ball

**Procedures:**

Obtaining Baseline Data:

Baseline data should be collected prior to implementation of intervention to evaluate how well the student is currently doing by administering curriculum based measure for letter sounds fluency. The CBM should be given once daily for a week to obtain at least three baseline data points for correct letter sounds per minute. After baseline data have been collected, plot the data along with the goal line on the chart and give to the teacher so he/she can plot the weekly progress monitoring data.

Intervention Steps:

Have the children sit in a circle on the floor. Tell the children they are going to practice reciting the alphabet. Roll the ball to a child and have him/her start by saying, “A” and then giving the “ah” sound. Then roll the ball to the child who is sitting next to the first child say, “B” and the sound “buh.” The child sitting next to the second child must say, “C” and the sound “kuh.” Continue this procedure around the circle until a specific letter is reached or until a child is unable to recall the next letter. If a child is unable to recall the next letter, tell him/her the letter and sound and have him/her repeat it. Then continue the game. After going though the alphabet in order around the circle, repeat the procedure but this time roll the ball to a child randomly to give the letter and letter sound.

 **Progress Monitoring:**

Progress monitoring will occur by administering one-minute curriculum based measure in letter sound fluency probes once every other week. Teachers can assess for accuracy, fluency, or both. Review and graph the progress monitoring data every other week. If the progress monitoring data points are below the goal line three times in a row, the intervention plan needs to be reviewed to determine if changes in the intervention or goal need to be made.

Intervention Implementation Checklist:

1. Sit students in a circle YES NO
2. Teacher models procedure for one letter YES NO
3. Student gives letter name and sound on turn YES NO
4. Teacher corrects mistakes and student repeats letter name YES NO

and sound.

1. Students go through every letter of the alphabet in the circle once YES NO
2. Students go through alphabet again with teacher randomly YES NO

pointing to students asking them to give letter and letter sounds

**Alternate Ideas/Variations:**

 Have each child recite the letter sequence and letter sounds of the preceding child and add one letter and its sound. For example, the first child says, “A, ah.” The next child says, “A, ah, B, buh.” The third child says, “A, ah, B, buh, C, kah.”

**Based On:**

Holland, B. C. *How to Individualize Kindergarten Teaching: New Approaches Using the Key Sensory*

*Modes*. West Nyack, N.Y.: Parker Publishing Company, Inc., 1974.

Lewallen, J. *Individualized Techniques and Activities for Slow Learners*. West Nyack, N.Y.: Parker

Publishing Company, Inc., 1976.

Platts, M.E. *Launch: A Handbook of Early Learning Techniques for the Preschool and Kindergarten*

*Teacher*. The Spice Series. Stevensville, MI.: Educational Service, Inc., 1972.