

Sounds Abound™ Multisensory Phonological Awareness

by Jill Teachworth

| Skill | Ages | Grades |
|--------------------------|---------------|------------------|
| ■ phonological awareness | ■ 4 through 7 | ■ PreK through 2 |

Evidence-Based Practice

- Research has demonstrated that training in phonological awareness can result in significant improvement of phonological awareness skills (Ball & Blachman, 1991; van Kleeck, Gillam, & McFadden, 1998).
- Training in phonological awareness is critical to reading success, and manipulating phonemes in words is highly effective across all literacy domains and outcomes (NRP, 2000).
- Explicit instruction in phonemic awareness and phonetic decoding skills produces stronger reading growth in children with phonological weaknesses than approaches that do not teach these skills explicitly (Torgesen, 2000).
- Children who struggle to learn word decoding and encoding require intervention focused on the explicit awareness of phonemes in words, the association of phonemes with alphabetic symbols, and the ability to segment and blend phonemes in words and manipulate them in other ways (ASHA, 2001).
- Blending and segmenting skills must be present in order to decode unfamiliar written words accurately and fluently. Thus, in order to improve decoding, a student must have a foundation of these skills (Lyon, 1995; Schuele & Boudreau, 2008).
- Multisensory interventions for special education have been validated with experimental research investigations (MPRRC, 2005).

Sounds Abound Multisensory Phonological Awareness incorporates these principles and is also based on expert professional practice.

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About the Author



Jill Teachworth, CCC-SLP. English was my second language. As a young child, I remember my mother reading wonderful poems to me that were music to my ears. She encouraged me to recite to her, and we would play made-up language games just for fun. My father always took me to the library. As I grew older, he introduced me to expository text, which he considered as valuable as prose and poetry.

I didn't start out as a speech and language major in college, but one day a friend invited me to attend a language development class with her. By the end of the class, I knew I had a new major. After receiving a master's degree in speech and language from Teacher's College, Columbia University, I received a master's degree in Learning Disabilities from Oakland University. I presently teach in Michigan, where I see preschoolers through sixth graders.

Throughout my teaching career I have focused on the relationship between speech and language, and the reading-writing process. But my primary focus is always to establish personal relationships with my students, which I believe is the best facilitator of learning. *Sounds Abound: Multisensory Phonological Awareness*, my first book for LinguiSystems, reflects my strong belief that young children need to *play* with language. They need to learn to love the sound of language and to become aware that the spoken and written word adds meaning to their lives.

Dedication

To my mother, Josefa, who intuitively understood how to facilitate language development
And to my father, Andres, who always believed in me

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Introduction

S*ounds Abound: Multisensory Phonological Awareness* will help students improve listening, speaking, and phoneme awareness/phonics skills. The book takes a multisensory approach to language learning.

Phonemic Awareness

This book emphasizes listening, speaking, critical thinking skills, and the progressive development of various phonemic awareness skills. Phoneme awareness is the ability to recognize and manipulate phoneme segments of words, to hold phoneme strings in memory, and to access those memories rapidly. The various skills that make up phoneme awareness have a causal role in subsequent reading acquisition (Torgensen, et al). Phonics (or sound/symbol association) is a necessary component in reading and spelling, helping reading acquisition development (Hatcher, et al). Children as early as three years have an awareness of sounds in words in rhyming tasks, for example. Research supports that phonemic awareness skills can be taught directly.

Multisensory Approach

A multisensory approach:

- reinforces knowledge and retention of sound/symbol correspondence. A multisensory approach allows for direct instruction of phoneme awareness skills in a language-based approach.
- addresses retrieval difficulties with sound and word storage. Storage and retrieval problems are common to many language- and learning-impaired students. Since reading programs rely heavily on the use of the auditory modality only, retrieval difficulties may result in an inability to be successful in reading programs.
- anchors long-term memory skills by letting students use their best learning senses. Students will learn through their best modality as they look, listen, feel, play, and even sing the sounds.

How to Use the Book

You can use this book in various ways.

- You can teach small group instruction or various delivery service models.
- Speech-language teachers (SLPs) can co-teach with general education teachers.
- Learning disabilities teachers and the SLPs can work together, providing continuity for students.
- Use this book for English as a Second Language (ESL) or for preschool children.

Assessment

Accomplish assessment by making a checklist of the various skills achieved at the mastery level determined by IEP. Standardized tests on phonemic awareness are also available through various educational testing catalogs. Your instruction and assessment give the classroom teacher an understanding and appreciation on how you “link” the curriculum to your program, thus supporting both student and teacher. This book encourages flexibility. Revisit previous lessons for assessment and reinforcement.

Structure of the Book

Sounds Abound: Multisensory Phonological Awareness is ideal because you can start with the first lesson at the beginning of the school year and do weekly lessons that finish by the end of school. Here is how the book is structured.

Phoneme Chapters (pages 7-101)

There are nineteen consonant/phoneme sound chapters. Each chapter has five lessons and contains a teacher script. The scripts are virtually identical from chapter to chapter. Text repetition throughout the entire program gives students the opportunity to learn at their own developmental rates. Students are not necessarily expected to achieve mastery level with all skills within a unit. Use the scripts flexibly; put them in your own words. Modify activities to meet individual or group needs. Use your own rhymes, songs, literature. Make up your own literature questions. Integrate math or other content area curriculum. Art projects are also wonderful take-home reinforcing materials. *Objectives* are in the shaded column on the left side of each lesson page, the scripted teacher text *Lesson* is in the middle column, and the *materials* you will need are in the shaded column on the right side of each lesson page (see *Materials List* on page 6). Text in parentheses is directed to you the teacher; all words *not* in parentheses are your script for the children.

The beginning lessons practice continuant sounds. I encourage you to retain the sequence until you become familiar with the text. As you get more comfortable with the format, incorporate individual sounds with *any* particular theme you are working on. The traditional grapheme letter designates the *sound* rather than the phonetic symbol (which is friendlier for non-speech-language teachers). A sound in quotations (e.g., "b") indicates a *letter name*, while / / (e.g., /b/) indicates a *phoneme*.

Picture Cards (pages 102-160)

There are 18 picture cards per phoneme letter, 342 total (all are listed on pages 102-103). You will use the cards for many lesson tasks: identifying sounds, beginning sounds, rhyming words, and syllable and phoneme deletion. Cut out the pictures, enlarge them if you wish, and laminate them if possible. Add more Picture Cards to your collection as you go along in the school year. Objects (instead of pictures) provide wonderful tactile reinforcement.

ABC Puzzles (pages 161-173)

These puzzles include the whole alphabet, and can be used as reinforcement or supplemental material for *any* lesson in the book. Enlarge the puzzles if you want; let the kids color them. Use a "Talk Aloud" approach with the puzzles. Use various linguistics concepts and grammatical forms ("on top," "it could be a _____" etc.) and encourage oral communication to promote understanding and use of vocabulary and syntax.

Introduction, continued

ABC Kids (pages 174-186)

These can also be used as reinforcement for *any* lesson in the book. Have children cut out the puppets and affix them on Popsicle sticks. Ask questions or give clues to help identification (e.g., "I see something on this boy that starts with 'b.' He is wearing it. Good, *belt*.") ABC Kids also provides a wonderful opportunity for parent involvement.

Letter Cards (pages 187-190)

Use these cards in Lessons 1 and 2 of each phoneme chapter. Cut them out and enlarge if necessary.

Oral-Motor Cards (pages 190-193)

Use these important cards in the early Lesson stages.

Manual Alphabet (pages 194-195)

Use these as guides to provide visual cueing in Lesson 1.

Two- and Three-Part Trains (pages 196-197)

Use in each chapter's Lesson 5 for blending skills.

ABC Letters (pages 198-201)

Cut out the letters and use pages 200 and 201 in Lesson 1.

Materials List

Here are the materials you will have to make or find on your own.

- tape player/CD player
- sandpaper letters
- wool cloth
- gummy worms/cup
- mirror (small hand mirror)
- silk scarf/ribbon (1"-2" wide)
- suggested books/songs
- play dough (see recipe)
- bingo markers
- bubbles (I recommend Dawn detergent.)

Supplemental Materials List

- ABC tub toys or small objects (to represent beginning sounds)
- surprise bag/"feely" box with toys inside for kids to feel without seeing them. Use your imagination.

I hope you have as much fun with the *Sounds Abound: Multisensory Phonological Awareness* program as I have had with my students. And I hope you establish a successful springboard for all the opportunities that language and literacy bring into a child's world.

Jill

Play Dough Recipe

3 cups flour
1 ½ cups salt
2 Tbsp. Cream of Tartar
3 cups water
2 Tbsp. vegetable oil
food coloring

Combine ingredients in a pan over low heat. Stir until it becomes too difficult to stir. Remove from pan and knead on countertop with extra flour until dough is no longer sticky, but smooth and elastic. Store in a plastic bag.

••• Phoneme /m/ •••

objectives

/m/: Lesson 1

materials

| | | |
|-------------------------------|--|-----------------------------|
| sound/symbol | <p>Let's learn the sound the letter "m" makes. It looks like this (hold up "Mm" letter card) and it sounds like this: /m/. Put your lips together and make the sound. (Demonstrate.) Your lips tickle when you do it. Put your fingers on your lips and feel your mouth move like a motor. When you eat a candy bar that tastes good, you say /m/. Now you try saying /m/.</p> <p>Oral-motor: Here is a picture of a child saying /m/. See how she does it? (Show card.)</p> <p>Mirror: Look in your mirror and try to make the /m/ sound.</p> <p>Signing: See how I say "m" with my hand? (Make sign shown on page 194.) Now you try it.</p> <p>Listening: Let's hear /m/ on a tape recorder. Listen to the tape and make the /m/ sound after you hear it. (Play /m/ on tape recorder.)</p> <p>Playing: Look at this scarf (balled up) in my hand. Listen how I say /m/ as I pull the scarf from my hand. (Stop /m/ when you get to the end of the scarf.) Now you try it.</p> <p>Letter matching: Who wants to put the capital "M" on the board? Now try the lowercase "m."</p> <p>Identifying: Here is a picture of a <i>mouse</i>. I see an "m" at the beginning. (Point to "m." Show other "M" picture cards in the same manner.)</p> <p>Let's play a guessing game. I'll hide pictures behind my back one at a time. The words all start with the /m/ sound. I'll give you hints, and you guess what picture I'm holding. (Show children all practice cards.) Here we go!</p> <ul style="list-style-type: none">• This word begins with /m/. You wear it on one of your hands when it's cold. It is like a glove. Right, <i>mitten</i>. | "Mm" letter card |
| sound production | | "Mm" oral-motor card/mirror |
| auditory, visual motor cueing | | manual alphabet |
| manual signing | | tape recorder |
| auditory enhancement | | scarf/ribbon |
| auditory attention | | ABC board/letters |
| visual matching | | "M" picture cards |
| grapheme identification | | "M" picture cards |
| beginning sound | | |

... Phoneme /n/ ...

objectives

/n/: Lesson 1

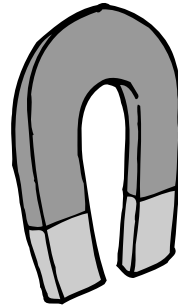
materials

| | | |
|--|---|---|
| <i>sound/symbol</i> | <p>Let's learn the sound the letter "n" makes. It looks like this (hold up "Nn" letter card) and it sounds like this: /n/. Put your tongue behind your teeth like this and make the sound. (Demonstrate.) My nose tickles when I do it right. When you say /n/ and put your fingers on your nose, you can feel your nose move like a motor. Now you try saying /n/.</p> <p>Oral-motor: Here is a picture of a child saying /n/. See how she does it? (Show card.)</p> <p>Mirror: Look in your mirror and try to make the /n/ sound.</p> <p>Signing: See how I say "n" with my hand? (Make sign shown on page 195.) Now you try it.</p> <p>Listening: Let's hear /n/ on a tape recorder. Listen to the tape and make the /n/ sound after you hear it. (Play /n/ on tape recorder.)</p> <p>Playing: Look at this scarf (balled up) in my hand. Listen how I say /n/ as I pull the scarf from my hand. (Stop /n/ when you get to the end of the scarf.) Now you try it.</p> <p>Letter matching: Who wants to put the capital "N" on the board? Now try the lowercase "n."</p> <p>Identifying: Here is a picture of a <i>nose</i>. I see an "n" at the beginning. (Point to "n." Show other "N" picture cards in the same manner.)</p> <p>Let's play a guessing game. I'll hide pictures behind my back one at a time. The words all start with the /n/ sound. I'll give you hints, and you guess what picture I'm holding. (Show children all practice cards.) Here we go!</p> <ul style="list-style-type: none">• This word begins with /n/. You find this in a tree. Birds sleep in it. It's usually made of twigs or sticks. Right, <i>nest</i>. | <i>"Nn" letter card</i> |
| <i>sound production</i> | | <i>"Nn" oral-motor card/ mirror</i> |
| <i>auditory, visual motor cueing</i> | | <i>manual alphabet</i> |
| <i>manual signing</i> | | <i>tape recorder</i> |
| <i>auditory enhancement</i> | | <i>scarf/ribbon</i> |
| <i>auditory attention</i> | | <i>ABC board/letters</i> |
| <i>visual matching</i> | | <i>"N" picture cards</i> |
| <i>grapheme identification</i> | | <i>"N" picture cards</i> |
| <i>beginning sound</i> | | |

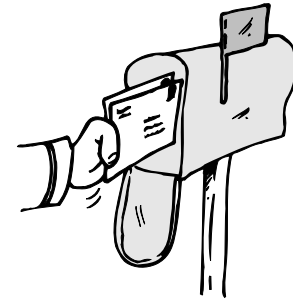
Mm Picture Cards



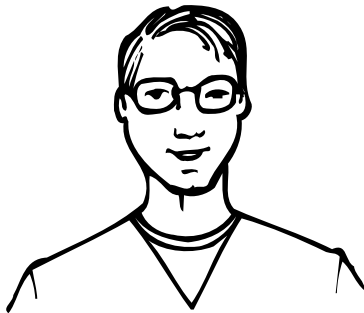
mad



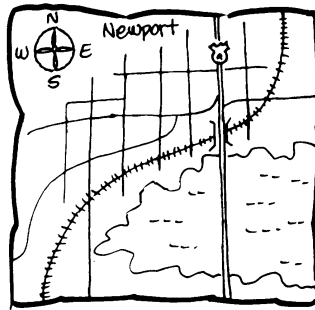
magnet



mail



man



map



mask

ABC Puzzles, *continued*

