Reading by the Rules Manual

*Introduction*

Reading by the Rules is a multi-sensory, structured word study program. The program uses multi-sensory techniques (visual, auditory, tactile, movement, story) and a consistent scope and sequence. Instruction is explicit, rule-based, and incorporates frequent review. (See lesson plan format suggestions.) Visuals and stories bring context to the student which aides in retrieval and fluency of challenging sounds and sequencing skills. Stories and visualizations are phased out once the student can quickly access the phonetic structure.

Reading by the Rules (RBR) was developed to meet the diverse needs of students with Language Based Learning Disabilities who cannot learn phonics (break the code) with a decontextualized system and thus are unable to become competent readers. These students often display issues common among nonreaders: limited working memory, difficulties with vowel sounds, slow rate of retrieval, and delays in phonemic awareness -- including segmentation, blending and sequencing challenges. Though such students respond better to rule governed, systematic approaches that include a multi-sensory presentation (visual, auditory and tactile/kinesthetic modalities), they still face difficulties negotiating decontextualized language. Consequently, RBR was developed to 'transfer' the decontextualized language of a rule based, systematic phonics program into a meaningful contextualized program.

RBR employs a storytelling approach with visualizations and gestures centered around typical *student behaviors*. The RBR contextualized visualizations and stories (mnemonic techniques) help students create a meaningful and organized matrix that can be effectively retrieved. In addition, RBR breaks down the 'language of instruction' (before, after...) to ensure that instruction is meaningful and understandable. **Stories can always be modified to suit the student's interest, maturity and readiness level.** Using this approach, even a child or adult with limited knowledge/experience can retell and use the stories to decode text.

*How Reading by the Rules teaches the Sound/Symbol System*

*Guiding Concepts*

1. **Teach to Master:** Provide frequent review (spiraling) for reinforcement and provide continuous screenings to mark progress. (See assessment chart.) Use a lesson plan format and lists of target skills to keep track of learning and instruction. These forms often take just a fewminutes to fill out but are invaluable *for* planning and marking progress.

2. **Concept Vocabulary** **Instruction:** These terms (first, second, then, next, before, after) can be difficult for learners to comprehend or use but is necessary before sound segmentation and blending instruction begins. Access student's knowledge of terms before beginning and remediate if necessary. Reducing the number of terms used or changing the term used is helpful until all of the concept terms are mastered. A coding system or a tapping technique (colors and symbols) can be used to facilitate concept vocabulary development.

3. **Counting:** Counting letters and counting sounds is an important skill for early learners. Using the visualized letter cards (or other letter manipulatives) helps provide meaningful learning experiences that aide in faster retrieval of phonetic information. These manipulatives (dry erase boards, magnets, cards, tiles) allow students to 'act out' the stories/visualizations, facilitating comprehension and easy retrieval. Provide explicit instruction in the use of terminology: letter, sound, word.

bake 4 letters, 3 sounds (sneaky e does not say a sound)

ship 4 letters, 3 sounds (sh makes 1 sound)

trip 4 letters, 4 sounds

4. **Visualization:** Using easily understood stories that embed the grapheme visualization creates a meaningful context for retrieving the sound. Visualizations paired with language are a powerful memory strategy that allows the student to independently rehearse before providing oral output. Physical gestures increase speed of retrieval and student independence. Fading of visualizations, stories, and gestures occurs once the student has internalized the skill and can easily access the information.

5. **Pattern Recognition:** Many students can decode isolated words. However, when the words are in a sentence/passage they become simply a string of letters. The RBR visualizations help 'pop' patterns out and give the students a way of holding on to the pattern for fluent blending.

6. **Teach to Master:** Provide frequent review (spiraling) for reinforcement and provide continuous screenings to mark progress. (See assessment chart.) Use a lesson plan format and lists of target skills to keep track of learning and instruction. These forms often take just a fewminutes to fill out but are invaluable *for* planning and marking progress.

7. **Modify:** The stories/visualizations/gestures may be adapted. (Some ofmy best, adapted stories came from my students.) Once you have established a successful story fora particular group, maintain consistency. None of these stories are etched in stone, but the concept is: The use of contextualized visualizations/stories/movement to learn a structured word-study program aides in retrieval speed and recall which consequently allows formore time/energy spent on the real reason forreading – reading to learn.

8. **Vowels:** Vowels and continuant consonants are best used in early blending activities because the student has additional time to vocalize these sounds. Continuant consonants include: f, v, s, z, sh, th, m, n, l(Mmmmm aaaa d)

*Phonic Organization*

Be sure that you are able to produce all English phonemes correctly~ Practice with a friend orcolleague. Make sure your sounds are crisp and clear. (Be careful NOT to insert the /u/ sound after consonant sounds.)Clip your sounds.

*Cognate Consonant Pairs Consonants*

p b w, h, wh

t d m, n

s z y

f v x

ch j, g l

k, c, ck g r

th th qu

sh

Sneaky e (silent e) Bossy-R

ae ar

oe or

ie er, ir, ur

ee

ue, ue

Short Walk Sounds (closed) Long Walk Sounds (open)

a a

e e

i i

o o

u u

y

Chained (digraphs, diphthongs)

oy, oi ee

aw, au ai

ew oa

oo

ow, ou ea (3 sounds)

*Syllable Type Organization*

1. Long walk words/parts of words (open syllable) me, hi, so, my

2. Short walk words/parts of words (closed syllable) met,hug, shrimp, chop

3. Sneaky e words/parts of words (silent e syllable) bike, shape,cute, pie, bathe

4. Bossy-r words/parts of words (r-controlled syllable) birth, barn, churn, born

5. Chained vowel words/parts of words (vowel digraphs and diphthongs syllable)

chain, boat,boil, claw, toy, booth

6. Consonant -le words (le syllable type) ladle, middle, hurdle, noodle (introduce multi syllable words)

**Group One**

Noisy/quiet Traffic Light Analogy: The solid green and red cards are shown when teaching this first concept. (Check for colored blindness before proceeding.) The green-red coding is used forthe letters in cognate pairs: green for voiced (noisy) and red for unvoiced (quiet). This can be likened to the colors of a traffic light; red is quiet-just like your engine at a red lightand green is noisy-just like your engine at a green light. Each cognate pair is color coded to assist in voiced and unvoiced (noisy and quiet) sounds.

\*Use small cars and a stop sign to practice quiet/noisy concepts. (Quiet and noisy games can be used to reinforce the concept.)

Once the student is able to identify the noisy and quiet colors you begin to introduce the first two cognate pairs.

*Sound/Symbol Grapheme Instruction*

Cognate Pairs (voiced and unvoiced, noisy and quiet)

/p/ and /b/

/p/ The quiet sound is made by popping your lips.

/b/ The noisy sound is made by popping your lips.

(Practice the sounds while looking in a mirror)

Introduce and review each card pair by asking questions:

-Is it noisy or quiet? Why? (It is red, It is green.)

-Where do you make the sound? (lips-Show the student the card and point to the lips as you make the sound.) This is the key feature.

-Make the sound.

-What is the quiet sound that you make on your lips?

-What is the noisy sound that you make on your lips?

-Is this a noisy or quiet sound?

-Where do you make the sound?

-Where do you make the sound?

-Tell me the story?

-What do you notice?

-What sound is made?

Use these guiding questions and the visualization cards to master the next 5 sets of cognate pairs.

Remember: Utilize all other resources that you have available by adapting the directions and guiding the student through the activity with the new concepts. A favorite letter game, worksheet, activity or book can be easily adapted to incorporate this terminology. Students can touch their throat or put their hands over their ears while making the sounds in order to feel the voiced/unvoiced quality (use mirrors too).

This visualization and kinesthetic movement is paired with the sound the letter makes. **Do not include the letter name during instruction.** Students at this phase need to correlate the sound with the letter in order to blend and segment sounds within a word. If you have students who do not know their letter names, try teaching letter names before beginning this program. If you can't successfully teach the letter names, then work on letter names at a different time and in different area of your room (This will help students keep the information organized.). It is important to use mirrors to establish tongue placement.

/t/ and /d/

/t/ The quiet sound is made by the tip of your tongue tap

dancing.

/d/ The noisy sound is made by the tip of your tongue tap dancing.

(Use a mirror to locate the tip of the tongue while making the sound.)

/f/ and /v*/*

/f/ The quiet sound is made with your front teeth and bottom lip.

/v/ The noisy sound is made with your front teeth and bottom lip.

("Show me your front teeth for these sounds.")

/g/ and /k/ (/c/, /ck/)

/k/The quiet sound is made by coughing (sorethroat)-use hand motion (hand touching throat).

/g/The noisy sound is made by drinking his medicine (sorethroat)-use hand motion.

/s/, /c/,and /z/

/s/The quiet sound that slithers like a snake (use hand motion).

/z/ The noisy sound is made by the buzzing sound of bees (use hand motion).

/c/ C sometimes acts like a ‘snake’ and says /s/.

/ch/ and /j/ *(/g/)*

/ch/ The quiet sound is made by the 'pushing of a train' to the

station. Students act out this scenario and use the hand motion (two hands pushing outwards).

/j/ The noisysound is made by the kid who is jumping rope.

Students act out this scenario and use the hand motion (hands pretending to jump rope).

/th/ and /th/

/th/ The quiet sound is made when you quietly stick your tongue out at me. Practice.

/th/ The noisy sound is made when you noisily stick your tongue out at me.

(Version 2: t is mean to h and is always sticking his tongue out at him.)

Introduce and review each card pair by asking questions:

-Is it noisy or quiet? Why? (It is red, It is green.)

-Where do you make the sound?

-Make the sound.

-What is the quiet sound that you make…?

-What is the noisy sound that you make…?

-Is this a noisy or quiet sound?

-Where do you make the sound?

-Where do you make the sound?

-Tell me the story?

-What do you notice?

-What sound is made?

Other guiding questions:

-What sounds do you make with the tip of your tongue? Which one is quiet? Which one is noisy? Why?

-What sounds do you make with your front teeth? Which one is quiet? Which one is noisy? Why?

-What sounds do you make with a sore throat? Which one is quiet? Which one is noisy? Why?

-What sounds do you make with your lips? Which one is quiet? Which one is noisy? Why?

-Which sound has a snake? Which sound has bees? - What sound can you stick your tongue out at me?

It is important to provide additional exposure and guiding instruction. When using teacher-made or purchased games/worksheets/readers, use your guiding questions to help students activate the visualizations for sound retrieval. As students increase their retrieval speed or begin to say the sound before you provide guiding input, decrease verbal/visual prompts.

*Group 2: More Consonant Sounds*

/sh/

/sh/ This is the quietest of all the sounds. This sound goes around telling all the other letters to be quiet. Look for the finger up at the lips. (Use hand movement-index finger to the lips.)

/m/ and /n/

/m/ The lips are closed (look at the visualization). This sound is made with air coming through the nose.

\*Have the student try to make the sound when holding their nose; they can't.

/n/ This is the same story as /m/ but this time your mouth is open.

/w/ /wh/ and /h/

/w/ Wind is blowing the hat away.

/wh/ Same as /w/ but the /h/ is so nervous it doesn't say a sound.

/h/ The tired student is 'slouching on a chair and exhaling.

\*Students practice blowing wind, hand near mouth to feel their breath.

\*Place a tissue near the student's mouth when making these sounds in order to see the air movement (wind).

/r/ and /I/

/r/ The dog is growling, 'rrrr'. Keep this sound clipped.

/l/ The boy is licking a candy cane and when he licks, he says /l/ (When licking the candy, his tongue stays up.)

/qu/

/qu/ This is a baby duck who can only say /kw/ instead of quack.

The baby duck is so small she must always go with her babysitter, u.

/x/

/x/X does not have his own sound so /k/and /s/join together to make a

sound for x. (Older student like the love story version.),

\*Use k and s tiles or cards and bring them closer and closer together and eventually they say /ks/.

/y/

/y/This sound says /y/as in yoyo.

\*Use yoyos and have the students say /y/ /y/when the yoyo goes up and down. Use hand movement-pretend yoyo playing.

/c/

/c/Sometimes c has a cold and coughs like /k/.

/c/Sometimes c acts like a snake and goes /s/.

/g/

/g/Sometimes g needs to take her medicine /g/.

/g/Sometimes g likes to jump rope and goes /j/.

/ck/

/ck/When c is at the end of a small word he gets lonely so

he invites his friend k and they make the same sound

together /ck/.

*Group 3: Short Vowel Sounds (short walk words)*

/a/ I’m going to take a big juicy bite of the apple. Act out taking a big bite of an apple (open mouth) in order to elicit the /a/sound. (Eat apples with the students.)

/i/This student loved his long hair but hated to wash it. Day after day it got dirtier, slimier, and smellier until one day he touched his hair and said, "ick!" I showed him how to 'clip' the sound and just say /i/*.* Until this day everyone remembers /i/from the little boy with the long hair. Students then draw on the hair on the letter i.

Another version is about a child who went to get the chocolate syrup on a tall shelf. When it spilled on his head he said, "ick!" (Students love coming up with *ick* versions of their own. If an individual student's story works for that student or group of students, make a new visualization card and keep on going.)

/e/Ed is a fisherman who always wears his lucky cap. The student looks for the cap to assist them in identifying the /e/sound. Clip the sound and say /e/*.* (Student can bring in old baseball caps on which a letter e can be pinned and worn when making leiwords.)

/u/The student puts his hands up and makes the u shape when he 'clips' the up word. (As soon as you start to put your hands up, students quickly visualize the concept and automatically make the /u/sound. Students also draw hands on their letter u to aide in quick retrieval. Students also love walking around the room with their hands up in the air while making the sound.)

/o/ When the student *goes* to the doctor, the doctor says, "Open your mouth and say /o/." (Make sure students' mouths are elongated to get the correct sound). Students enjoy sharing their own 'doctor stories' with classmates and make a fast association with this story.

First teach students to identify the vowel character, then learn the story, and then say the sound. Take your time, make sure they really get these sounds.

Letter characters to identify:

a apple

e ed the fisherman with the lucky cap

i long-haired person

o going to the doctors

u hands up in the air

Stabilizing Vowel Sounds

Many students struggle to remember the vowel sound after they have segmented the sounds and then cannot accurately blend sounds to make a word. The reinforcing activity below utilizes magnetic/plastic tiles and auditory feedback to help the students organize their thinking.

Use this script when decoding words with students:

1 Look at the word.

2 Find the vowel.

3 What is the vowel sound?

4 Listen to the word in your head. (Pause.)

5 Say the word.

*Group 4: Sneaky e Sounds (sneaky e words)*

Introduce sneaky-e. Ask the students what they notice about him (big sneakers).

Introduce the members of your classroom. Tell the students that they probably know their names:

a e i o u u

Use the letter name (long vowel sound).

/u/ has two sounds that it can make (mule, blue). /ue/ has an identical twin. One twin is named /ue/ as in mule and the other twin is /ue/ as in blue. No one knows who is in line because they are identical, so you always have to try both sounds to see what makes sense.

Use visuals, the story, and movement to tell the story of sneaky- e. Let me tell you about a student I knew. He was a new student to the school, and I was a new teacher, so I thought if I put him at the end of the line he could watch his vowel partner and learn the school rules. Unfortunately, sneaky-e got so upset about being at the end of the line that he kicked his vowel partner then got back in line without ever being seen or heard by the teacher. His vowel partner was so surprised that he said his own name out loud. When I turned around and asked, "What did this line say?" Everyone spoke up except for sneaky-e. Sneaky-e was so sneaky that he did not say a sound.

Use plastic tiles, letters, magnetic letters, or other manipulatives to 'play-out' this story. Have students participate in telling parts or all of the-story and moving the manipulatives around as the story is being told. Continue to guide the story telling until they are able to tell the story on their own. Role play (students hold the large cards and do the moving in the front of the class).

Initially, only use words where sneaky-e is right next to his vowel partner. Here are some examples of words to use:

pie toe bee Mae blue

tie foe tree true

lie doe flee

die hoe fee

woe see

Joe

Guiding Question Sets:

Find sneaky-e.

What is he going to do?

What does his vowel partner say?

What does sneaky-e say?

How many sounds, how many letters? Why?

Vowel sound

Say the word.

Why?

Find your vowels.

Where is sneaky-e?

What does sneaky-e do?

What does the vowel say?

Tap out the word.

How many sounds, how many letters? Why?

Find your vowels?

What can they do?

Questioning will evolve over time and be guided by your student’s need.

Introduce the next sneaky-e story:

I knew that sneaky-e was causing some problems in lines so I decided to put another sound between sneaky-e and his vowel partner, but it still did not work. Sneaky-e is not only sneakybut fastand he got back in line before I saw him kick his vowel partner. Let me show you.

Substitution activities ore great *for* this section.

time tame game grime

Bike hike hide tide

Snake lake lane line

How many sounds?

How many letters? Why?

Say the word.

Or

Find your vowels.

Where is sneaky-e?

What does sneaky-e do?

What does the vowel say?

What is the first sound?

What is the last sound?

Say the word.

Or

What does the vowel say?

Count your sounds.

Count your letters.

Say the word.

Or

Where are your vowels?

What sounds do they make?

Blend your sounds.

Say the word.

Or

Vowels.

Sneaky e.

Vowel sound. Say word.

Or

Find your vowels?

What can they do?

*Group Five: Chained Vowels (Diphthongs and Digraphs)*

These vowels are chained (stuck together). Some have pictures to help remember their sounds.  **IF** they don’t have a picture, just use the rule. Small chains are great manipulatives that can be used to demonstrate this idea.

/ou and /ow/

Identify the picture (o and u are pinching each other) so they say /ou/ or /ow/. (/ow/ appears at the end of words, /ou/ at the beginning or middle of words) Sometimes /ow/ follows the rule: (snow, crow, flow).

/au/ and /aw/

Identify the picture (baby with bonnet - the line part of the letter a is the ribbon to the bonnet.) What do you say when you see the baby? You say, /au/ or /aw/. This is a very cute baby. (/aw/ appears at the end of words, /au/ at the beginning or middle or words in many cases.)

/oi/ and /oy/

Identify the picture. The boy misses the ball and says, /oi/. (/oy/ appears at the end of words, /oi/ at the beginning or middle of words.)

/oo/

Identify the picture. What does the ghost say? /oo/

Identify the picture (child lifting heavy weights).

What does the child say when he lifts weights? /oo/

/ea/

Three sound of /ea/.

Sometimes /ea/ follows the rule – (When 2 vowels go walking the first one does the talking.) – as in *meat*. However, sometimes /ea/ does the opposite and /a/ does the talking, as in *break*. Sometimes /e/ forgets he has a vowel partner and says his short name, as in *bread*.

If two vowels (vowel digraphs) do not have a picture (vowel diphthongs) then follow the rule: When two vowels go walking, the first one does the talking.

/ai/ rain

/oa/ coat

/ay/ stay

/ow/ snow

/ee/ beet

/ea/ seat

/ie/ cried

Teaching the exceptions (pictures) before teaching the rule aides in retention of the visualization for the exceptions, and consequently students learn not to over-generalize the rule.

Do they have a picture?

If not, use the rule.

(Yes?) Then use the picture.

Do these 2 vowels have a picture?

(No?) Then use the rule.

(Yes?) Then use the picture.

**Use consistent questioning to help guide organized thinking.**

Sample questioning:

Find your vowels.

What can they do?

Say the vowel sound.

Say the word.

Find your vowels.

What can they do?

Say the word.

Where are the vowels?

Do you have a sneaky e?

Do you have a picture? If not then it follows the rule.

Tap out the word.

Find the vowels.

Do you have a picture?

What is it?

What is the vowel sound?

What is the word?

Vowels.

Vowel sound.

Tap out word.

Say the word.

How many letters/sounds? Why?

*Group Six: Bossy r Words (R-Controlled Vowels)*

The vowels are bossed by bossy r. when r stands behind a vowel, he whispers in its ear to say a different sound (except when sneaky-e is there; sneaky-e is stronger and bossy r just says his sound). R is a bit of a bully.

r says to /a/, “Don’t say /a/, say /ar/ with me.”

r says to /o/, “Don’t say /o/, say /or/ with me.”

r says to /i/, /e/, and /u/, “Don’t say /i/, /e/, and /u/, say

/ur-ir-er/ with me.”

/er/, /ir/, /ur/

What do you say when you are very cold in an igloo? Make an igloo out of paper and put these sounds in the igloo.

/ar/

Identify the picture (arm). Clip the /m/ sound and say /ar/. Most students love acting out this picture to show off their muscles.

/or/

Identify the picture (door). Clip the /d/ sound and use /or/. Students often have this as a sight word.

**Group Seven: Multi-syllabic Rules**

At this point, every students has all the information needed to identify the six syllable types (except for the last story –le). It is now up to you to help students organize their thinking in a way that will encourage quick and correct retrieval. Explicitly inform students that there are six kinds of words, and that they have all the information to learn them. Eventually you will alter the terminology to include word parts (syllables). Let them know that you have great stories (some they already know) to learn the six word types. Introduce the RBR terms – (long walk, short walk, sneaky –e, bossy r, and chained vowel words) -- once students have the first three words types mastered during decoding activities. Students love organizing words into categories. Introducing these concept words early in the process helps to develop executive functioning skills needed for a quick retrieval rate. (See attached idea sheets to help with this concept.) Remember to act out the syllable types through dramatic play, puppetry, magnetic letter manipulation, highlighting/symbol identifying, and any other way to help reinforce this for quick memory retrieval.

The six syllable types use student-friendly language to explain how multi-syllabic words can be easily broken apart for efficient decoding.

**Syllable type User-friendly language**

Open Long walk words/parts (syllables)

Find your vowel. What can it do? This vowel is at the end of a word/syllable, and he can take a long walk since there is no other letter in the way.

He can say his long name as he takes a long walk.

Examples: hi, be, so, by

Closed Short walk words/parts (syllables)

Find your vowel. What can it do?

This vowel can only take a short walk since there is another letter in its way.

It can only say its short name as it takes a short walk.

Examples: bat, them, stomp, flint, cut

Silent –e Sneaky –e words/parts (syllables)

Find your vowel. What can it do?

Sneaky –e kicks his vowel partner and his partner says his name. sneaky –e is so sneaky, he doesn’t make a sound.

Examples: bike, shame, bee, broke, cute, cue, blue

R- Controlled Bossy R

Find your vowel. What can it do?

Vowels get bossed around by bossy r. When r stands behind a vowel, he whispers in the vowel’s ear to say a different sound with him (expect when sneaky –e is there; sneaky –e is stronger).

Examples: bark, corn, bird, burn, fern

Vowel Diphthongs and Vowel Digraphs Chained Vowels

Find your vowels. What can they do?

These vowels are chained (stuck together).

Some have pictures to help remember the sounds. If they don’t, use the rule.

Examples: chain, boat, stay

Examples: boy, boil, claw, caught, boot, look, out, plow

Consonant –le -le Words

Find your vowels. What can they do?

Here is the story: Finally the teacher tries another way to get sneaky-e from kicky his vowel partner. The teacher now puts 2 or 3 sounds between sneaky –e and his vowel partner in order to make sneaky –e stop kicking his partner. It works! Sneaky –e is sneaky and fast but not that fast. Sneaky –e cannot kick his vowel partner and get back in line fast enough. However, sneaky –e gets so mad about this, he says, “Come on l (letter el) and take \_\_\_ (whatever consonant is next to l) with you. We are going to make our own line.” When the teacher turns back around, she now has two parts to her one line (two syllables to her one word). She asks each part to speak and then to blend together.

Examples:

simple

sim ple

(short walk part) (/pl/ and sneaky –e still is sneaky so he doesn’t make a sound)

staple

sta ple

(long walk part) (/pl/ and sneaky -e still is sneaky so he doesn’t make

a sound)

Soccer Analogy for Multi-Syllabication

The soccer team analogy/story is used to easily understand the rules of syllable division. The analogy of making teams – (This can be any sport of interest.) – is used to demonstrate a quick method for breaking words apart into decodable chunks. Soon students are able to visualize the process. To begin instruction, use manipulative letters/ tile boards/

Tracking multi-syllabic words:

The teacher guides the student using plastic letter tiles/ magnetic tiles when decoding unknown words.

The teacher asks and students respond by moving/touching the letters and verbalizing the sound/syllable/word.

Guiding Steps:

1. Find your vowels.
2. How many captains?
3. How many teams? (number of captains = number of teams)
4. Divide players into teams (syllables) or parts
5. What kind/type is each team (syllable)? (short walk, long walk, sneaky –e, bossy r, chained, -le)
6. Read each part, then blend the word
7. Say the word again.

Remember:

Sneaky –e can’t be a captain because he is too sneaky and doesn’t say a sound.

Bossy r vowels stay together.

Chained vowels are stuck together so they are co-captains together.

1. Find your vowels
2. How many captains? How many teams”
3. Divide your teams.
4. Say each part, blend.

Remember:

The greedy second captain usually takes the extra player. If it doesn’t work, send the extra player to the first captain.

1 Vowels

2 What can they do?

3 Captains? If yes, make your teams.

4 Say each part, blend.

1 Vowels

2 Captains

3 Teams

4 Word

1 Vowels

2 Teams

3 Word

catnip cat nip catnip

chipper chip per chipper

thimble thim ble thimble

sunset sun set sunset

locate lo cate locate

Activity List using Visuals Methods:

1. Use plastic letter tiles/magnetic letters/letter stamps when practicing decoding techniques. Students manipulate letters to create words. Always provide a visual when explaining a technique.

2. Use the visualization cards when teaching a new skill. Have these available to manipulate. (Reduce the size and make an alphabet strip for the student to use.)

3. Use online activities (see list below) to practice phonics.

4. With letter confusions, have student highlight that letter before reading so they will remember the 'cue' before saying the sound.

5. Construct large visuals of the concepts and place them around the room. Use tabletop versions for students.

6. Sort, match or classify printed words or letter cards into specific categories (rhymes, word families, syllable types, sounds, etc.).

7. Repeat the 'RBR' stories using visuals/large letters. .

8. Match key features and grapheme letters (lips go with p and b).

9. Laminate red and green cards *so* students can match them with the correct letters (red-p, green-b).

10. Use box grid sheets to practice segmenting and blending sounds/words.

11.

12.

13.

14.

Activity List using Oral Methods:

1. Dictate words/sounds orally and ask students to reproduce using manipulatives or to orally restate.

2. Use clapping to segment words in a sentence, syllables in a word or phonemes in a word. Have the student repeat the pattern or make up one of his/her own.

3. Listen to taped songs, poems, sentences, tongue twisters, short passages and identify a particular pattern: consonant sound, *short walk* word, rhyming patterns, onset rhyme, etc.

4. Record student's reading and allow her/him to listen to it multiple times.

5. Record your lessons and allow student to listen to it for homework/ review time in the classroom. Give student a tape recorder to practice restating the RBR stories and concepts.

6.. Play 'telephone' and incorporate skills (sounds, rhyming patterns, syllable types, etc.).

7. Partner work to orally practice skills (word lists, sound practice, oral rereadings).

8. Use a talking word processor/headphones for automatic auditory feedback on students' spelling.

9. Play 'go fish' in which students must produce and listen for sounds/ syllable types to make matches.

10."Backchain" difficult words:

rap

trap

strap

11.

12.

13.

14.

Activities that incorporate Kinesthetic/Tactile Learning:

1. Use sand trays, salt trays, shaving cream, finger paint, p1aydough, wax strips, string, tooth picks, pipe cleaners, etc. to form sounds/words.

2. Use chalkboards (chalk/paint brushes with water) or white boards (table top or wall mounted) to practice the sounds and syllable types.

3. Use your body to create the sounds/words.

4. Pass a ball as you are practicing (sounds/syllable types...).

5. Go on a scavenger hunt to collect words (magazines) or objects that reinforce the skill (rhyme pattern, initial or ending sound, same vowel sound, etc.).

6. Use dramatic play to act out a sound or syllable type story. Charades/Pictionary type games are also great ways to incorporate the stories and visualizations.

7. Use letter floor mats and have students move based on teacher direction.

8. Create RBR puppets and act out the stories.

9. Make a felt board set of manipulatives to act out the story and visualization concepts.

10.Students use large letter cards and move themselves in order to

make the word.

11.

12.

13.

14.

15.

Additional Information:

Many teachers ask why there is such a big difference for students between their decoding (sounding out a word) and encoding (spelling a word). This guide is a helpful list of the prerequisites needed for the complicated process of spelling. It might help you understand why this task is much harder for some students.

Pre-Requisites for Accurate Spelling

1. Students must be able to say/pronounce the word accurately.

2. Student must be able to analyze and sequence the sounds or syllables in words.

3. Student must be able to map letter patterns onto the sound patterns.

4. Student must be able to retrieve the motor patterns to form the letters that represent the word.

5. Student must be able to spell from dictation (teacher and self).

6. Student must be able to recall specific orthographic patterns.

7. Student must be able to read the words s/he is expected to spell.

Teaching Spelling as a Thought Process, Not ( AVisual Memory Task).

1. What sounds do I hear?

2. What is the symbol for the sound *(s).*

3. Can the sound be represented in more than one way? What are the ways?

4. Which one is most probable?

1. Sounds?
2. Letters for each sound?
3. How many ways to make that sound?
4. Choose.

Simultaneous Oral Spelling Technique

1. Teacher says the word. /sat/

2. Student repeats the word. /sat/

3. Student segments the sounds. */s / /*a/ /t/

4. Student writes the word. sat

5. Student reads the word.

Student has now seen, heard and felt this word. Teacher provides needed correction at any step.

Say the word. Say the multi-syllabic word

Tap it out. Segment the syllables.

Count the sounds. Count the syllables.

Draw the lines-one for each Count the syllables-one for each

sound (\_ \_ \_ \_ \_ \_ ). syllables (\_ \_ \_ \_ \_ \_ \_)

Write the letters. Write the syllables.

Reread and check. Reread and check.

Fluency Strategies:

1. Have students select easy readers. Teachers should honor easy readers through recommendations, ample selections around the classroom, and read alouds.

2. Provide shared reading experiences with students, especially in small groups where increased opportunities to participate in discussions can consistently occur.

3. Try the Impress Method. The teacher reads along with the students and when the student(s) become more fluent then the teacher drops her voice and lets the students read on.

4. Group choral readings.

5. Use poetry to practice timing, inflection and fluency.

6. Tape, check and chart - Students listen to themselves reading a short passage, check their reading using the audio tape and the written text, and then chart their correct responses/time.

7. Fischer Drills-time drills that include lists of similar words.

8. Students highlight known words in a passage prior to their reading. Students then review with teacher any unknown words/practice words before reading the text. Read the text.

9. Use short plays. Teacher/student made are great to use since they provide a natural and expected use of the rereading technique.

10. Read the text to the student before he is expected to read it.

11. Use visualization techniques to help the student put a story/meaning to the text. Comic strip formats and simple pictures can connect meaning to what students are reading and can aide in their fluency since now the text has context.

12. Encourage repeated readings of easy readings (3-5 times):

a. taped (audio/video readings)

b. peer listeners

c. younger and older peer reader buddies

d. home readers to siblings/grandparents/pet/phone to relatives

e. production of book on tapes for younger students f. class pet

g. incentive programs

h. another teacher/aide/volunteer or other school employee

**Ideas for the Activity Section of the Lesson Plan**

Ideas for Making Words (step 2 of the Lesson):

1. Use dry erase boards (individual tiles).

2. Use the 6 section boards for types of words.

3. Use magnetic letters with cookie sheets.

4. Use large dry erase boards (students standing up).

5. Use worksheet paper (individual lines for each sound or the section paper for types of words).

6. Use of the word lists (in card format):

**It is important to remind students that these are the words that they will see in the text.**

1. Mark up each word (long walk, short walk...) and read them aloud.

2. Pre-cut word cards and have students mark them up and place in the correct category (long walk-short walk columns or based on vowel sound).

3. Pre-cut and put in ABC order, reading them aloud.

4. Make them into flash cards and students practice with each other.

5. Students point to word as you say it aloud

6. Highlight the vowels.

7. Draw a visual to increase comprehension of new vocabulary.

8. Make 2 sets *of* the words and have students match them up as quickly as they can (Do not play concentration, *it* takes too long and does not increase fluency though it is a good memory exercise but not during the lesson.)

9. Speed games (have students chart their progress when reading 10-20 words) Use graph paper to make bar graphs.

10. Layout the word cards (1 set per student) and say each word. Students must find the word and pick it up as quickly as possible.

11. Go Fish *or* Concentration only if you have time at the end *of* the lesson.

12. Students create and keep words *on* a metal ring as a product ofall the words they have read.

**Ideas forthe text:**

1. Locate and highlight outlaw words.
2. Locate a certain type of word and highlight it (sneaky e words).
3. Highlight the vowels.
4. Find and mark up 2 different kinds of words on each page.

5. Locate a few 'tricky words' and highlight them in different colors in order to help recall the particular word.

6. Audio tape them reading and they follow along as students listen to themselves (individuals or choral reading is fine).

7. Read to the lizard, crickets, fish or frog-it really works!

8. Before reading student locates words (1 at a times) that he knows and highlights those words (the-is-cat...). What is remaining are the words that he practiced but confidence in increased when he realizes all the words that he knows.

9. Videotape a student reading. 10. Reread with funny voices.

11. Highlight punctuation if student is having a difficult time pausing or using inflection.

12. Students create and keep a list of books they read in reading group and acknowledge the amount of work they have put into their learning.

13. Set up reading goals with the home reading program.

Lesson Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Sound Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2

Word Practice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10

Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Outlaw Word Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sentence/Passage Practice (from text) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Passage/Comprehension \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 25

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Handwriting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3

Writing Connection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10

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