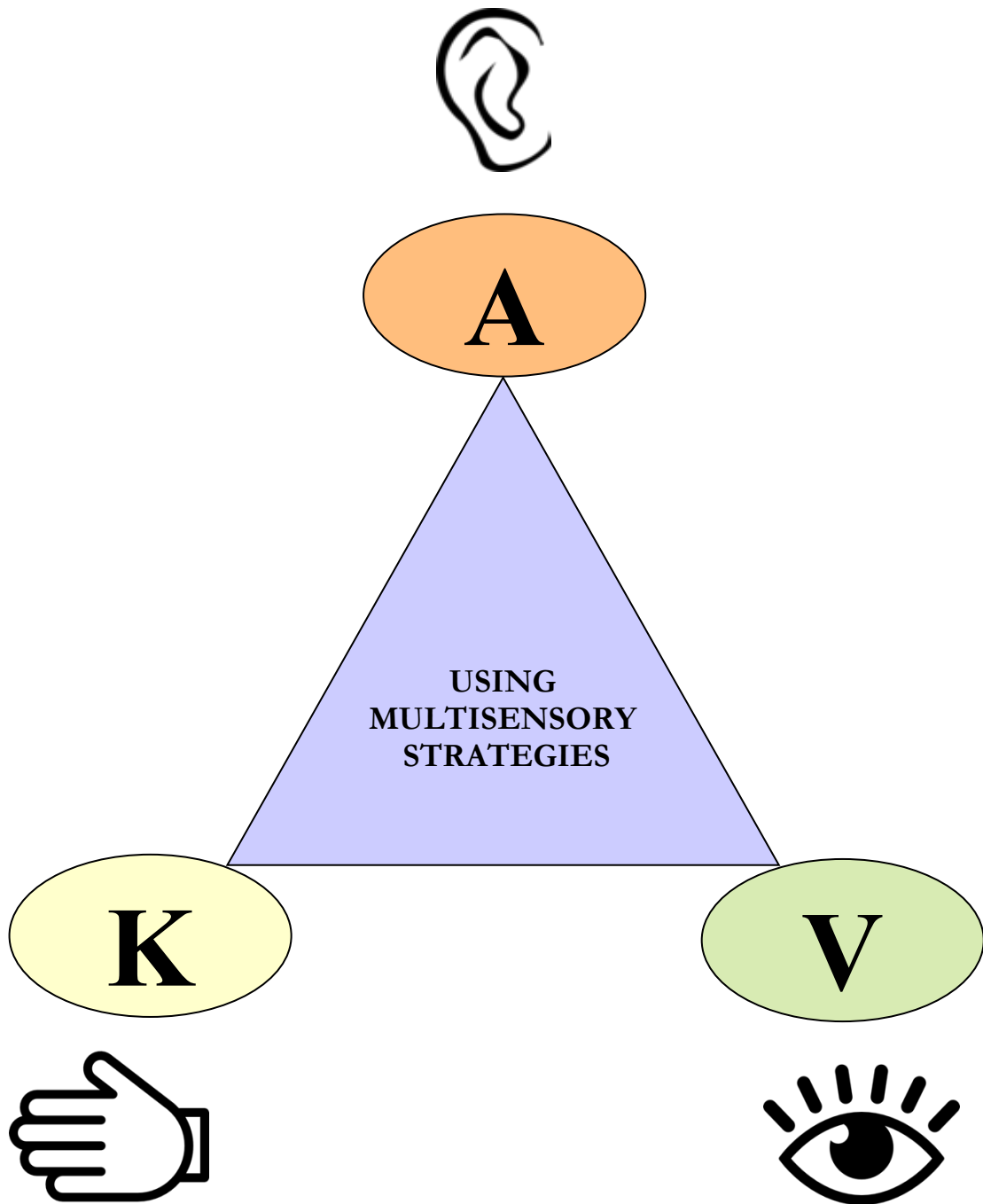


# GUIDED DISCOVERY TEACHING OF NEW MATERIAL

A Resource Book



*Marilyn Mathis, M.Ed., CALT, QI*

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Marilyn Mathis, M.Ed., CALT, QI

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By Freepik: eye with eyelash, gate, high-five, jar, Statue of Liberty, tray, veil

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## *Dedication*

*I dedicate this Teacher's Resource Book to my son, Michael, who has led me toward my own guided discovery of the multiple issues surrounding dyslexia. This experience has enabled me to learn firsthand the importance of using a multi-sensory approach when teaching the structure of the English language.*

*This old Chinese Proverb will forever be in the roots of my teaching:*

*I hear and I forget,*

*I see and I remember,*

*I do and I understand.*

*I wish to express special thanks to my husband, Bill, and daughter, Kate, for their years of loving support in my work. This has been a family journey into understanding dyslexia over three decades.*

*Marilyn Mathis*

## Foreword

*It is with my sincerest gratitude that I would like to acknowledge the following individuals whom I've had the pleasure to train. They have helped me realize the need, importance and value of a resource book for Guided Discovery Teaching while training teachers, and contributed vast and various suggestions for this book.*

### Acknowledgements

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*Children's Dyslexia Center of Lehigh Valley, PA*

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*Director, Children's Dyslexia Center of the Lehigh Valley*

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# Index of Abbreviations

(Accompanying handouts available for free download at [marilynmathis.com](http://marilynmathis.com))

LLP.....	Listening Learning Position
MSL.....	Multisensory Learning
V.....	Vowel
C.....	Consonant
RSC.....	Regular Spelling Chart
I.....	Initial
M.....	Medial*
F.....	Final
WOW.....	Watch Our Writing
SOS.....	Save Our Spelling
LW.....	Learned Words
RAN .....	Rapid Automatic Naming
Cle .....	Consonant l e
FSS .....	Final Stable Syllable

\*Medial: "... being situated in the middle. A letter or sound which occurs in the middle of a word or syllable. A medial letter or sound may be any letter or sound in the word, except the initial or final one. All letters in the sequential alphabet are medial, except a and z." (Cox, 1984) "Medial" is often confused with "middle." "Middle is equally distant from two extremes. Middle refers to the exact middle of the alphabet (between m and n), while medial means any letter between a and z. This concept also applies to the situation of letters in words." (Cox, 1984) Therefore, the medial sound in a word can be any sound except the initial or final sound.

## REGULAR AND IRREGULAR WORDS (Common and Uncommon)

The consistent reference of the terms “regular” and “irregular” are used throughout this book. A ‘Regular Spelling Chart’ is kept by students to assist in organizing reliable sound-to-letter patterns in the English language. An example of this ‘Regular Spelling Chart’ is found on the next page. It should be noted that “Common and Uncommon” are frequently used by those trained in the Orton-Gillingham approach and can be used interchangeably with “Regular and Irregular” as they mean the same. Excerpts from *Multisensory Teaching of Basic Language Skills* will aid in understanding the use of this terminology throughout the resource book.

“**Regular words** are spelled the way they sound. They follow the frequent, reliable sound-to-letter translations or patterns of the language. Some regular words are transparent in their spellings, such as *in*, *rag*, or *help*. There is only one spelling or only one predominant spelling of the sounds; hence there is no confusion about how to spell the sounds in these words. Not all regular words are as transparent in their spellings. Some regular words contain sounds with indefinite spellings, such as /k/, which can be spelled *k*, *c*, or *ck*. One spelling is not overwhelmingly apparent as the next choice. Students need to be taught generalizations about the use and frequency of letter patterns in English (Cox, 1977; Hanna et al., 1966).

“**Irregular words** have unexpected spellings. A word may be irregular for one of two reasons: 1) Its orthographic representation does not match its pronunciation (e.g., *should*, *enough*, *colonel*), or 2) it contains an infrequent orthographic representation of a speech sound (e.g., the spellings of the vowel sounds in *beach*, *train*, and *soap*). Words whose orthographic representations do not match their pronunciations are usually also irregular for reading. Words with infrequent orthographic representations are usually regular for reading but because they contain less frequent representations of sounds, they are classified for spelling as irregular.”

Birsh, Judith. *Multisensory Teaching of Basic Language Skills*, Brookes Publishing Co., 2002, Chapter 8 by Suzanne Carreker.

## Regular Sounds Chart

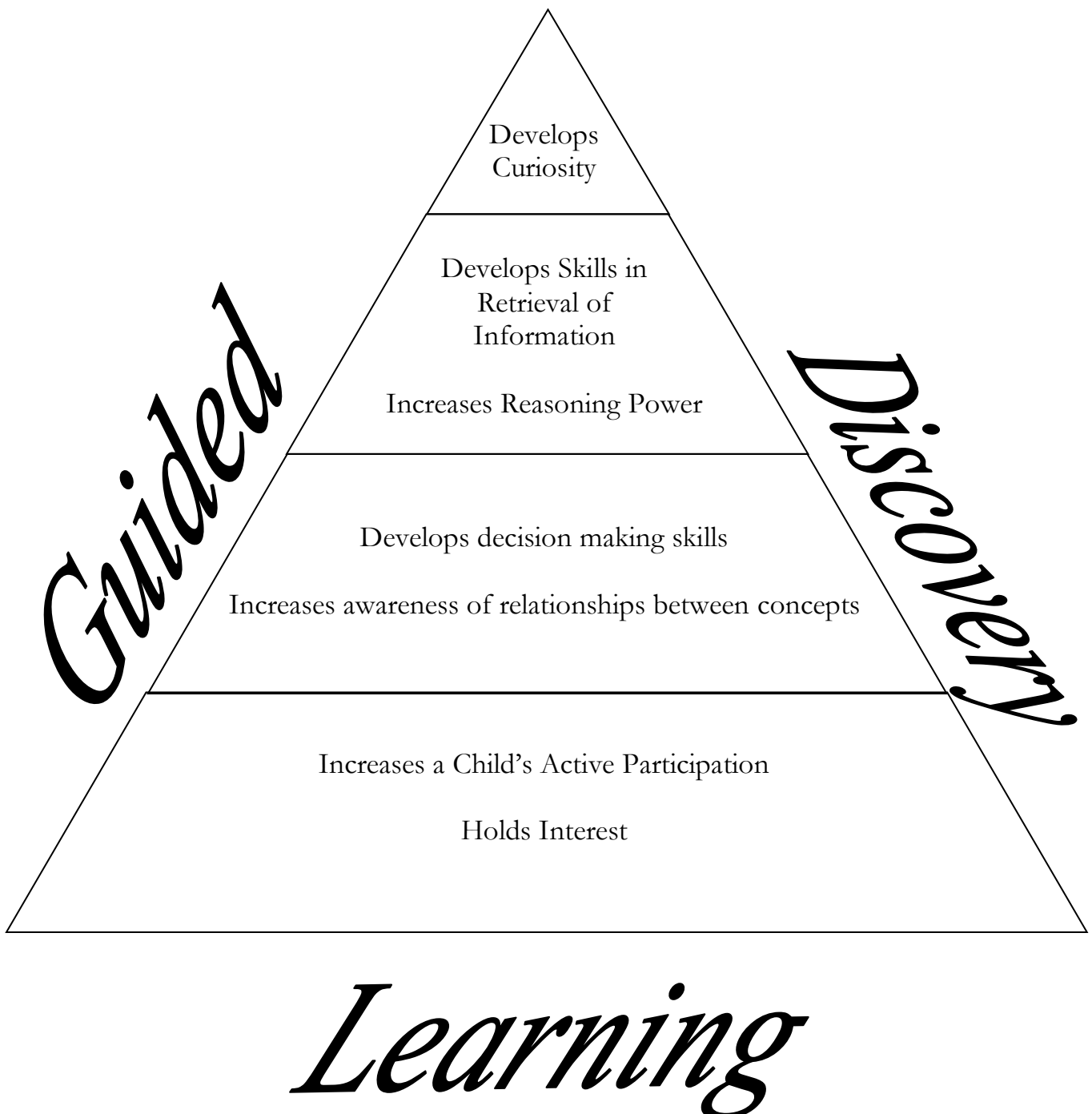
Sounds	Initial, Medial	Final
/ă/	a	
/ā/	a, a-e	ay
/ar/	ar	
/au/	a(l), au	aw
/b/	b	
/ch/	ch	tch
/d/	d	
/ë/	e	
/ē/	e, ee, e-e	y, ee
/er/	er	
/f/	f	ff
/g/	g	
/h/	h	
/hw/	wh	
/ī/	i	
/ī/	i, i-e	y
/j/	j, g	dge, ge
/k/	k, c	ck, k, ke, c
/ks/	x	
/kw/	qu	
/l/	l	ll
/m/	m	

## Level 1    Level 2    Level 3    Levels 4 & 5

Sounds	Initial, Medial	Final
/n/	n	
/ng/	n(k)	ng
/ō/	o, a	
/ō/	o, o-e	ow
/oi/	oi	oy
/oo/	oo	
/oo/	oo	
/or/	or	
/ou/	ou	ow
/p/	p	
/r/	r	
/s/	s, c	ss, ce, se
/sh/	sh	
/t/	t	
/th/	th	
/th/	th	
/ü/	u, a	
/ū/	u, u-e	ue
/v/	v	ve
/w/	w	
/y/	y	
/z/	z, s	zz

# GUIDED DISCOVERY LEARNING

**Guided Discovery Learning** is based on **Socratic Teaching**, which is one of the oldest and most powerful teaching tactics for fostering critical thinking. Discovery Learning allows the learner to draw on his own experience and prior knowledge to discover the truths that are to be learned. Through carefully designed instruction, the student is led to discover for himself by moving from the **known** to the **unknown**, linking previous knowledge to the new learning.



# GUIDED DISCOVERY TEACHING

## *Links New Learning to Old Learning*

**Definition:** The presentation of new material or concepts which can be deduced or discovered by students. Only material which relates logically to their previous learning or which they can evolve through reason, chronology, or sequence will lend itself to the students' discovery. Arbitrary learning is new learning which cannot be established through logic or reasonable decision. Students will remember more readily the learning which they have been allowed to discover. (Cox, Aylett. *Structures and Techniques*. EPS, Inc., 1984.)

"The instructional approach called **guided discovery teaching** is effective in ensuring that students learn sound-symbol correspondences and other patterns of language. The word education comes from the Latin word *educere*, which means to lead out. Discovery Teaching uses the Socratic Method of asking questions to lead students to discover new information. When students make a discovery, they understand and connect the new learning to prior knowledge." (Birsh, Judith, *Multisensory Teaching of Basic Language Skills*, Brookes Publishing Company, 2002)

Jerome Bruner was influential in defining Discovery Learning. It uses Cognitive psychology as a base. Discovery learning is "an approach to instruction through which students interact with their environment-by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (Ormrod, 1995, p. 442) The idea is that students are more likely to remember concepts they discover on their own. Teachers have found that discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences. (Roblyer, Edwards, and Havriluk, 1997, p 68).

**Guided Discovery Teaching Pointers:** Guided Discovery Teaching is a powerful component of multisensory instruction. The multisensory discovery of a pattern has three general parts which pertain to either a new phonetic letter or a reading/spelling concept.

### 1. Auditory Discovery

- Teacher reads approximately four to six controlled\* words
- Students echo the words
- Students attempt to discover through guided questioning by the teacher, the sound or concept the words have in common
- Students predict what letter or idea may be represented by the auditory discovery

### 2. Visual Discovery

- Teacher writes controlled\* words on the board
- Students visually discover the letter, letters or ideas that are the same

### 3. Kinesthetic Discovery

- Students skywrite, trace, code the model

\* "Controlled" refers to words made of only the sounds that students have been previously taught.

## **SPECIAL POINTERS ON INTRODUCING NEW MATERIAL**

On each “Introduce New Material” page, you will notice approximately three to six words listed under the Auditory Discovery. Select only three or four of these words that you feel are age appropriate for your students (unless instructions specifically state otherwise).

In addition, when you write the Visual Discovery on the board, use these same three or four words. This allows more time for the teacher to complete the introduction of new material in approximately ten minutes. In this teaching opportunity, less is more, and focuses the students on the new material of the day.

### **NOTICE AT THE BOTTOM OF EACH PAGE IS:**

#### **PRACTICE NEW MATERIAL**

**Read Words:** Student codes 3 words BEFORE reading.

**Read Sentences:** Student codes New Material in 1 sentence BEFORE reading.

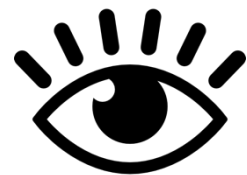
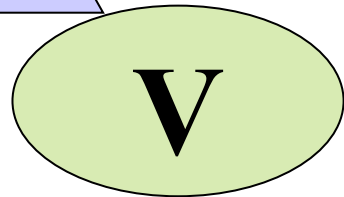
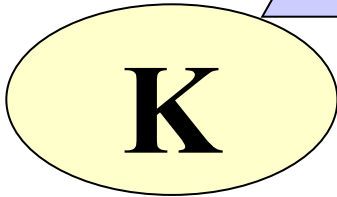
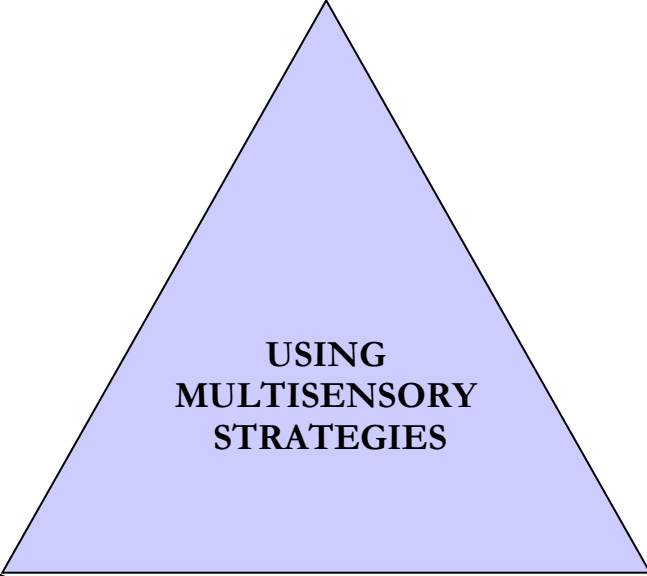
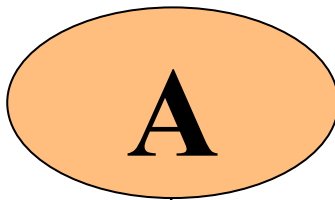
**Spell Words:** Student uses appropriate SOS procedure.

Remember, students need to practice the new material by reading 10 controlled words, 2-4 sentences, and spelling 4-6 words using the new sounds. Note that teacher should model and explain any special instructions for the SOS procedure immediately BEFORE students will spell.

**Reminder: Accompanying handouts available for FREE DOWNLOAD**

at [marilynmathis.com](http://marilynmathis.com)

# LEVEL I







## Level I

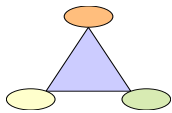
Teachers should teach the foundational concepts on pages 3-7 before introducing any phoneme-grapheme correspondences. Review these foundational concepts frequently!

Please note that Level I lessons are a menu rather than a scope and sequence. Teachers should introduce Level I letter-sound correspondences according to the sequence that matches their O-G training, remembering that O-G principles mandate teaching the most frequent to the less frequent elements of our language. Also:

- It is beneficial to separate frequently confused letters such as **b** and **d** or frequently confused sounds such as /ě/ and /ĩ/.
- A short vowel should be introduced early in the sequence so that words can be created using known sounds (*controlled text* for student practice in reading and spelling). Letter **i** is often introduced early in the sequence because it occurs frequently in many closed syllable words and because it only has two sounds: short and long.

Teach the sounds and concepts of each O-G level before moving on to the next O-G level unless otherwise noted.

\*Many O-G programs often use the following sequence to begin instruction of letter-sound correspondences: *i, t, p, n, a, s, ...*



# INTRODUCE NEW MATERIAL:

## Listening Learning Position (LLP)

### MultiSensory Learning (MSL)

### Talent Meter

#### PREPARATION (+ pictured below)

Materials: Markers or crayons, +Multisensory Learning Triangle (MSL), Picture of brain with colored in areas we use when reading,

Consumables: +Listening Learning Position (LLP), uncolored picture of the brain, Talent Meter



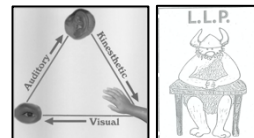
**PRE-REVIEW:** *None*



#### AUDITORY:

Listening Learning Position (LLP)

*What are some of the ways your teacher knows that you are paying attention and you are ready to learn?* Affirm reasonable answers from students. Examples: sitting in your chair properly, feet flat on the floor, hands on your desk, looking at your teacher, being quiet.



#### VISUAL:

Present Hagar (LLP) handout: *Hagar can show what a student might look like when he or she is paying attention and is ready to learn: What do you see that tells you Hagar is paying attention and is ready to learn?* Discuss and highlight or color Hagar's feet, hands and eyes. Optional: may want to draw the following: mouth is closed (hidden by moustache and beard); ears are listening (hidden by hat) *We call this the Listening Learning Position. Every lesson begins and ends in the Listening Learning Position! It shows you are ready to learn.*

Present Multisensory Learning Triangle (MSL) and explain: *Once we're in our LLP and are ready to learn, how will we take in information and learn? We will see with our eyes (point to corresponding body part to cue responses), hear with our ears, and we can feel our muscles when we use our hands or when we talk (point to mouth to cue response). Everyone learns best using 2 or 3 of these learning pathways at the same time. When we use two or three of our senses at the same time, we call it "multisensory." We know that it is important to use your ears, eyes and hands (muscles) because we all remember more information that way. Present picture of the brain with colored areas that light up for reading: When we read, we want these areas of the brain to work together. Scientists can use special machines to look inside a person's brain, and they see these areas of the brain "light up" when someone is reading well. Have students color the language area of the brain on uncolored picture of brain.*



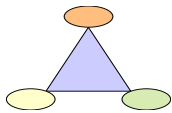
#### KINESTHETIC:

Present Talent Meter handout: *What is a talent?* Something you're good at. *Some students are good at sports like soccer, swimming, etc. Some are good at art or dancing or building things with Legos. What are some of your talents? Name 3 talents and color the talent meter to show how good you are at each. Now color how good you are in reading, spelling, and math.* The Talent Meter may take several sessions to complete.



#### REMEMBER KEY POINTS!

- \*We have control over our attention. Body position can aid or detract from alertness and being ready to learn.
- \*Multisensory learning utilizes 2 or more learning pathways in the brain at the same time, enhancing memory and learning.



# INTRODUCE FOUNDATIONAL CONCEPTS

**26 Letters in the Alphabet      Initial, Medial, Final (IMF)**  
**Middle, Before and After,      Vowels and Consonants (V/C)**  
**Voiced / Unvoiced,      Open / Closed (Blocked / Unblocked)**

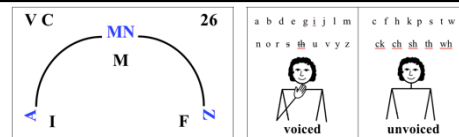
## PREPARATION (+ pictured below)

Materials: Plastic (upper case) alphabet letters, alphabet arc mat, alphabet strip, dry erase markers, mirror, MSL Triangle, before and after hands (cut from thin plastic sheet), Alphabet Flow Chart

Consumables: LLP (from previous lesson)

Concept Cards: +Arc, 26, I M F, +Voiced & Unvoiced

NOTE: Teach in Alphabet section OR in New Material. This lesson may be broken into smaller segments as needed.



 **PRE-REVIEW:** Review LLP & MSL

 **AUDITORY**

 **VISUAL**

 **KINESTHETIC**

Refer to alphabet mat; have plastic letters available. *What is the first letter of the alphabet? A* *What is the first letter of your name?* Answers will vary. *We call that letter your Initial.* “A” is the Initial (or first) letter of the alphabet. Place plastic letter A at beginning of arc.

*What is the last letter of the alphabet? Z* (teacher points if necessary) “Z” is the “Final” letter of the alphabet. Place plastic letter Z at end of arc.

*What are the two middle letters of the alphabet? Let’s find out!* Teacher shows alphabet strip: *Put left pointer finger on Initial letter A. Put right pointer finger on Final letter Z. Move both fingers to the next letter every time I say “Jump.”* Teacher guides students to middle letters. *What letters are we on? M & N* *M & N are in the exact middle of the alphabet!* Place plastic letters M & N in middle of arc. Teacher sweeps hand across from letters B to Y and explains: *All the letters between A and Z are called Medial letters. Medial means they are somewhere between Initial and Final.* Present Concept Card: Arc, 26 letters, I (Initial) M (Medial) F (Final).

*Complete the alphabet arc. Name each letter as you place it on the arc in the correct order.*

*How many letters are in the alphabet? 26* If unknown, have students touch and count letters—26 letters. Teacher models and explains: *Put your left pointer finger on the Initial Letter (A). We call this left hand your “Before” hand. Touch and name all the letters, but stop at middle letter M.* Students touch and name letters A-M. *These letters are in the “before” half of the alphabet. Now put your right pointer finger on Middle letter N. We call this right hand your “After” hand. Touch and name all the letters in the “after” half of the alphabet.* Students touch and name letters N-Z.

Teacher pulls down letters A, E, I, O, U, placing them in a vertical line within the arc: *These letters are called vowels. Say the name of each letter as you look at your mouth in the mirror. Is your mouth open or closed? Open. Yes, your teeth, tongue and lips are all open or unblocked. They do not block the air when you name each vowel. All vowels are open/unblocked.* (True of vowel sounds, too.)

Teacher models and explains: *Put your fingers on your throat. Do you feel your voicebox/ vocal chords move/vibrate when you name each vowel? Yes.* Present Voiced Concept Card: *All vowels are voiced.* Teacher sweeps hand across remaining letters on the arc: *All the other letters are called consonants.* Point to a few letters such as b, c, d, and have students discover that consonants are closed/blocked by the teeth, tongue, or lips. Present concept card for vowel and consonant and explain: *V stands for Vowel. C stands for Consonant.*

## REMEMBER KEY POINTS!

\*26 letters in the alphabet

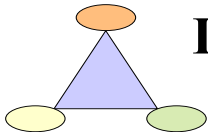
\*I = Initial (A), M = Medial, F = Final (Z), Medial = position anywhere between letters A and Z

\*2 kinds of letters: V = Vowels: A, E, I, O, U; C = Consonants: all other letters

\*A—M = “Before” half of alphabet. Say, “my before hand is my left hand”

\*N—Z = “After” half of alphabet. Say, “my after hand is my right hand”

\*See Alphabet Flowchart to show progression for teaching alphabet activities.



# INTRODUCE NEW MATERIAL: Syllable

(may be combined with Accent)

## PREPARATION (+ pictured below)

Materials: MSL Triangle, LLP, Picture of brain with colored in areas we use when reading

Consumables: None

Concept Cards: +Syllable



## PRE-REVIEW:

Review LLP, MSL & lighting up the brain

*What two kinds of letters do we know?* Vowels and consonants

*What are the vowels?* a, e, i, o, u



## AUDITORY



## VISUAL:

*Listen to the following words and watch my mouth carefully.* (Teacher says each word with a short pause between syllables. Overemphasize mouth opening for each syllable and enunciate clearly.)

*back•pack base•ball fan•tas•tic al•pha•bet*

*What did my mouth do?* Mouth opens and closes as say words.

*Mirror: Now you try it. Listen to the following words and echo the word as you look at your mouth in the mirror.*

*sand•wich How many times does your mouth open? 2*

*vi•brate How many times does your mouth open? 2*

*Your mouth opened 2 times to say each word. We say that sand•wich and vi•brate have 2 syllables.*

*Present syllable concept card and explain: Every time your mouth opens, you are saying a syllable. "A syllable is the smallest part of a word that can be made with one puff of air." Every syllable has a vowel. Yesterday we learned that our mouths are open/unblocked when we say a vowel sound.*

*We can learn to hear a syllable, see a syllable, and feel a syllable!*



## KINESTHETIC:

Model various ways of feeling your mouth open to produce each syllable:

- Place flat hand, palm down, beneath chin so it almost touches chin. Say a word and feel your chin drop and touch your hand (as mouth opens) for each syllable.
- Jaw hinges – with flat palms, put both hands along sides of jaw, so you are cradling face. Index fingers should be along jaw lines with thumbs below. Say a word and feel your jaw open for each syllable.

Clap the syllables (or beats) of each word as students become more proficient.

To count syllables, have students gently pound right fist into left open palm, extending 1 finger for each syllable as s/he says the word.



## REMEMBER KEY POINTS!

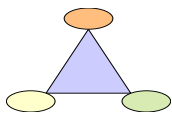
\*A syllable (syl) is the smallest part of a word that can be made with one puff of air.

\*Each syllable has a vowel.

\*We will learn 6 syllable types.

\*Follow-up to this lesson should occur in Phonemic Awareness: Give the students 3 index cards or game chips, etc. Teacher says a word, students echo. Students repeat word again slowly, pulling down one manipulative for each syllable said.

*Word lists may be found in: Phonemic Awareness in Young Children by Adams, The Phonological Awareness Book by Robertson and Salter, Sounds Abound by Catts and Vartianinen, and The Gillingham Manual –Ch. 2*



# INTRODUCE NEW MATERIAL: Accent´

(may be combined with Syllable)

## PREPARATION (+ pictured below)

Materials: Battery

Consumables:

Concept Cards: +Accent

### PRE-REVIEW:

*What is a syllable?* The smallest part of a word that can be made with one puff of air. *What does your mouth do for every syllable?* It opens. *What can we do to feel the number of syllables in a word?* Accept any of the strategies modeled in Syllable lesson.



OPTIONAL: If combining with syllable lesson, may choose to skip PRE-REVIEW and show students a C battery. *What do we use this for? It provides the \_\_\_?\_\_\_. Elicit the word “power”. A word or syllable that has power will sound louder, longer, or stronger.*

### AUDITORY:

### VISUAL:

*Listen to the following two-syllable words.* Teacher says the capitalized syllable louder, longer, stronger.

*CAMP•fire HUN•dred FAB•ric*

*What did you notice about the first syllable in each word?* It was louder, longer, stronger. *Now echo each word and look at yourself in the mirror. What happens when you say the first syllable, the syllable that was pronounced louder, longer, stronger?* Discover: the chin drops, mouth opens wider, head bobs, etc. Present concept card for accent and explain: *We say that a syllable that is pronounced louder, longer, or stronger has the accent. It has the power! In our English language, every word must have an accent. If we did not have accented syllables, (say the following in a robotic monotone so that every syllable has the same stress) we would all sound like this. We would sound like robots.* Show students the accent mark on concept card. *The accent mark goes at the end of the accented syllable. It’s a short, straight line pointing to the accented syllable.*

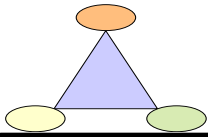
### KINESTHETIC:

Code: Using words on the board, teacher adds an accent mark after the first syllable. Students add an accent mark after the first syllable of remaining words. Teacher models and explains techniques for identifying an accented syllable:

- Palm under chin (as described in Syllable lesson): chin drops farthest for accented syl.
- Jaw hinges (as described in Syllable lesson): jaws open widest for accented syl.
- Donald Duck technique: *Pinch your upper and lower lips together between your thumb and pointer fingers. It makes you look like a duck! Attempt to say a two-syllable word. Notice how the voice gets higher on the accented syllable.*

### REMEMBER KEY POINTS!

- \*Accented syllable is the part of the word we say loudest, longest, and strongest.
- \*This is a very difficult concept for many. Emphasize use of the mirror and kinesthetic strategies.
- \*Extend the lesson: Use one syllable words like *dog, cat, bed, lake*, and discover that a one syllable word is the accented syllable.
- \*Practice accent during Alphabet: have the completed alphabet arc on the table. Students touch and name each letter pushing alternating letters up out of the arc and emphasizing their names: a, **b**, c, **d**, e, **f**, etc. Activity may be repeated accenting every third letter, every fourth letter, and so on.
- \*Practice in Phonemic Awareness: Teacher says a word; students echo. Students pull down an index card for each syllable. Students put a battery on the card representing the syllable that is accented.



# INTRODUCE NEW MATERIAL: VC (Closed Syllable)

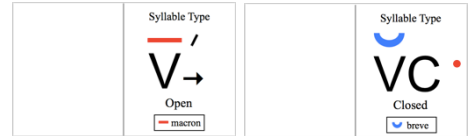
## PREPARATION (+ pictured below)

Materials: Plastic (upper case) alphabet letters, alphabet arc mat, dry erase markers, mirror  
Consumables: +Word House (2 room:Open & Closed), Open Syllable poster, Closed Syllable poster  
Concept Cards: +Closed Syllable, +Open Syllable. Note that both cards can be folded in half; place cards back to back to create a door which can be opened or closed to match the name of syllable type.

## PRE-REVIEW:

Have students sequence the alphabet (OR may reuse the arc that was sequenced earlier in lesson during alphabet) *What two kinds of letters do we know?* Vowels and consonants. *What is a syllable?*

The smallest part of a word that is made with one puff of air. A syllable has a vowel.



## AUDITORY

## VISUAL

## KINESTHETIC

Teacher can model OR instruct students to do the following: *Touch and name each vowel and put the vowels in a straight (vertical) line inside the arc.*

*Is there a letter after each vowel?* No *We call this an open syllable.*

*“A vowel in an open, accented syllable is long. Code it with a macron.”*

Teacher says each letter’s long sound while coding the vowel with a macron.

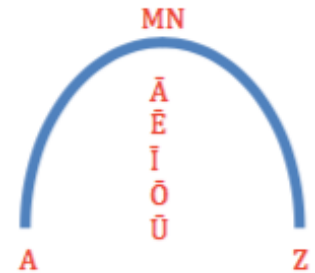
Help students discover that a long vowel says its name.

Present Open Syllable (V’) concept card (showing that the door is open):

*A vowel in an open, accented syllable is long. Code it with a macron.*

Present poster: Door is open, so vowels can go out (happily calling to their friends like students do at recess!)

NOTE: Emphasize vowels e, i, o since they can be used to create real one-syllable words.



Teacher pulls down consonant T and places it after A. *Is the syllable still open?*

*Can letter A still go out the door?* No. There is a letter after the vowel.

*We say it is a closed syllable.* Teacher repeats, pulling down a consonant and placing it after each vowel, and noting each creates a closed syllable. (Adding a consonant may create a real or a nonsense word.) *“A vowel in a closed syllable is short. Code it with a breve.”* Teacher reads each word, emphasizing the vowel sound, while coding with a breve. Help students discover that the short vowel has a different sound from long vowel sound; it does not say its name.

Present Closed Syllable concept card (showing that the door is closed and we can see the doorknob):

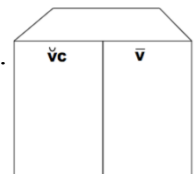
*A vowel in a closed syllable is short. Code it with a breve.*

*A vowel in a closed syllable is short. Code it with a breve.*

Present poster: Door is closed, so vowels cannot go out. Children may relate to the idea that the vowels are “whining” because they can’t go out the door to the playground. (Teacher can say each short vowel sound in a whiny voice with appropriate facial expression!)

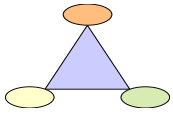
Present Word House (2 rooms: Open & Closed). Teacher reads word; students tell syl type.

Teacher writes; students check, code & put in correct room. (Ex: go, got, she, shed, cup)



## REMEMBER KEY POINTS!

- \*A vowel in an open, accented syllable is long; code it with a macron.
- \*A long vowel says its own name. (Link abstract term “long vowel” with the more concrete name of letter.)
- \*A vowel in a closed syllable is short; code it with a breve.
- \*Use WORD HOUSE for open and closed syllables.
- \*In following lessons, students should practice identifying open and closed syllables by hearing the vowel sounds AND by seeing the letters/words. Link the terms “short” and “long” vowel sounds appropriately.
- \*\*Introduce Regular Spelling Chart (RSC) and begin adding all known sounds a few at a time.



# INTRODUCE NEW MATERIAL: **ă**



## PREPARATION

Materials: Mirror, dry erase board & markers, keyword & sound cards (apple, a), RSC

Consumables: Large (8.5 x 11) trace & lined HW practice, Reading and Spelling pages

Concept Cards:

## **PRE-REVIEW:**

*What two kinds of letters do we know?* Vowels and consonants *What is a closed syllable?* A syllable with one vowel followed by at least . *How do we code a vowel in a closed syllable?* A vowel in a closed syllable is short. Code it with a breve.

## **AUDITORY:**

*Listen to the I sound in the following words and echo the word as you look at your mouth in the mirror.*

*apple ash add What sound do you hear in the I position? /ă/*

OPTIONAL: repeat instructions, substituting M for I: *Listen to the M sound in the following words and echo the word as you look at your mouth in the mirror.*

*sad tap bat What sound do you hear in the M position? /ă/*

## **VISUAL:**

Write the same 3-4 words on the board; teacher reads words. *What letter is saying /ă/ in the I position? (OPTIONAL: M position?)* Discover that letter “a” is saying /ă/. Mirror: *Is it a blocked or unblocked sound? Is it voiced or unvoiced? Is it a vowel or a consonant?* Present keyword and sound cards: *To help us remember a says /ă/: apple, /ă/.*

## **KINESTHETIC:**

Code: Using words on the board, teacher helps students discover a is in a closed syllable. Teacher codes first word: *a vowel in a closed syllable is short; code it with a breve (ă).* Students code remaining words.

Handwriting: Teacher prints a large model on board with start arrow, and superimposes the cursive letter in a contrasting color, saying the oral directions while writing the letter: *curve under, over, stop, back around, up, trace down, release.* Students skywrite 3 times saying “a says /ă/” as teacher gives approach stroke (and oral directions as needed). Large model of cursive a on 8½ x 11 paper: students with pointer and middle fingers trace letter 3 times saying “a says /ă/,” as teacher notes approach stroke. On lined paper (1 model and 3 start arrows): students trace model and write 3 more, saying “a says /ă/.”

Students add to Regular Spelling Chart: */ă/ = a is regular for reading and spelling.*

## **REMEMBER KEY POINTS!**

- \*/ă/ is a voiced, unblocked vowel
- \*The approach stroke is *curve under, over, stop*
- \*a=/ă/ is regular for reading and spelling in the I, M positions
- \*Add to RSC /ă/= a

## PRACTICE NEW MATERIAL

**Read Words:** Students code 3 words BEFORE reading.

**Read Sentences:** Students code New Material in 1 sentence BEFORE reading.

**Spell Words:** Students use appropriate SOS procedure.