



Unit 2 Handouts

Face-to-Face Training



VOYAGER SOPRIS
LEARNING®

357018

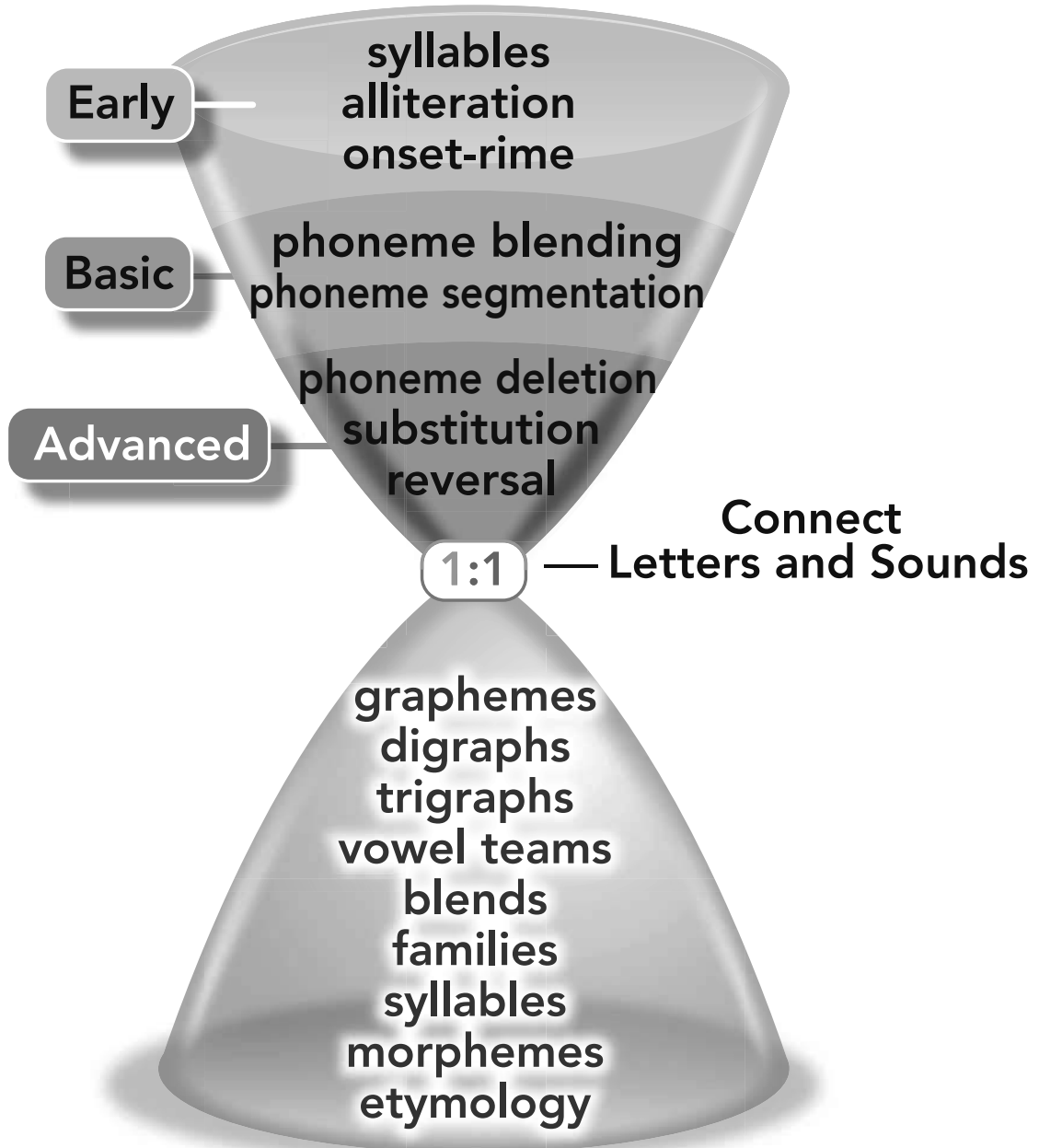
ISBN-13: 978-1-4916-1027-5
ISBN-10: 1-4916-1027-1



9 781491 610275

The Hourglass Figure

Phonological Awareness



Orthography

Multisensory Teaching of Compound Words and Syllables

#1: Felt/Foam Rectangles

Rectangles can be made by cutting up stiff felt sheets found at any craft store.

- Have students manipulate rectangles to show the number of syllables in a word; each rectangle represents one syllable. Say the word and have students touch a rectangle for each syllable.
- Alternately, students can “stomp” the syllables by touching each rectangle with a fist while naming the syllable.



#2: Pictures

This technique supports young students and those with weak language skills by using pictures. It encourages phonological processing and language. The following example script uses a picture of a tiger divided into two parts (one part for each syllable).

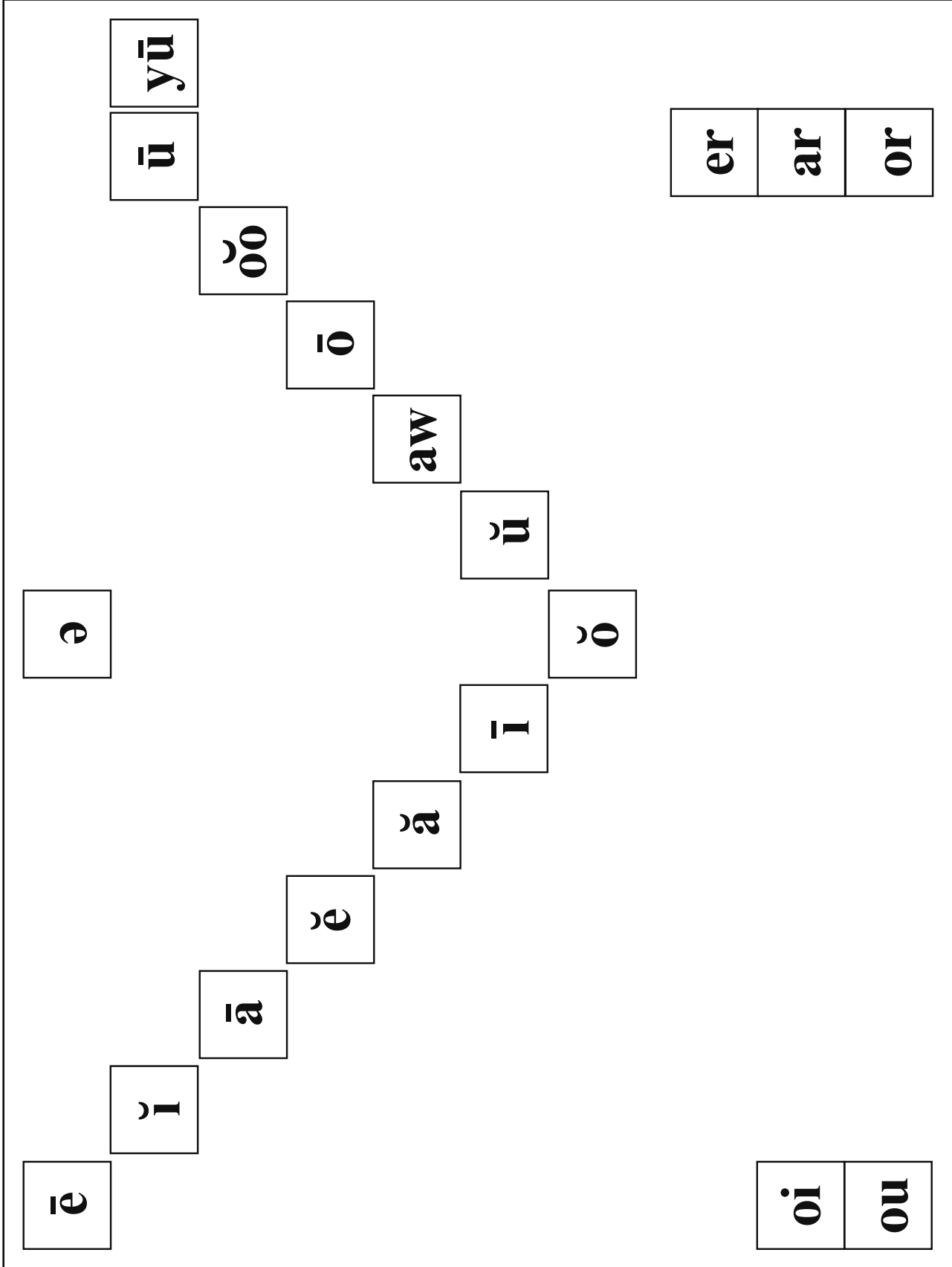
1. Say the word *tiger* and point to the picture. Say each part of the word, *ti – ger*, as you point to each piece of the picture.
2. Say, “*Ti – ger*. What word?” “*Tiger*.”
3. Say *tiger*, remove the first piece of the picture, and tell students: “Say *tiger* without the *ti*. What’s left?” “*Ger*.”
4. Put the picture back together and ask, “What is this?” “*Tiger*.”
5. Say *tiger*, remove the second piece, and tell students: “Say *tiger* without the *ger*. What’s left?” “*Ti*.”
6. Put both pieces back together and ask, “What is this?” “*Tiger*.”
7. Ask, “How many syllables?” “*Two*.”
8. Ask, “What are the syllables?” “*Ti – ger*.”
9. Ask, “Word?” “*Tiger*.”

Blank Consonant Chart Showing Place and Manner of Articulation

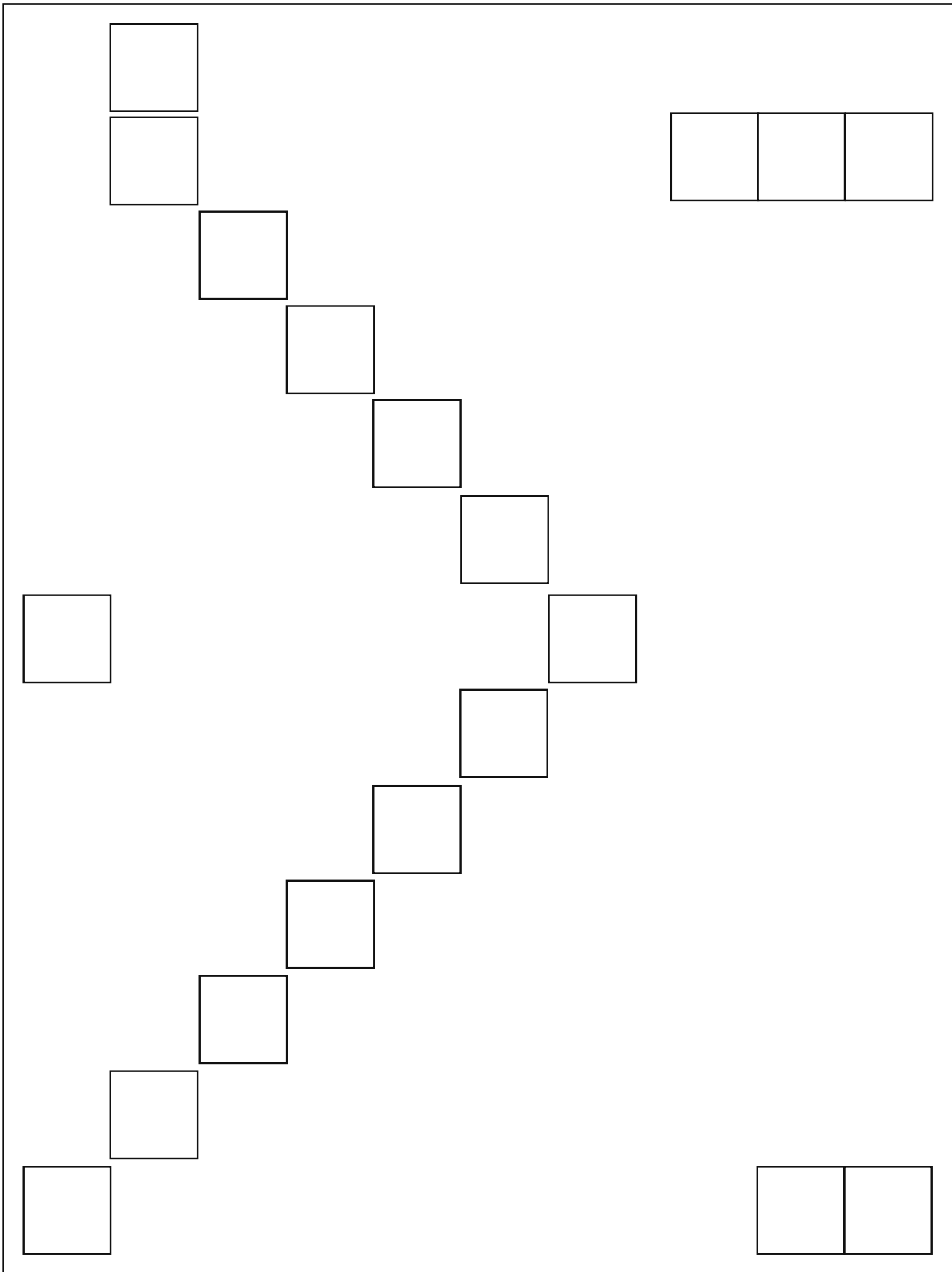


	Lips Together	Teeth on Lip	Tongue between Teeth	Tongue on Ridge behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
Stops Unvoiced Voiced	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
Nasals	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
Fricatives Unvoiced Voiced		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Affricates Unvoiced Voiced					<input type="checkbox"/>		
Glides Unvoiced Voiced	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
Liquids				<input type="checkbox"/>	<input type="checkbox"/>		

English Vowel Phonemes by Order of Articulation



English Vowel Phonemes by Order of Articulation



Sound Chaining

Classroom Activities to Support Phoneme Segmentation and Blending

When working with phoneme blending and segmenting, build words from the simple to more complex, while remembering that all of these words are produced orally. Students do not see these words in letter forms. The steps are as follows:

1. Teacher identifies which level of word complexity is appropriate for students (see table below).
2. Teacher reads a word aloud.
3. Students repeat the word aloud.
4. Students segment each of the word's individual speech sounds, moving a chip as they say each sound.
5. Once completely segmented, students run their fingers under the chips as they orally blend the sounds, saying the whole word.

Examples of levels of complexity, from easier to more difficult:

	Nonsense Words	Real Words
VC	/ĩ/-/p/	/ă/-/t/
CVC	/sh/-/ă/-/p/	/s/-/ĩ/-/p/
CCVC	/s/-/t/-/ö/-/ch/	/g/-/r/-/ow/-/l/
CCVCC	/p/-/l/-/ũ/-/j/-/d/	/f/-/l/-/ă/-/sh/-/t/
CCCVCC	/s/-/p/-/l/-/oi/-/m/-/z/	/s/-/t/-/r/-/ĩ/-/p/-/t/

The following is an example of a sound chain at the CCVC level with nonsense and real words:

- | | |
|----------|-----------|
| 1. stod | 6. plash |
| 2. stid | 7. plach |
| 3. slid | 8. flach |
| 4. slish | 9. flack |
| 5. plish | 10. flick |

Now create a sound chain for segmentation and blending at the CVC level. When done, check it with your trainer.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Sound Chaining Routines

Fill in the blanks below with words from a sound chain.

Show me the sounds in _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

If this says _____, show me _____.

Now practice with a partner.

For students with weak phonological memories, direct them to complete each of the following steps:

1. Say the old word.
2. Say the new word.
3. Point to each block and say each of the sounds in the *old* word.
4. Point to each block and say each of the sounds in the *new* word.
5. Change the block that corresponds to the changed sound.
6. Repeat for 10 words.



Phoneme-Grapheme Mapping Grid

Name _____ Date _____

(Grace, 2007, p. 290)



Exit Ticket

Name _____

1.

2.

3.

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A



David A. Kilpatrick, Ph.D.

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ D.O.B.: _____ Grade _____ Age _____

Teacher: _____ Date: _____ Evaluator _____

INSTRUCTIONS: See the Instructions for Administering the Phonological Awareness Screening Test (PAST).

RESULTS:

	Correct	Automatic	Highest Correct Level: _____
Basic Syllable	_____/10	_____/10	(Levels not passed below the highest correct level) _____
Onset-Rime	_____/10	_____/10	
Basic Phoneme	_____/10	_____/10	
Advanced Phoneme	_____/20	_____/20	Highest Automatic Level: _____
Test Total	_____/50	_____/50	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level (Circle):	PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
--	--------	---	------------------	-----	--------------------	-----	-------------------

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2—preschool to mid kindergarten; E3—mid to late kindergarten)*

LEVEL D “Say bookcase. Now say bookcase but don’t say book.”

FEEDBACK: “If you say bookcase without saying book, you get case. Okay? Let’s try another one.”

D1 (book)case _____ (sun)set _____ (space)ship _____

D2 (sil)ver _____ (mar)ket _____ (gen)tle _____

LEVEL E “Say October. Now say October but don’t say Oc.”

FEEDBACK: “If you say October without saying Oc, you get tober. See how that works?”

E2 (Oc)tober _____ (um)brella _____

(fan)tastic _____ (re)member _____

Basic Syllable Total:

Correct	Automatic
_____/6	A: _____/6
_____/4	A: _____/4
_____/10	A: _____/10
_____/5	A: _____/5
_____/5	A: _____/5
_____/10	A: _____/10

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F (Deletion) “Say feet. Now say feet but don’t say /f/.”

FEEDBACK: “If you say feet without saying /f/, you get eat; feet-eat, see how that works?”

/f/eet → eat _____ /b/irth → earth _____

/t/ame → aim _____ /t/ime → I’m _____ /c/one → own _____

LEVEL G (Substitution) “Say done. Now say done but instead of /d/ say /r/.”

FEEDBACK: “If you say done and change the /d/ to /r/, you get run; done-run.”

/d/one /r/ → run _____ /m/ore /d/ → door _____

/g/um /th/ → thumb _____ /l/ed /s/ → said _____ /f/ull /w/ → wool _____

Onset-Rime Total:

*There is no E3 line on Form A.

Reproduced from *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* by David A. Kilpatrick, PAST Test. Edited by Alan S. Kaufman and Nadeen L. Kaufman. Copyright © 2015 John Wiley and Sons, Inc. Reproduced with permission of John Wiley & Sons, Inc.

PAST Form A

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **“Say *sleep*. Now say *sleep* but don’t say /s/.”**

FEEDBACK: “If you say *sleep* without the /s/, you get *leap*; *sleep-leap*, see how that works?”

/s/leap /s/ → leap _____ /c/rane /k/ → rain _____

H2 (Substitution) **“Say *bright*. Now say *bright* but change the /b/ to /f/.”**

FEEDBACK: “If you say *bright*, and change the /b/ to /f/, you get *fright*.”

/b/right /f/ → fright _____ /p/lowed /k/ → cloud _____ /f/lows /k/ → clothes _____

LEVEL I (Deletion) **“Say *went*. Now say *went* but don’t say /t/.”**

FEEDBACK: “If you say *went* without the /t/, you get *when*; *went-when*.”

I1 /wen/t/ /t/ → when _____ /ran/g/e /j/ → rain _____

I2 whea/t/ /t/ → we _____ nie/c/e /s/ → knee _____ dri/v/e /v/ → dry _____

Basic Phoneme Total:

Correct Automatic

_____/5 A: _____/5

_____/5 A: _____/5

_____/10 A: _____/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J (Substitution) **“Say *ran*. Now say *ran* but instead of /a/ say /u/.”**

FEEDBACK: “If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*.”

I. (use sound of vowel) r/a/n /u/ → run _____ k/i/t /u/ → cut _____ h/u/ff /a/ → half _____

II. (use name of vowel) b/ea/k /A/ → bake _____ f/i/ne /O/ → phone _____

Correct Automatic

_____/5 A: _____/5

LEVEL K

K1 (Deletion) **“Say *bread*. Now say *bread* but don’t say /r/.”**

FEEDBACK: “If you say *bread* without the /r/, you get *bed*; *bread-bed*.”

b/r/ead → bed _____ s/n/eak → seek _____

K2 (Substitution) **“Say *crew*. Now say *crew* but instead of /r/ say /l/.”**

FEEDBACK: “If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*.”

c/r/ew → c/l/ue _____ p/r/oud → p/l/owed _____ s/n/eeze → s/k/is _____

_____/5 A: _____/5

LEVEL L (Substitution) **“Say *some*. Now say *some* but instead of /m/ say /n/.”**

FEEDBACK: “If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*.”

so/m/e /n/ → sun _____ rhy/m/e /d/ → ride _____

nigh/t /s/ → nice _____ see/m/ /t/ → seat _____ kee/p/ /z/ → keys _____

_____/5 A: _____/5

LEVEL M

M1 (Deletion) **“Say *ghost*. Now say *ghost* but don’t say /s/.”**

FEEDBACK: “If you say *ghost* without the /s/, you get *goat*; *ghost-goat*.”

gho/s/t → goat _____ co/s/t → caught _____

M2 (Substitution) **“Say *west*. Now say *west* but instead of /s/ say /n/.”**

FEEDBACK: “If you say *west*, and change the /s/ to /n/, you get *went*; *west-went*.”

we/s/t → we/n/t _____ cra/f/t → cra/ck/ed _____ dea/l/t → de/n/t _____

Advanced Phoneme Total:

_____/20 A: _____/20

Reproduced from *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* by David A. Kilpatrick, PAST Test. Edited by Alan S. Kaufman and Nadeen L. Kaufman. Copyright © 2015 John Wiley and Sons, Inc. Reproduced with permission of John Wiley & Sons, Inc.

