

The following example contains parts of a chapter and chart in the book, *Breaking the "Sound" Barrier to Fluent Reading*. Please note that a sample of the basic program is included to show how the short "a" word association is committed to memory. This word is further reinforced through many multi-sensory activities explained in the book. All key words provide a high-interest memory link to the phonic sound. Sound association is made after the key word is in long-term memory. The following key word story is a middle school example. The book contains examples of elementary/high school stories. Many lessons are scripted and can be read to the students. Please refer to the Table of Contents page and the Charts for verification (included below). Students are taught to spell every sound that they learn to read. Therefore, along with reading fluency, spelling scores rise too.

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Please note that excerpts are listed below to enable you to learn the methodologies used in writing *Breaking the "Sound" Barrier to Fluent Reading*. All ideas and materials are copyrighted.

CHAPTER 4 _____

Making Our Sound System Meaningful

LESSON PLAN - 1

Purpose: Teach students to place meaning into the single-letter vowels for long-term retention.

Objectives:

- Set the purpose for learning phonetic sounds
- Introduce single-letter vowels
- Introduce visual words to accompany each single-letter vowel
- Teach students to make index cards with a visual picture to accompany each single- letter vowel

Materials:

- Overhead projector
- Overhead transparencies of Charts 3, 4, 6, and 7 (Charts are listed below.)
- 11 3X5 unlined index cards per student
- One 3X5 index card box per student to hold cards or substitute rubber bands for the index card boxes
- Colored pencils

Motivation:

Using the list of presidents of the United States or a list of grocery items, explain to students how these lists have very little meaning by themselves. Demonstrate to students how they can add meaning to any list to help them remember items. Use a mnemonic with the presidents or the following explanation.

Breaking the "Sound" Barrier to Fluent Reading, Level 1

"You are asked to pick up four items at the grocery store. They are lettuce, ham, milk and bread. You do not have time to write down what you need. In fact, you figure that since there are only four items, you won't forget them. When you arrive at the grocery store, you cannot seem to think of that last item you needed. The reason it is harder to remember the list of grocery store items is because it is a list of unrelated items that has no meaning.

"To remember these four grocery items without writing them down, we can use a detailed visual picture we create in our minds. The more visual and imaginative the picture is, the better we remember the four unrelated items. We can also use our visual picture to create a word story. When we create this story, we put meaning or association into items that lack meaning in isolation.

"Visualize a 'word story' using the words lettuce, ham, milk and bread.....ETC.

"You are sitting down at a table in your house.....ETC.

"Many students have difficulty remembering the sounds that match the alphabet letters because the alphabet letters by themselves have no meaning.....ETC.

When you use the visualization techniques, you will never forget the sounds. Your brain makes meaningful associations to help you remember them.....ETC.

Procedure:

Instruct students to write each letter in large print from an overhead transparency of Chart 3 on the front of a 3X5 index card with a black writing utensil.....ETC.

Next, instruct students to pair each symbol with a specially designed word.....ETC.

Instruct students to write the word that corresponds with each single-letter vowel on the back of their index cards. They write the following words:

apple.....ETC.

After students have finished writing the words, you will read them a story and ask them to visualize the events. The detailed explanation of the words that follows is extremely important.

Students begin by focusing on the short "a" letter. Instruct them to turn their card over to the side on which they will begin to draw a picture. See Chart 4 - Back of 3X5 Card. Students now listen to a visually appealing

**explanation of the word "apple."
..... ETC.**

SINGLE-LETTER VOWEL - SHORT "a"

TEACHER EXPLANATION:

"We will be using a memory-training technique to learn phonics. The technique helps us remember the phonic letters and their matching words.....ETC.

"I want you to draw a colorful "middle school" apple. The reason it is a "middle school" apple is because it is not going to be an ordinary red apple. In earlier grades, you paired the word "apple" with the short "a" letter. An ordinary apple is very boring. So, we are going to remember a "cooler" apple.

"I want you to visualize or imagine this story in your favorite way. Use the way that helps you to concentrate best. Do not disturb anyone else.

"You leave home for a big football game. The school's team is playing their biggest rival. Your best friends are with you. Before the game, everyone gets together, brings food, and talks. As you gather with your friends, you notice a big, shiny, red apple and take one. The apple looks so crisp and sweet. You bite into it and the juice squirts out everywhere. Imagine that you feel and taste the juice!

"As you took that bite, you notice a big green worm poking its head out of the apple. You realize that you bit down into the worm. You feel the slimy worm in your mouth. It wiggles. You choke and spit it out. The aftertaste and disgusting feeling are still present.

"Now, draw the story about the apple with the worm poking its head out. Draw the picture in the whole area under the word "apple" on the index card. Draw anything else that helps you remember this scene. Use a lot of color."

With this explanation, the teacher entices the student to imagine the sensations as well as to see the outstanding visual images of an apple and worm. Provide colored.....ETC.

Elementary story:

**CHART 5:
Single-Letter Vowels:Phonic Word Stories for Elementary Students**

NOTICE: Photocopying any part of this book is forbidden by law.

ELEMENTARY THEME: AT THE PLAYGROUND

Short "a" apple..... At the playground, the supervisor gives you an apple and tells you a story of the apple’s magic. You get a special wish for every bite of your apple.

.....ETC.

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CHARTS

- 1. Consonants**
- 2. Combining Consonant Letters**
- 3. Single-Letter Vowels**
- 4. A Sample of Student Index Cards**
- 5. Single-Letter Vowels: Phonic Word Stories for Elementary Students**
- 6. A Sample of Student Drawings of the Single-Letter Vowel Words #1**

7. A Sample of Student Drawings of the Single-Letter Vowel Words #2
8. Multisensory Stations Chart
9. A Sample of Student Work - Overhead Transparency Station
10. The R-Controlled Vowels
11. The R-Controlled Vowels - Key
12. R-Controlled Vowels: Phonic Word Stories for Elementary Students
13. A Sample of Student Drawings of the R-Controlled Vowels
14. Vowel-Vowel Combinations
15. Vowel-Vowel Combinations: Phonic Word Stories for Elementary Students - Theme: At the Playground
16. A Sample of Student Drawings of the Vowel-Vowel Words #1
17. A Sample of Student Drawings of the Vowel-Vowel Words #2
18. Using Phonic Words for a Picture of a Football Game - Secondary
19. Using Phonic Words for a Picture of a Playground - Elementary
20. Sample Graphic Organizer
21. Sample Secondary Graphic Organize

22. Sample Elementary Graphic Organizer
23. Using Phonic Words to Develop an Outline from the Graphic Organizer (Secondary)
24. Using Phonic Words to Develop an Outline From the Graphic Organizer (Elementary)
25. Using Phonic Words to Develop a Composition From the Outline - Sample Secondary Composition
26. Using Phonic Words to Develop a Composition From the Outline - Sample Elementary Composition
27. Preparing a Good Speech
28. Composition/Picture Project - Rating Scale
29. The 28 Most Commonly Used Phonic Letters
30. Phonic Letters that Sound the Same
31. Using Phonic Words to Learn the "Like Phonetic Sounds
32. Using Phonic Words to Learn the "Like" Phonetic Sounds - Key
33. Letters that Sound the Same
34. Letters that Sound the Same - Key
35. Spelling with "Like" Phonetic Sounds
36. Spelling with "Like" Phonetic Sounds - Key
37. Spelling Small Syllables with "Like" Phonetic Sounds
38. Spelling Small Syllables with "Like" Phonetic Sounds Key
39. Spelling "Like-Sounding" Syllables
40. Optional One-Syllable Words for the Single-Letter Vowels, R-Controlled Vowels, and Vowel-Vowel Combinations
41. Letter-Pictures for the 28 Most Commonly Used Phonetic Letters

RESULTS:

IN SANDRA MARTIN'S CLASSROOM AND TEST-PILOT CLASSROOMS, STUDENTS RETAIN PHONIC SOUNDS FROM THE TIME MASTERY IS REACHED WITH THIS PROGRAM THROUGHOUT ALL GRADE LEVELS. ACTUAL VIDEOTAPES OF STUDENTS CONFIRM THIS STUDY AND ARE MADE YEARLY UNTIL THE STUDENTS GRADUATE.