

# Multi-sensory Strategies for the 5 Areas of Reading

November 2017 ~ KY CEC ~ Louisville, KY



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## KCAS-Common Core

- Phonemic Awareness K-1 Foundational Skills
- Phonics K-5 Foundational Skills
- Fluency K-5 Foundational Skills
- Vocabulary K-12 Language Skills
- Comprehension K-12 Literature, Informational, Speaking and Listening



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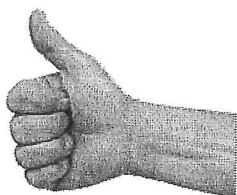
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## Rhyme + Movement



Listen to these words.

If these words do not rhyme, show a thumbs down.

Elicit a Physical Response Get 'Em Moving  
Heidi Butkus 2010  
www.heidisongs.com

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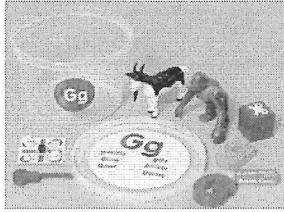
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### Sound Tubs



- Silly Sentences
- Alliteration
- Compare and Contrast
- Word Families
- First Let

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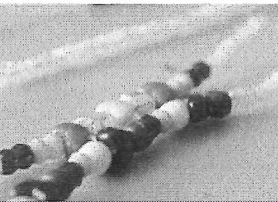
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### Sound Beads

Uses:

- Letter sound relationships
- Phoneme awareness
- Slow articulation
- Word awareness
- Syllable awareness



As you say a word, the child will slide a bead from one end to the other for EACH phoneme they hear.

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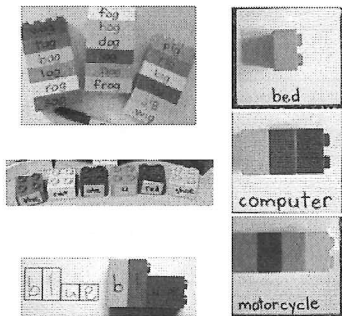
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### Legos

Uses:

- Syllables
- Beginning, middle, and ending sounds
- Word families
- Word configuration
- Sentence Building
- Inflectional endings
- Prefixes and suffixes




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### Chin Drop

- Builds syllable awareness
- Uses physical movement
- Supports connection between sounds heard and felt
- Use picture cards to say words (V, A, K)
- Create chart with syllable columns (V, A, K, T-write)



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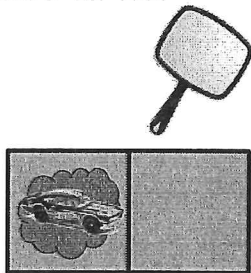
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### Mirror, Mirror and Cars in Mud

- Use sound tub for initial sound isolation – see it, say it
- Say word and child repeats while looking at mouth formation in mirror
- Say word and child repeats with emphasis on beginning sound .. "b, b, b, b" as they move the race car out of the mud



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### Sound Stretching

- Look at picture or word while saying the word and stretching out the sounds
- Say a word and child repeats the word while pulling on the rubber band or Slinky
- Supports the slow articulation of phonemes



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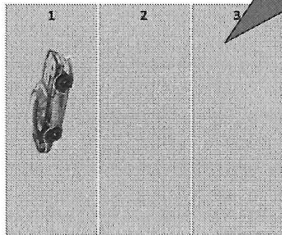
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### Sound Boxes

Where do you hear the /h/ in hat?



**Park Your Car**  
Using 3 "parking" spaces, say a word. If you call a beginning sound, the child parks the car in the first spot. If the sound is at the end, they park the car in the last spot.

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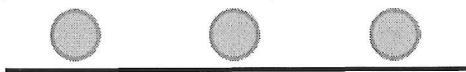
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### Say It, Move It, Say It



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### Elkonin Sound Boxes



- Use for segmenting and blending
- Say a word or show picture card
- Child says word slowly
- Child sequentially moves chips into boxes as sounds are made



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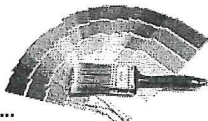
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### Paint Chip Samples



#### What do to ...

- Acquire paint chip samples, counting chips or tiles
- Say words from word cards or picture cards
- Move the "marker" as sounds are spoken

#### Your turn ...

**rat**  
**cramp**  
**shack**  
**judge**

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### I Spy With My Little Eye



I spy something in this room and it is a /d/ - /or/.

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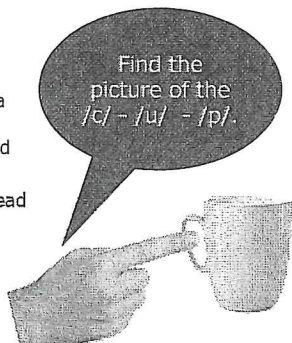
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### Picture Point

- Place 10 picture cards in a circle (vc, cv, cvc)
- Say the sounds segmented
- Point to the picture
- Blend sounds quickly to read the word
- Repeat steps with next student




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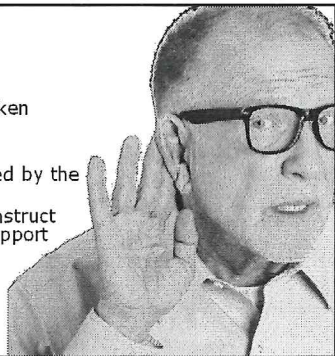
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### Phonics

- Connection between spoken language and print
- Auditory and visual skill
- Sounds heard represented by the letters seen
- Reading of sounds to construct known words that will support meaning
- Hattie's Effect Size: Phonics Instruction 0.54




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### Short Vowel Sounds with Hand Signals

- /a/  hand under chin and chin hits the hand
- /e/  thumb and forefinger to sides of mouth
- /i/  finger towards nose for "icky cold"
- /o/  open wide and circle mouth with finger
- /u/  thumbs up

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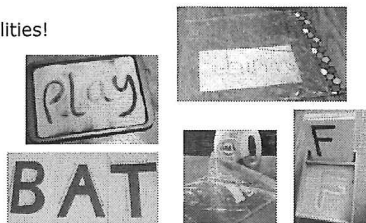
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### Motor Movement Practice

Integrates all modalities!

Some ideas:

- Gel or Soap Bags
- Sand Trays
- Sand Paper
- White Boards
- Plastic Canvas




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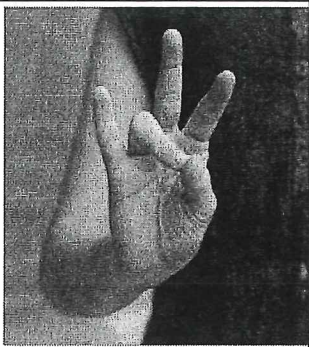
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### Finger Tapping

Supports the spelling of words that follow the rules of phonics.

- "Throw" student a word
- Student catches it with non-dominant hand
- Student repeats the word
- Student finger spells the word



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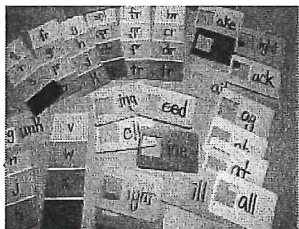
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### Paint Chip Ideas

How might you use paint chips to support phonics?

Discuss your ideas with your table group.



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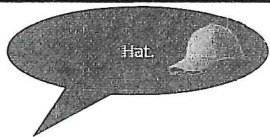
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### Letter Boxes

- Use for segmenting and blending
- Say a word or show picture card
- Child says word slowly
- Child sequentially moves or writes letters into boxes as sounds are made



**h a t**

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### Closed Word Sort

Short a words	Short e words	Short o words
		

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### Making Words

- Word study instruction
- Phoneme manipulation
- Word analogies
- Layers of orthography
- Decoding unfamiliar words

c	e	i	n	p	s
2 letters	3 letters	4 letters	5+ letters		
			ile spine		

**What is the mystery word?**

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### Syllabication



- Uses open and closed syllables
- Offers CLOVER strategy
- Provides process to decode long words
- Teaches chunking and patterning
- Improves comprehension and fluency

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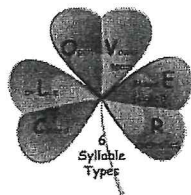
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### Syllable Types - CLOVER

- Closed (cl): "hot/dog"
- Open (o): "e/ven" or "ve/to"
- Magic "e" (ME): a-e, e-e, i-e, o-e, and u-e
- Vowel Pairs (VP): ea, ee, ai, ay, oa, oe, ow, ou, aw, au, oi, oy, oo
- Bossy R (BR): er, ir, ur, ar, or
- Consonant "-le" (C-le): -ble, -dle, -fle, -gle, -ple, -tle, -zle, -kle, -cle




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### Types of Syllables

WORD	C	L	O	V	E	R
carpet	pet					car
open	pen		o			
rain						
cake						
bubble						
burden						

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### Create Cards

Write open and closed syllable words on index cards.

- she > shed
- me > met
- hi > him




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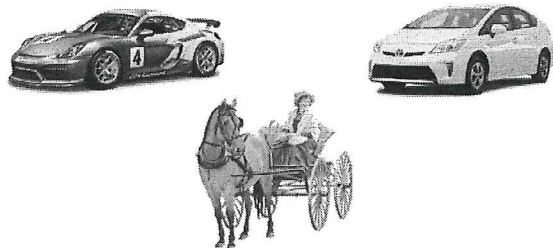
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### Fluency




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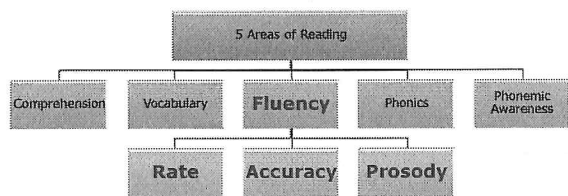
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### 3 Components of Fluency




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### Read Alouds

Your students will ...

- See reading as emotionally powerful.
- Be motivated to read more often.
- Observe fluent reading.
- Become exposed to multiple genres.
- Explore sophisticated words and structures.



Check out:  
 Storyline Online  
 Just Books Read Aloud

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### Buddy Reading



Buddies support fluency by ...

- Offering practice of rereading text.
- Increasing the amount of time students are reading.
- Hearing fluent reading.
- Using fluent reading strategies that will result in deeper comprehension.

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### Choral Reading

- Multi-ability groupings
- Read together in unison
- Use poetry, songs, paragraphs
- Teacher reads with group or serves as "conductor"



Check out:  
[Read Write Think - Choral Reading](#)

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### Echo Reading



- 4 Reads
1. Teacher reads passage as students look at text
  2. Students whisper read passage while teacher reads aloud
  3. Students read passage along with teacher's whisper reading
  4. Students read passage without the teacher

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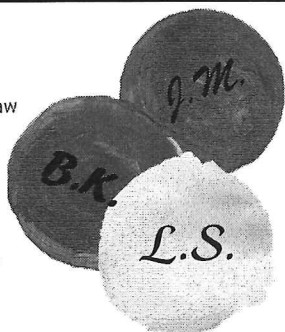
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### Circle 3/5/7

At the end of the passage, draw or distribute 3, 5, or 7 circles.

- Teacher models reading the passage aloud
- Students then read the passage to (3, 5, or 7) different people
- Listener initials inside one of the circles




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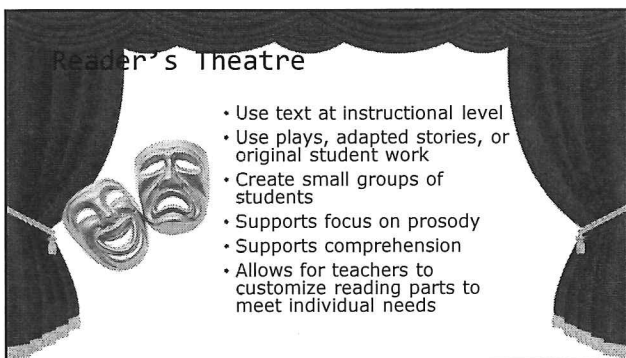
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### Reader's Theatre

- Use text at instructional level
- Use plays, adapted stories, or original student work
- Create small groups of students
- Supports focus on prosody
- Supports comprehension
- Allows for teachers to customize reading parts to meet individual needs




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### Vocabulary Acquisition

- The average fourth grade student knows about 5,000-10,000 words.
- The average high school graduate knows about 50,000 words.
- To acquire this extensive vocabulary, the student has to learn about 3,500 words a year.

This means they need **10** new words a day!




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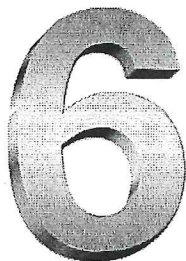
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### Marzano's Steps



- 1. Description
- 2. Restate
- 3. Drawing
- 4. Activities
- 5. Discussion
- 6. Games

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### Introduction: Steps 1, 2, and 3

- Teacher **describes** the word and gives examples.
- Students **restate** the meaning of the word using their own words.
- Students create a **drawing** that represents the meaning of the word.




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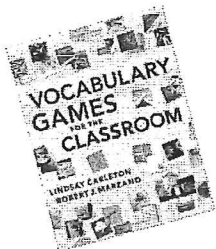
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### Review: Steps 4, 5, and 6



- Students participate in a variety of **activities** to practice the words.
- Students engage in deep **discussion** about the words.
- Students play learning **games** using the words.

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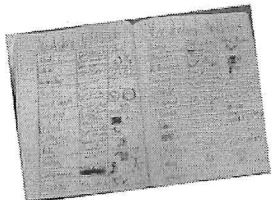
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### Vocabulary Notebooks

- Use as a tool for teaching vocabulary
- Helps students to record learning for 1<sup>st</sup> 3 steps
- Provides organized structure for learning and review
- Spans across all grade levels and subject areas



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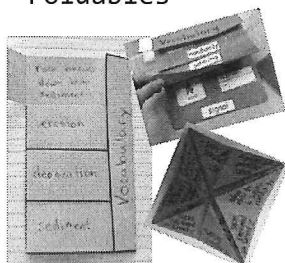
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### Foldables



- Use to support morphology
- Use to extend learning
- Use to support visual and kinesthetic learners

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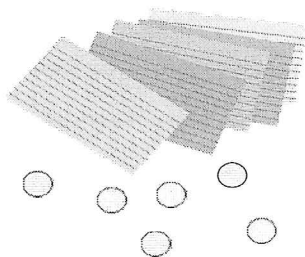
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### Vocabulary Dots

- Students place a dot under all unknown words.
- Students write the unknown word on a notecard.



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**Word Colors**

- Write a word on the unlined side of notecard.
- Shade the word one color.
- Students justify the color they chose.
- Write a sentence using the word on the lined side of the notecard.

Thinking in metaphors can help students learn.  
(Marzano, Pickering, Pollock, 2001)

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**Closed Word Sort**

CLOUDS	CLIMATES	WEATHER CONDITIONS
stratus	subtropical	sear
anticyclone	desert	thunder
precipitation	temperate	hail

- Teacher provides the headings for the sort
- Students sort provided word cards or write their own
- Students provide justification for their choices
- Extension: students create additional words

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**Games**

- Rock and Roll
- Kaboom!
- Pictionary
- Cranium
- Charades

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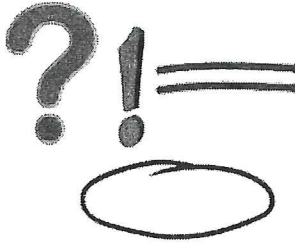
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### Response Annotation



- Underline major points
- Circle key words or phrases
- Use a question mark for questions that arise during reading
- Use an exclamation point for information found to be surprising or affirming

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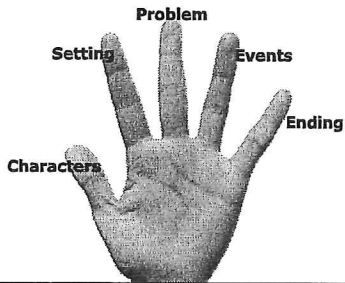
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### Five Finger Summarizing



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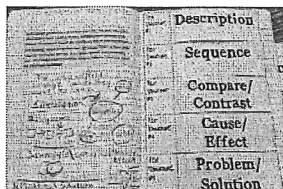
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### Text Structures

- Graphic organizers
- Sequence or story cards
- Story web
- Popcorn toss
- Compare and contrast
- Cause and effect



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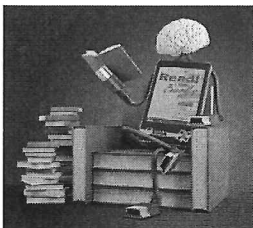
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### Digital Resources



- [Timeline Maker](#)
- [Padlet](#)
- [Glogster](#)
- [Canva Infographic Maker](#)
- [Prezi](#)
- [Kahoot!](#)
- [Comic Creator](#)

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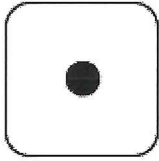
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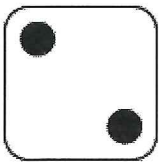
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<b>C</b> —Closed syllable	*Only 1 vowel *Ends with a consonant
<b>L</b> —Consonant -le syllable	*Consonant followed by -le
<b>O</b> —Open Syllable	*Only 1 Vowel *Ends with a vowel
<b>V</b> —Vowel Team Syllable	*2 Vowels together *Vowels make 1 sound
<b>E</b> —Silent E Syllable	*Vowel-Consonant-Silent E (VCe)
<b>R</b> —R Controlled Syllable	*Vowel or vowel team followed by R

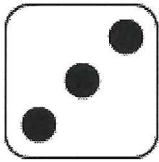
# ROCK AND ROLL



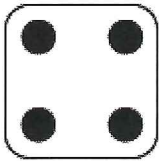
Tell what the word means.



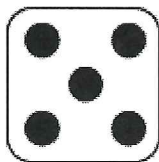
Use the word in a sentence.



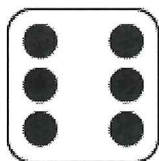
What Picture does this word make in your mind? Tell about it.



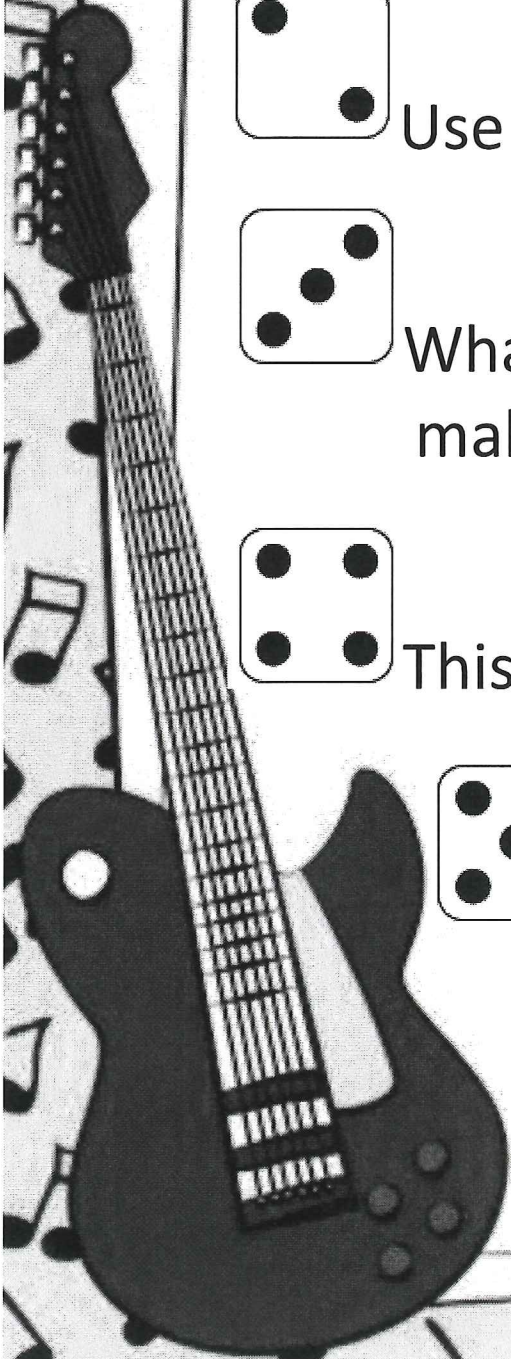
This word reminds me of...



Act out the word.



Spell the word.

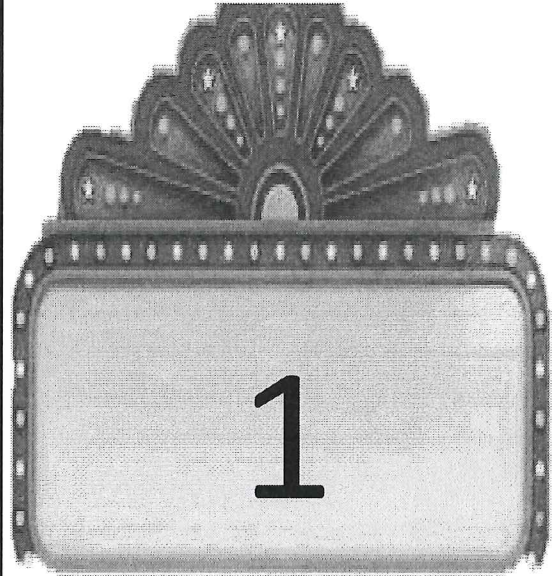




**Introduction**  
(Characters and Setting)



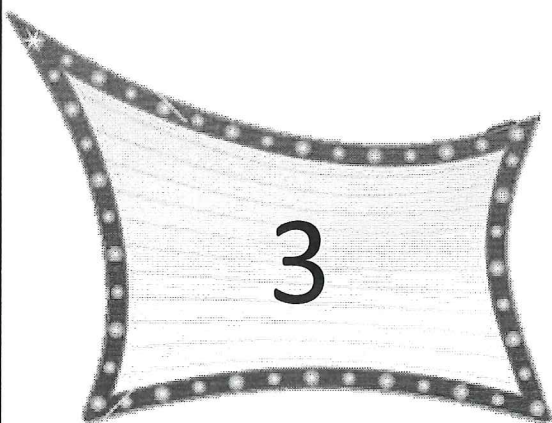
**Main Event**  
**One**



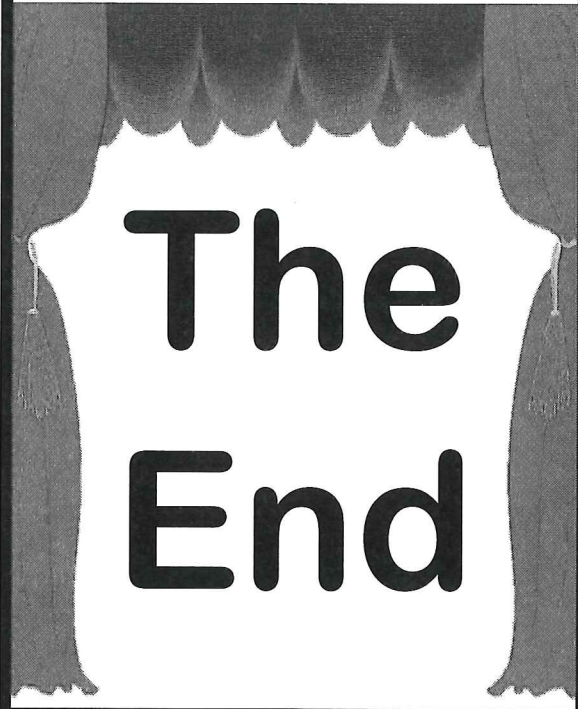
**Main Event**  
**Two**



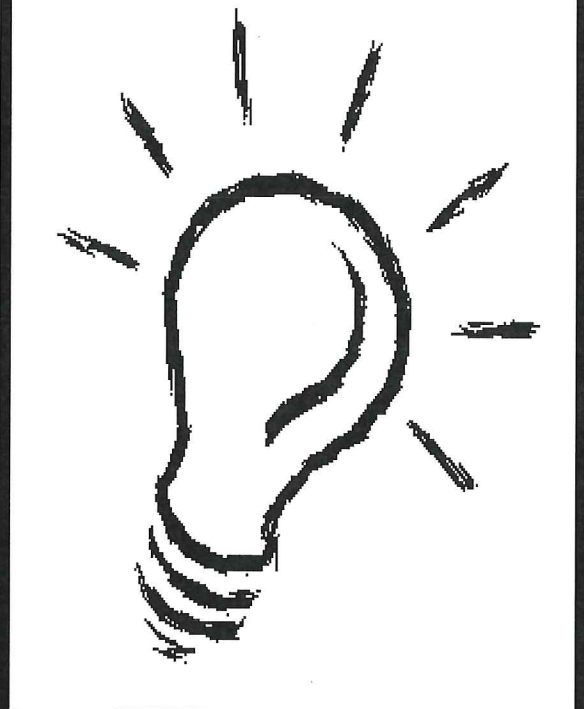
**Main Event**  
**Three**



Ending



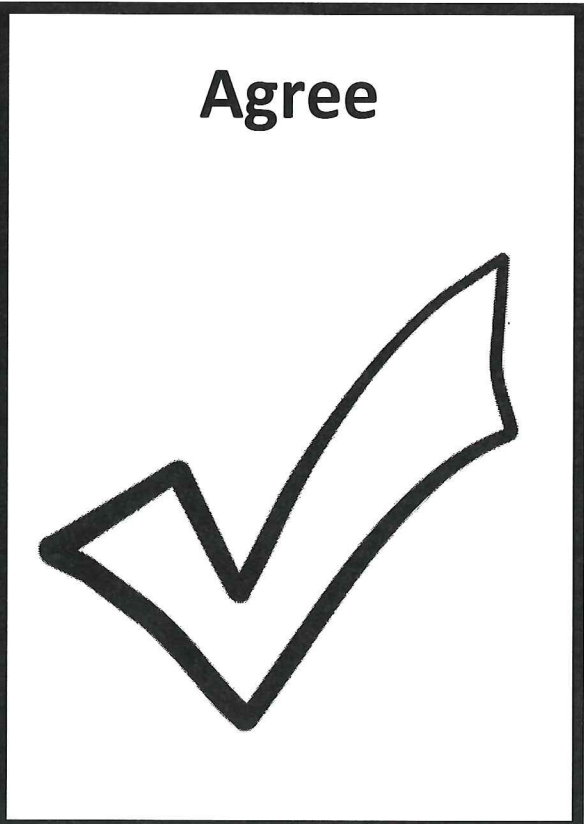
Solution



Problem



Agree

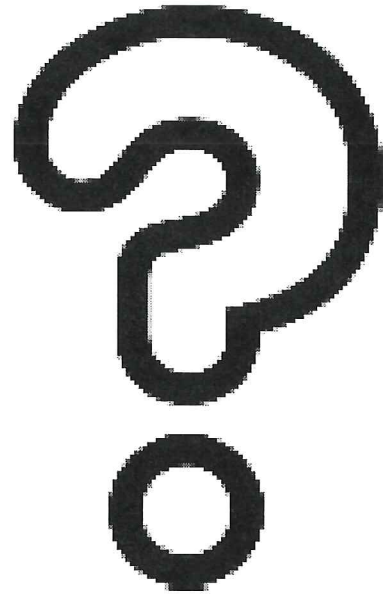




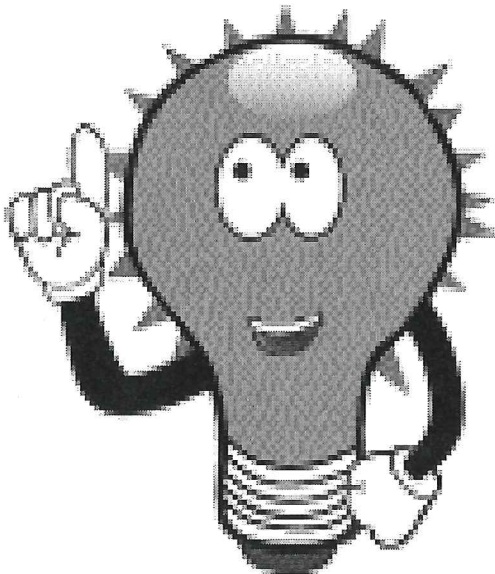
**Surprising  
New Learning**



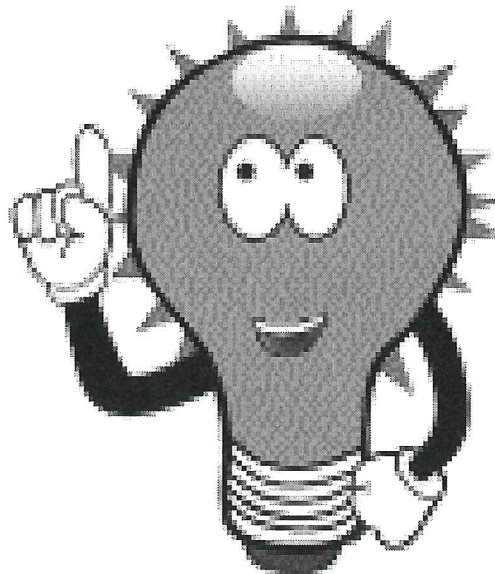
**Question**



**Ahha!**



**Ahha!**







## 1. Provide a description, explanation, or example of the new term.

- Looking up words in dictionaries is not useful for teaching vocab
- Provide a context for the term
- Introduce direct experiences that provide examples of the term
- Tell a story that integrates the term
- Use video as the stimulus for understanding information
- Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
- Describe your own mental picture of the term
- Find or create pictures that explain the term

## Resources:

<http://innovativocab.wikispaces.com>

### Visuwords.com

Visuwords is an awesome visual tool to find new words and improve your vocabulary. When you look up a word in this tool, it shows a neat graph which connects that word to various other words based on different relationships between them. You can hover over each word to get its definition and also zoom-in and zoom-out using your mouse wheel. It's certainly an excellent dictionary plus thesaurus.

### Dictionary.com

Dictionary.com is probably the most common and most comprehensive of all the dictionary tools available. Apart from giving the word meanings and pronunciation, it also provides various tools (like the dictionary.com toolbar), RSS feeds to improve vocabulary and word explorer podcasts.

### Thesaurus.com

Thesaurus.com is a part of dictionary.com and gives an elaborate description of words, the part of speech they belong to and various synonyms and antonyms of that word.

### Merriam-Webster Online

( <http://www.merriam-webster.com/> )

Merriam-Webster Online is a huge online resource for learning and improving your English. It provides dictionary and thesaurus which includes spanish-english and medical dictionaries. You can easily look up words and listen to their pronunciation. Further it provides other resources like crosswords and word games. It also has a visual dictionary which combines words with images.

### MetaGlossary.com

MetaGlossary.com approaches the task of finding meanings of

words in a different way. It aggregates various links on the web which provide an explanation to the term and shows the results. Hence it does the job of pulling definitions of the word from the entire web.

### Thsrs ( <http://www.ironicsans.com/thrs/> )

Thsrs helps you to get shorter synonyms of long words. Although it's not dead accurate but still can be useful at times. It also provides a browser plug-in to easily look up shorter synonyms of words with a right click.

### Wordsmith ( <http://www.wordsmith.org/> )

Wordsmith is a nice resource for new words, especially its 'A Word A Day' newsletter, which is immensely popular and delivers new words everyday to your email inbox. Also includes the Internet Anagram Server—a really cool Anagram creator!

### Thinkmap Visual Thesaurus

( <http://www.visualthesaurus.com/> )

Thinkmap Visual Thesaurus is a free-to-try visual tool which shows related words in an interactive map and helps you to easily find their meanings and listen to their pronunciation.

### AskOxford.com

AskOxford is the online version of the famous dictionary by the Oxford University press. It's comprehensive without a doubt and includes various other vocabulary resources and a quotations dictionary.

### Alpha Dictionary

( <http://www.alphadictionary.com/index.shtml> )

Alpha Dictionary doesn't directly show you the meaning of a word. Instead it searches all the available online dictionaries (most of them) and displays the results in the form of links to the meaning of that word in those dictionaries. So choose your favorite dictionary (if at all you have one) and click on the corresponding link to view its meaning.



## BEFORE you begin your next UNIT of INSTRUCTION:

1. What Power Indicators (standards) are included in this Unit? List indicators.
2. What is the key academic vocabulary needed in this Unit? List words.

### Plan for direct vocab. instruction: (Marzano's 6 Steps for Teaching Vocab.)

1. YOU provide a description, explanation or example. (story, sketch, powerpoint)
2. Ask students to re-state or re-explain meaning in their own words. (journal, community circle, turn to your neighbor)
3. Ask students to construct a picture, graphic, or symbol for each word.
4. Engage students in activities to expand their word knowledge. (add to their notes, use graphic organizer format)
5. Ask students to discuss vocabulary words with one another. (collaborate)
6. Have student play games with the words. (Bingo w/definitions, Pictionary Charades, etc.)

### 3. Plan to provide or activate background knowledge:

- |   |  |
|---|--|
| <input type="checkbox"/> Study Trip               | <input type="checkbox"/> Guest Speaker (expert)        |
| <input type="checkbox"/> Bring In Live Sample     | <input type="checkbox"/> Bring In Actual Artifacts     |
| <input type="checkbox"/> Theme Day ("Indian Day") | <input type="checkbox"/> Video (United Streaming)      |
| <input type="checkbox"/> Show Photos              | <input type="checkbox"/> Read Aloud (story)            |
| <input type="checkbox"/> Posters                  | <input type="checkbox"/> Models of Actual Items        |
| <input type="checkbox"/> Graphic Organizer        | <input type="checkbox"/> PowerPoint / Other Technology |
| <input type="checkbox"/> Community Circle Topic   | <input type="checkbox"/> Other                         |
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First, a teacher should provide students with information about the new term. Teachers can...

- tell a story using the term.
- use video or computer images as a source of information.
- use current events to connect the term to something familiar.
- describe their own mental pictures of the term.
- find or create pictures that exemplify the term.

Notice that some of these suggestions include providing images. Using both linguistic and nonlinguistic explanations of a new term will help students develop an initial understanding of the term, as well as help prepare them to create their own pictures or graphic representations in Step 3 of the process.

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## 1. DESCRIPTION

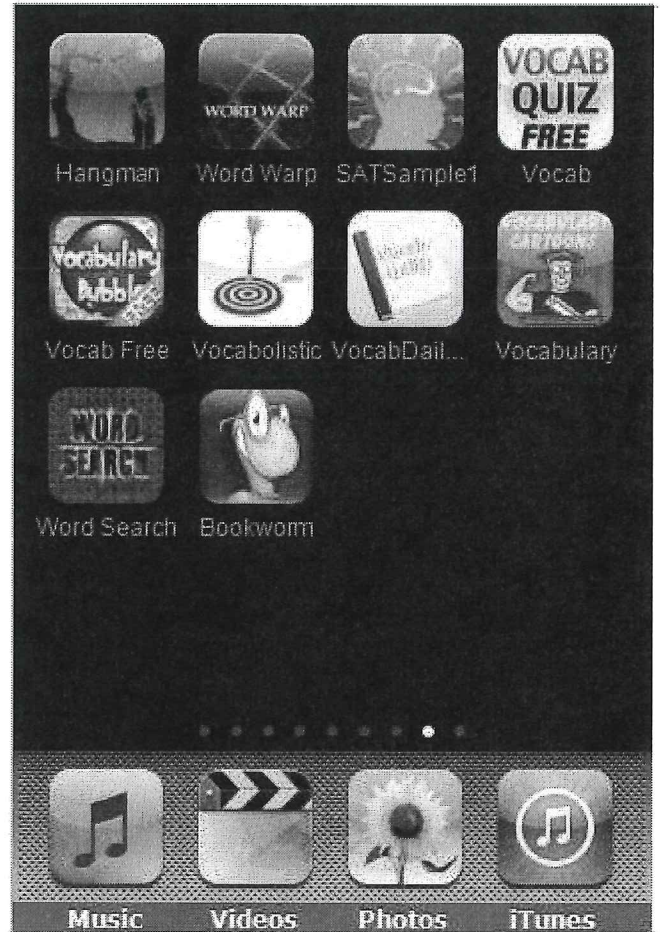






## 6. Involve students periodically in games that allow them to play with terms.

- Games are used to help and encourage many learners to sustain their interest and work and help the teacher to create context in which the vocabulary is useful and meaningful.
- The learners are requested to take part and in order to do so, they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.
- So, by this way, they are not only improving their vocabulary, but they are also improving their communication skills.
- Listen for misconceptions when learners are playing games/activities.
- Provides an opportunity for learners to work together.
- Gives in-context and out-of-context opportunities to apply, analyze, evaluate and synthesize new vocabulary.



### **Restate-Ask students to restate the description, explanation, or example in their own words.**

During the second step, the teacher asks students to restate the meaning of the term in their own words. It is critical that instead of simply copying what the teacher has said, the students "own" the new terms by constructing their own descriptions, explanations, or examples. Their constructions need not be comprehensive, but efforts should be made to ensure they do not contain major errors.

It is useful to have students record their descriptions, explanations, and examples in a vocabulary notebook. For each term, the notebooks should provide a space for students' descriptions (Step 2), students' picture or representation of the term (Step 3), and room for additional information students might add as a result of Steps 4, 5, and 6.

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#### 4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
- Identify synonyms and antonyms for the term
- List related words
- Write brief cautions or reminders of common confusions
- Translate the term into another language for second language students
- Point out cognates to words in Spanish
- Write incomplete analogies for students to complete
- Allow students to write (or draw) their own analogies
- Sort or classify words
- Compare similarities and differences

Discuss-Engage students in discussion activities that help them add to their knowledge of the terms in their vocabulary notebooks.

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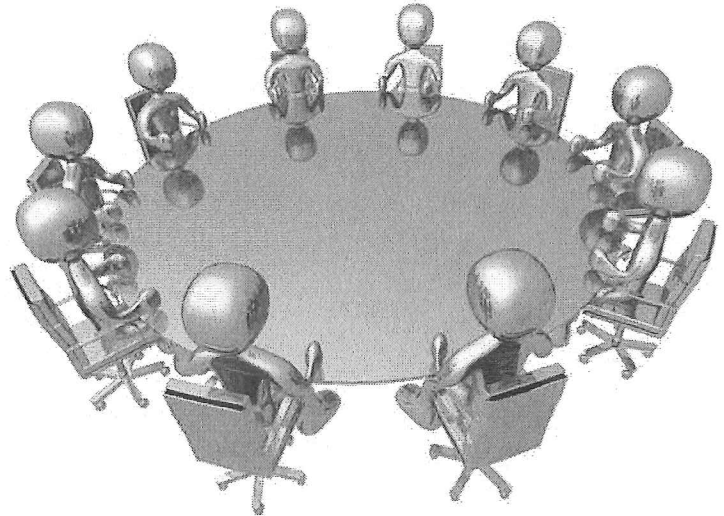
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During the fourth step, students are engaged in activities designed to help them discuss and review the new terms. These activities include having students compare and contrast terms, classify terms, identify antonyms and synonyms, and create analogies and metaphors using the terms. During this time, students should be provided with opportunities to add to or revise the entries in their vocabulary notebooks if they are using them or wherever they are recording information about their new vocabulary.



## 5. Periodically ask students to discuss the terms with one another.

- Think-Pair-Share
- Compare their descriptions of the term
- Describe their pictures to one another
- Explain to each other any new information they have learned ("aha's")
- Identify areas of disagreement or confusion and seek clarification
- Students can make revisions to their own work



**Step 3: Show-Ask students to construct a picture, symbol, or graphic representation of the term.**

In Step 3, students are asked to construct a picture, symbol, or graphic representation of a term; this forces them to think of the term in a totally different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols, and graphic representations require students to process information in nonlinguistic ways.

If students are not accustomed to creating pictures and graphics for ideas, they might initially need significant guidance and modeling. Even if they have experience with nonlinguistic representations, it is likely that they will still need help with terms that are difficult, new to them, or abstract.

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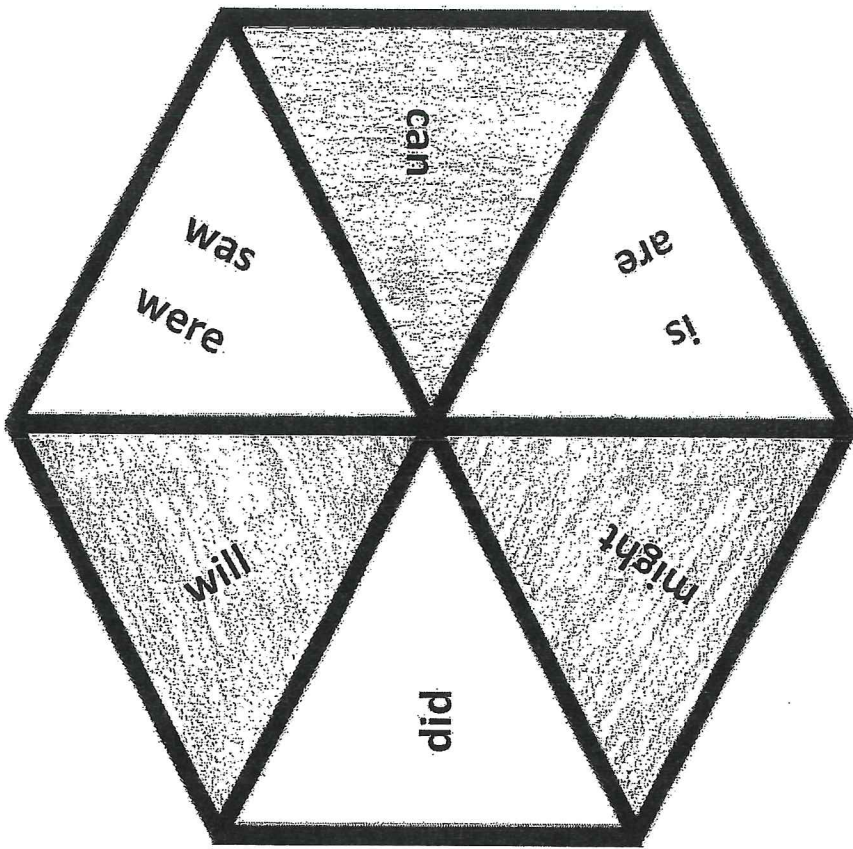
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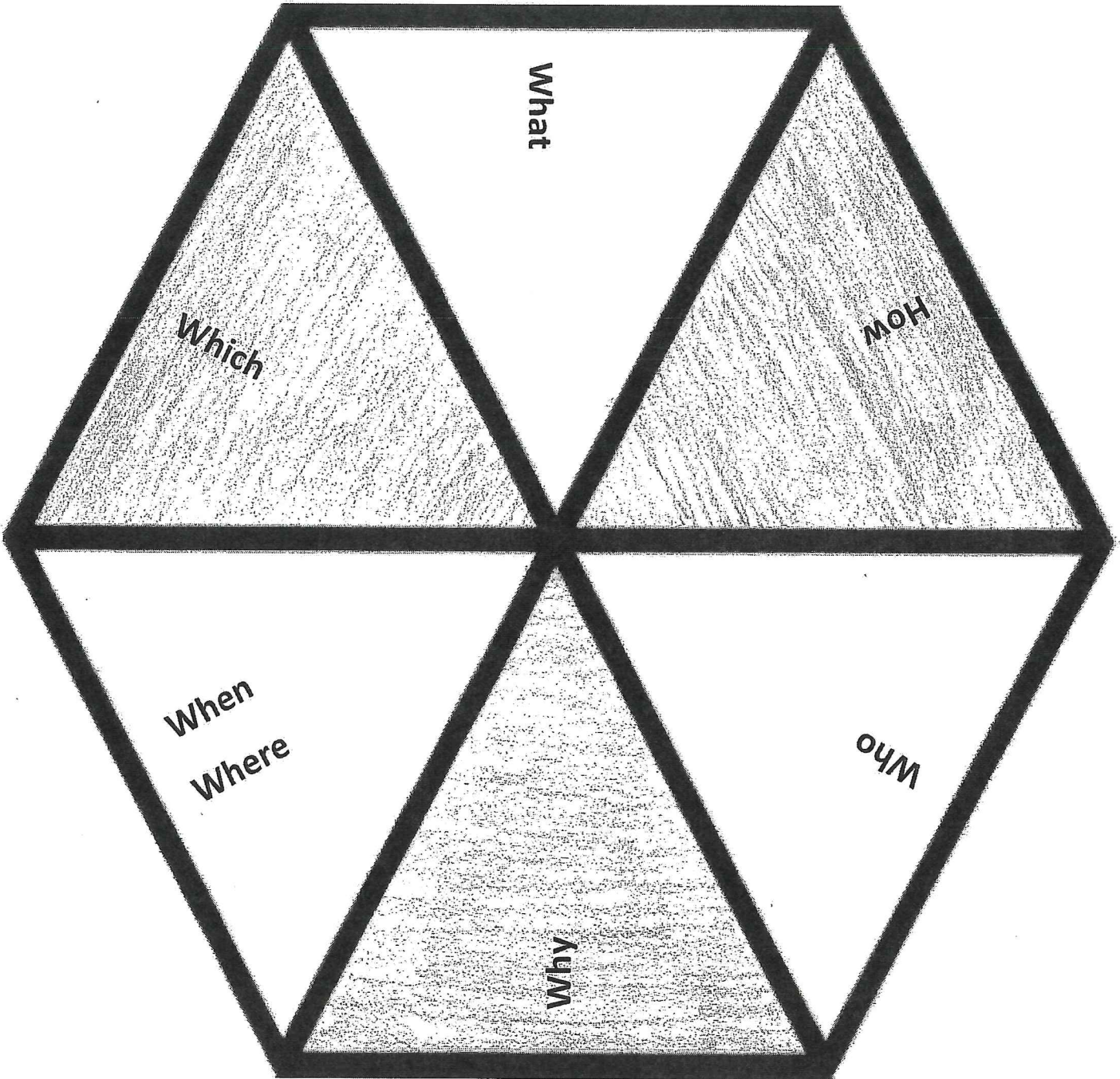
## 3. NONLINGUISTIC REPRESENTATION



**For inferential questions:** Try the gray parts of the wheel. These questions are gray because they're not "black or white"; they have more than one right answer. These questions are also called "thinking" or "out of your head" questions.

**For literal questions:** Stick to the lighter parts of the wheel. These questions are also called "fact" or "out of the book" questions.





What

Which

How

When  
Where

Who

Why