Sounds Sensible®

Multisensory Instruction in Phonological Awareness and Beginning Phonics

Teacher's Guide

Sounds Sensible®
2nd Edition

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bake cake

zebra
Sounds Sensible® provides hands-on instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and handwriting for beginning and struggling readers.

- **Beginning readers**—essential instruction that builds the foundational skills of reading to prevent reading failure before it starts

- **Struggling readers**—an Orton-Gillingham based reading intervention for any grade level that serves as Pre-Level 1 of the SPIRE® program

A free Placement Assessment is available to help determine if students should use Sounds Sensible, or if they are ready to start SPIRE. To download the assessment and to learn more about SPIRE, please visit epsbooks.com/spire.

Letters in Sounds Sensible® are introduced in order of how the sound of the letter is produced with easier sounds learned first. This approach gives students a solid foundation in phonological awareness. Phonological awareness instruction has been shown to have a positive impact on the acquisition of reading and spelling.

**STOPS** are produced by completely stopping the air flow, then releasing it quickly. Air flows from your lungs and you stop it with your lips, then release.

| Lesson 1:      | Introducing Letter p |
| Lesson 2:      | Reviewing Letter p   |
| Lesson 3:      | Introducing Letter b |
| Lesson 4:      | Reviewing Letters p, b |
| Lesson 5:      | Introducing Letter t |
| Lesson 6:      | Reviewing Letters p, b, t |
| Lesson 7:      | Introducing Letter d |
| Lesson 8:      | Reviewing Letters p, b, t, d |
| Lesson 9:      | Introducing Letters c, k |
| Lesson 10:     | Reviewing Letters p, b, t, d, c, k |
| Lesson 11:     | Introducing Letter g |
| Lesson 12:     | Reviewing Letters p, b, t, d, c, k, g |

**FRICATIVES** are produced with a constriction of air flow. The air forces its way around the articulator on its way. This results in a sound with a hissing or buzzing.

| Lesson 13:     | Introducing Letter f |
| Lesson 14:     | Reviewing Letters p, b, t, d, c, k, g, f |
| Lesson 15:     | Introducing Letter v |
| Lesson 16:     | Reviewing Letters p, b, t, d, c, k, g, f, v |
| Lesson 17:     | Introducing Letter s |
| Lesson 18:     | Reviewing Letters p, b, t, d, c, k, g, f, v, s |
| Lesson 19:     | Introducing Letter z |
| Lesson 20:     | Reviewing Letters p, b, t, d, c, k, g, f, v, s, z |
BEGINNING & ENDING SOUNDS

Lesson 21: Beginning Sounds  \( p, b, t, d, c, k, g, f, v, s, z \)
Lesson 22: Ending Sounds  \( p, b, t, d, c, k, g, f, v, s \)

AFFRICATES combine a fricative element with a Stop.

Lesson 23: Introducing Letter  \( j \)
Lesson 24: Reviewing Beginning Sounds  \( p, b, t, d, c, k, g, f, v, s, z, j \)
Lesson 25: Reviewing Ending Sounds  \( p, b, t, d, c, k, g, f, v, s \)

NASALS are produced by diverting the air flow through the nose.

Lesson 26: Introducing Letter  \( m \)
Lesson 27: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m \)
Lesson 28: Introducing Letter  \( n \)
Lesson 29: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n \)

GLIDES are more like vowels because they involve less obstruction of the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 30: Introducing Letter  \( w \)
Lesson 31: Introducing Letter  \( \breve{a} \)
Lesson 32 a-d: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, \breve{a} \)

LIQUIDS are formed differently by the individuals who articulate them. This makes it harder to describe them and these are the most difficult for children to say. It involves some curling of the tongue.

Lesson 35: Introducing Letter  \( l \)
Lesson 36: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l \)
Lesson 37: Introducing Letter  \( r \)
Lesson 38: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r \)

The sound of “x” is made up of two sounds, /k/ and /s/, which combine to form /ks/.

Lesson 39: Introducing Letter  \( x \)
Lesson 40: Introducing Letter  \( y \)
Lesson 41: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r, x, y \)

GLIDES are more like vowels because they involve less obstruction of the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 33: Introducing Letter  \( h \)
Lesson 34: Reviewing Letters  \( p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, \breve{a}, h \)
Step 1: Listening

Warm-up

Time: 9 minutes

Objective: To focus students’ attention on sounds in words and develop students’ ability to listen.

Behavior: Students will identify whether two spoken words are the same or different. Students will be able to attend to a story read by the teacher and identify rhymes, develop vocabulary, identify the story’s main characters, and tell what is happening.

Activity 1: Word Comparison: Same/Different

Copy Same/Different Response Sheet Blackline Master, page 48. Give each student a picture of two dogs and a picture of a cat and a dog.

Discuss the picture of the two dogs, and lead students to understand that both animals are dogs and that they are the same.

Next, discuss the picture of the cat and the dog, and lead students to understand that one animal in the picture is a dog and the other is a cat and that they are not the same. They are different.

Ask students to place their pictures on the table and listen. Tell students you will say two words and then call on someone to repeat the two words. After the student repeats the words, have the whole group repeat them.

Then ask: Are the words the same or different? If they are the same, hold up your picture of two dogs. If the words are different, hold up your picture of the dog and the cat.

Activity 1 is always done using this format. Choose different word pairs each day from the lists below. Note that some of the pairs are of nonsense words. You may want to tell students that some of the words you will say may not be real words, or you may decide to omit those pairs from your instruction.

Word Pairs

/p/ /b/ discrimination

<table>
<thead>
<tr>
<th>pat pat</th>
<th>bat pat</th>
<th>bat bat</th>
<th>bit pit</th>
</tr>
</thead>
<tbody>
<tr>
<td>pam bam</td>
<td>ham bam</td>
<td>pam pam</td>
<td>but but</td>
</tr>
<tr>
<td>pit pit</td>
<td>bag pag</td>
<td>bap bap</td>
<td>pab bap</td>
</tr>
<tr>
<td>pab bab</td>
<td>pap bap</td>
<td>pap pap</td>
<td>pat bat</td>
</tr>
</tbody>
</table>
Copy this sheet to try with students.
**Step 2: Rhyming**

**Activity 5: Onset and Rime**

**Objectives:** Students will be able to blend the beginning sound of a word with its ending sounds and comprehend the word. Students will be able to hear a word and separate its onset from its rime.

**Behavior:** Given an onset and a rime, students will be able to repeat them in order, blend them into a word, and find the picture for the word.

**Materials:** Onset and Rime Cards, Rhymes Mat

**Level 1**

**Time:** 9 minutes

**Instruction:** Place the Rhymes Mat on the table and say: “Today we will do robot-talk. Robot-talk is like this: /h/ /i/, /h/ /ow/ /ar/ /y/ /ou/. Did you understand what I said? I said, ‘Hi, how are you?’ Listen again.”

(Repeat the same sentence in robot-talk, and explain that robot-talk is saying the first sound in a word, briefly pausing, and then saying the rest of the word.)

Say: “Let me show you how I would robot-talk this word.”

Lay down Onset and Rime Card 1, *cab*.

Say: “The way we people-talk when we say this word is *cab*. What is this word in people-talk? Yes, this word is *cab*. Now, listen as I say it in robot-talk, /k/ /ab/.

Now, who would like to try to say *cab* in robot-talk?”

Call on several students; if anyone has difficulty, model the procedure again.

Follow the same procedure with Onset and Rime Cards 2–5: *cap*, *cat*, *rope*, *hip*.

After all five cards have been introduced, say: “Now, I will robot-talk one of these words. You will repeat the robot-talk; then, people-talk the word and find its picture on the mat.

Robot-talk: /k/ /at/. Everyone repeat /k/ /at/. People-talk: /kat/. Everyone repeat /kat/. Now point to the picture. Yes, *cat* is the word.”

Repeat the procedure with the remaining four words.

Display the five cards again and say: “Who can say one of these words in robot-talk? We will try to guess your word and say it in people-talk.”

Choose a student to robot-talk one of the pictures. You may need to assist as necessary.

Have students robot-talk the remaining pictures as their classmates respond with people-talk for each one.
Onset and Rime Cards

Copy these onto card stock and cut out to try with students.
Activity 5: Syllable Deletion

Time: 9 minutes

Use the same multisyllabic words as in Activity 4.

Say one of the words, such as windy, and have students repeat it. Then say: “Say windy again, but don’t say de.” Students say wind. Then say: “Say windy again, but don’t say wind.” Students say de.

Follow the same procedure with other words from the list. You may want to delete only the first or second syllable of a word, depending on student needs.

After students have achieved 85–90 percent mastery, move to Activity 6.

Activity 6: Phoneme Segmentation

Time: 9 minutes

Objective: To develop students’ ability to track up to three sequences of sounds

Behavior: Students will be able to remember three sequences of sounds and identify those that are the same and those that are different.

Materials: Phoneme Segmentation Sheet Blackline Master, page 46, Bingo chips.

Instruction: Tell students that they will be listening for sounds, and that there will be two or three sounds in a row, but the sounds will not make words. Explain that they will show how many sounds they hear by placing the right number of chips on their Phoneme Segmentation Sheet. Also explain that they will use different-colored chips to show whether the sounds they hear are the same or different.

Demonstrate the procedure by saying and doing the following: “If I hear /t/ /t/, I can show this by placing two chips on my sheet that are the same color. It does not matter what color the chips are, but only that they are the same color. This shows that the two sounds heard are the same.”

Take the two chips off the sheet and then say as you demonstrate: “Now, if I hear /m/ /t/, I will place two chips, but they are different colors to show that I hear two different sounds.”

Remove the chips and then say as you demonstrate: “If I hear /s/ /s/, what do you think I will do? Yes, I would place two chips of the same color on my sheet to show that I hear two sounds that are the same.”

Remove the chips and then say as you demonstrate: “What if I hear /s/ /m/ /s/? Yes, I would place three chips and the first and the last would be the same color because they are the same sound. Now, you will do the same on your sheets with your chips. Ready? I will say some sounds.”

Have students repeat the sounds and place chips on their sheet, saying and touching each sound as they place each chip.

Example
Teacher: /t/ /m/
Students: /t/ /m/
Teacher: /t/
Students: /t/ (touch and say as they place)
Teacher: /m/
Students: /m/ (touch and say as they place)
Copy this sheet to try with students. Each student will need their own copy and Bingo chips or something similar. See directions on page 8.
Step 4: Phoneme–Grapheme Relationships

Lesson 7

Introducing Letter d

Hold up Phonogram Card d, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for d is dad. Show students the Key Word Concept Sheet d and discuss the picture.

Say: “d (letter name), dad (key word), /d/ (sound),” and have students repeat: d, dad, /d/.

*Note: Be careful not to say /duh/ when you model the sound for students. Tell them that /d/ is made the same way as /t/, except that d is a “noisy letter.” Have students place their tongue behind their top teeth and feel their vocal cords as say /d/. Then have students say: t tap /t/. Compare /t/ and /d/. /d/ is produced with a tapping of the tongue, a deep throaty sound, and a slightly opened mouth. D, like t, is a “tongue tip tapper.”

Display Beginning Sounds Picture Cards 16–20, and tell students the name of each one. Have them listen for /d/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.

Give each student a Key Word Card for d, and say the following words as students listen for /d/ at the beginning of each one. If a word begins with /d/, students hold up the Key Word Card. If it does not begin with /d/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /d/ as in dad?”

dad  tad  bad  dot  pot

dog  bag  dig  pig  dip
Copy these onto card stock and cut out to try with students.

4

d dad /d/
STEP 4

Copy this sheet to try with students.

Key Word Concept Sheet

Dd

dad
Copy these onto card stock and cut out to try with students.

Beginning Sounds Picture Cards

077-9659
**Step 5: Dictation**

**Dictation Lessons**

Note: Until Lesson 31, where short a is introduced, you will dictate only single consonant sounds. After Lesson 31, you will also be dictating words that have the short a sound.

**Objective:** To develop the ability to connect a phoneme to its symbol in written form

**Behavior:** Given a known sound, students will be able to correctly repeat it, name the letter that makes the sound, and write the letter that makes the sound.

**Materials:** Traffic Light Dictation Paper (in the size appropriate for your students’ level—see note, page iii)

**Instruction:** Students are to write letters and words on their paper. Dictate the sounds or words and have students repeat them, name them, and then write them, naming the sounds or words as they write. Students will write five dictated sounds, then will listen to five words for beginning or ending sounds, eventually writing five complete words.

**Lesson 7 (Model Lesson)**

**Sound Dictation Letter d**

1. Have students listen carefully as you dictate a sound. Pencils are down. Say /d/, and have students repeat the sound. Say: “What letter says /d/? Yes, d. Pick up your pencil and write d, saying its name as you write.”

2. Students look at the letter they wrote, name it, and give its sound.

3. Repeat the above procedures for the rest of the sounds: /p/, /b/, /t/, /d/.

**Word Dictation**

4. Tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then write the letter, naming it as they write. Say: “dim. You say it. What sound do you hear at the beginning of dim? Yes, /d/. What letter name says /d/? Yes, d. Write d, saying its name as you write.”

5. Repeat above procedure with the rest of the words: dad, dog, bag, pan.

6. In an introductory lesson, distribute a copy of the Key Word Concept Sheet for students to color.
Copy this sheet to try with students. Each student will need their own copy. Note: Handwriting paper comes with writing lines in a variety of sizes to meet each student’s needs.
SPIRE is a research-proven reading intervention program for your lowest-performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan.

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