Phonemic Awareness Phun
Sound Substitution
(Musselwhite, 2008)

Goal: To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on <u>Nathan</u>.)

Brief Phonemic Awareness Research Review:
The National Reading Panel (2000, www.nationalreadingpanel.org) completed a meta-analysis of scores of articles that studied the effects of phonemic awareness (the ability to focus on and manipulate phonemes in spoken words). A brief summary of findings includes:
• PA (phonemic awareness) training resulted in improvement in students' phonemic awareness, reading, and spelling following training
• effects of PA instruction lasted well beyond the end of training
• students of varying abilities improved both PA and reading as a result of PA training
• characteristics of PA training that were most effective included:
    a) explicitly and systematically teaching children to manipulate phonemes with letters
    b) focusing instruction on one or two types of phoneme manipulations rather than multiple types
    c) teaching students in small groups

• Cautions regarding PA training include:
    a) PA training is NOT a complete reading program, but rather one component of a complete integrated reading program
    b) there are many ways to teach PA effectively – teachers must select strategies most suited to the needs of their students
    c) motivation of both students and teachers, while not extensively studied, is felt to be a critical factor for success

Implications for Students with Complex Communication Needs (CCN), Including Students who Use AAC

We know that 'explicit, systematic instruction' is essential. Often, that means a series of activities that look more like a testing agenda ("Which one rhymes with Gathan?") than a teaching, interactive agenda. While this approach may be both effective and time-efficient, sometimes students with significant disabilities are just OVER being tested!! And remember that the National Reading Panel cautions that motivation is a key factor!! In this tip, I'll suggest ways to make activities **AAIF**:
   a) **A**dapted to meet the needs of students who require AAC
   b) **A**uthentic, so students don't feel that they're taking yet another 'test'
   c) **I**ndividualized to meet the context and interests of target students
   d) **F**un and interactive

Goal: To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on <u>Nathan</u>.)

AAIF Activities for Sound Substitution (initial sound)
Giggley   Goggley   Goo!!!

Objective: Support the student in identifying which word rhymes with the nonsense word. Authentic purpose – use for helping students line up, align with themes or stories being read.

Materials: People, objects, photos, and symbols representing words that can be rhymed.

Examples: Tne target sound this week is /d/ because <u>D</u>ad and <u>D</u>aniela (sister) both begin with /d/
Objects: switch activated toy dog; Elmo, Buzz Lightyear, tiger, cat, sofa, chair, rug
People: Mom, Ezra, Erick, Jessica
Photos: Jen, Nana, Sara
Symbols: cat, bat, car, pen, pig, jug
Labels for each target letter (ex: d   m   k)

Activity:

1) <u>Introduce the activity.</u>
      a) Hold up the target letter (remember: research shows that manipulating the letter plus the sound is more effective)
      b) Chant: "Diggedy doggedy dee, a little dog barked at . . . <u>me</u>, Diggedy doggedy doo, a little dog barked at . . . <u>you</u>. Consider starting with people, to make the activity motivating and concrete during the introduction phase.
      c) If possible, have at least three people in the room (4 is better!)
After the intro chant (part b), change to rhyme with each person:
        "Diggedy, doggedy, Dessica, a little dog barked at . . . _____"
        Pause and have the student point to the appropriate person.
      d) Give evaluative feedback. If student points to Jessica, say 'Dessica – Jessica / Jessica – Dessica . . . it's a rhyme!! Let the student make the switch activated dog bark at Jessica.
      e) Give evaluative feedback for errors also. If student points to Mom, say "Let's try it . . . 'Dessica – Mom / Mom – Dessica . . . not a rhyme'"
Let's try again. The student doesn't make the dog bark unless there's

a match. Help students develop their inner voice, reminding them to 'say it in your head.' Ex: "Say it with me. Kellie, say it in your head . . . Dessica – Jessica, etc."

2) <u>Increase the difficulty</u>
    a) Now offer the student a choice of several objects or photos or symbols (at least three)
    b) Chant: "Diggedy doggedy dug . . . the little dog barked at the . . . "
       (<u>rug</u>) etc.
    c) Have the student eye gaze or use partner assisted scanning to show which object / photo / symbol rhymes with dug
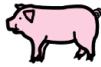
    d) Remember to use evaluative feedback!

3) <u>Introduce a second sound</u>. *Remember*!! The brain is a pattern detector!! We need to introduce more than one sound so the student has patterns to detect! Now repeat the activity with a 2nd sound. This may be done on a different day (ex: /m/ since it's the first sound in <u>Mom</u>). Mippity moppety merry, a monkey jumped on <u>Jerry</u>. (use a toy monkey). Start first with names of familiar people, and only progress to objects or photos when the student is successful with people. Repeat the process.

4) <u>Continue the process</u>, focusing on having fun finding items, and 'testing' (showing 4 items or symbols). While you may only practice two sounds the first session(s), continue this until the student can correctly identify rhymes representing about six different initial phonemes.

5) <u>Extend the activity to shared reading</u>. For example:
    a) Read a book, and *go* for a hunt for words that rhyme. 'Let's listen for some words that rhyme in this book. Students can use a simple step-listing device to call out rhymes.

!

b) Help students make a **Giggley People Book**. Sample pages:

(**NOTE:** velcro on each page over blank; photos available to affix)

1. Giggley Goggley Gathan,
   A gorilla sat on _____! (Nathan)

2. Giggley Goggley Genna,
   A gorilla sat on _____! (Jenna)

3. Giggley Goggley Gericka,
   A gorilla sat on _____! (Ericka)

b) Help students make a **Giggley Things Book**. Sample pages:
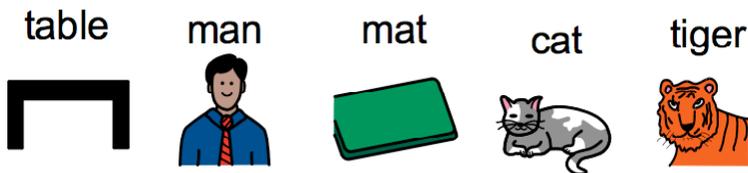
table   man   mat   cat   tiger

(**NOTE:** velcro on each page over blank; photos available to affix)

1. Giggley Goggley giger,
   A gorilla sat on the _____! (tiger)

2. Giggley Goggley gat,
   A gorilla sat on the _____! (mat / cat)

3. Giggley Goggley gable,
   A gorilla sat on _____! (table)

Remember to have your student 'read it in your head.' Developing an inner voice is VERY important for all students, but especially for students who rely on AAC!

d) Use sound substitution for a 'sponge' activity.
      For example, use it for line up / release. Giggley, goggley Gonathan, it's time to line up . . . Jonathan!

e) Listen to sound substitution rhymes. These use the tune from 'Williby, Wallaby, Woo, by Raffi.' Several are available on Musselwhite CDs, as shown below: www.aacintervention.com

CD	Sound / Rhyme	Screenshots
Singing to Learn CD	Giggley, goggley, gee A gorilla sat on me	Giggley, Goggely, Gee A gorilla sat on me.
On My Walk CD	Bibbedy, bobbity bretchen, A bumblebee buzzed round Gretchen	Bibbidy, Bobbidy, Boo by Dale Gardner-Fox Symbols from Boardmaker by Mayer-Johnson
Poetry Power CD	Riggedy raggedy Rames A rattlesnake hissed at James	Riggedy, raggedy, Rames A rattlesnake hissed at James. hissss
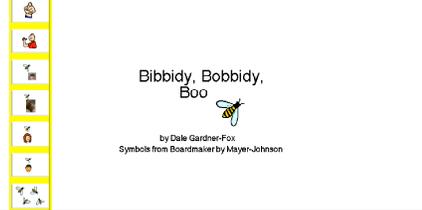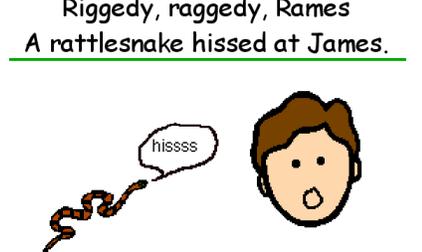
f) Use a ready-made songboard! Musselwhite & Keeney (2007) have developed a CD with 33+ songboards. Several of those songboards support phonemic awareness. Here are two!!

6) Have fun with fairy tales. See the attached chants!

Ginger, Ginger, _____ (Zett),
Gingerbread jumped on (Matt).

Bad, bear, _____ (Maria),
The bear bounced on (Maria).

Pig, Pig, _____ (Brandon),
The pig pounced on (Brandon).

Wild, wolf, _____ (Jenny),
The wolf walked on (Jenny).
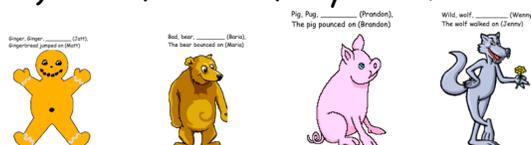
7) Computer fun – Errorless. Errorless activities can support students in listening for patterns – just don't get 'stuck' on errorless. Be sure to move on as soon as possible to activities that require more cognitive engagement! www.aacintervention.com

CD	Rhyme	Screenshots
On My Walk CD Caterpillar chant Butterfly chant	ay: play / way / today / away	Caterpillar, caterpillar in the way! Caterpillar, caterpillar go away! Caterpillar, caterpillar eat it today. Caterpillar, caterpillar _____
What's Cooking CD Cooking Rap	ake: cake / bake / make / steak	Cooking Rap! Cooking time, cooking time, What should we make? Cooking time, cooking time, Bake a cake! Cooking time, cooking time, Shake and bake! Cooking time, cooking time,
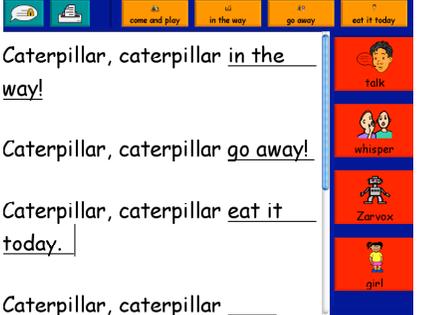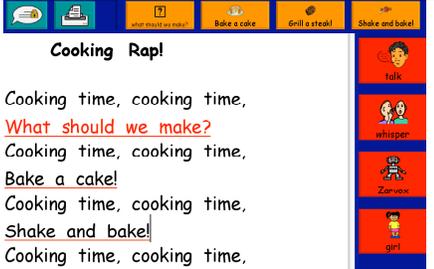
RAPS CD
Cash – Trash Rap
 	
Looking Great –
   Party Rap
 	
Pizza Today – Pizza
   Rap
	ash: trash / bash / mash / dash
	
	ate: late / fate / wait/ great
	
	ay: way / today / okay
		Trash Rap
		
		Got some trash trash trash
		
		Gonna have to bash bash bash
		
		Then we need to mash mash mash
		
		And we're gonna dash dash dash

8) Beyond Errorless Computer Activities: Below are screenshots of several computer activities that require more cognitive engagement. These are on a range of CDs: www.aacintervention.com

CD	Sound / Rhyme	Screenshots
What's Cooking CD Cooking Rap More	oup – soup / group ake – cake / bake / make / snake	
ight – ot Poem w/ Pics	ight – night / light / right ot – hot / rot / not	
RAPS CD Pizza Today: Pizza Patza Pat Cash Cash for Trash: Who's Got It Looking Great: Funky Hair	an – Dan / Stan / Ann at – Matt / Nat ick – Nick / Rick	

9) What About Older Students? Use chants instead of songs. Light tech – look at the RAPS Sound Substitution activity at: www.learningmagic.com Click on 'Caroline's Corner' for many tips, including this one.

These chants go with the RAPS Stories:

Looking Great:

Shiny, shirt, _____ (Shonathon),
The shirt is now on _____ (Jonathan)

Cash for Trash:

Tricky, trashy, _____ (Trina),
Trash fell on _____ (Nina)

Pizza Today:

Pizza, patza, _____ (Pat),
Pizza fell on _____ (Matt)
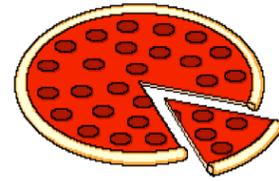
Great Resources for Supporting (and Understanding) Phonemic Awareness Instruction

Clendon, S., Gillon, D. & Yoder, D. (2005). Initial insights into phoneme awareness intervention for children with complex communication needs. *International Journal of Disability, Development and Education.* 52(1), pp. 7-31.

Ericson, L, & Juliebo, M. (1998). The Phonological Awareness Handbook for Kindergarten and Primary Teachers. The International Reading Association. http://www.ira.org/

Erickson, K. and Koppenhaver, D. (2007) *Children with Disabilities: Reading and Writing the Four-Block Way®*. Greensboro, NC: Carson-Dellosa. www.carsondellosa.com

Hall, D., & Cunningham, P. (2007). *Month-by-month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten.* Greensboro, NC: Carson-Dellosa. www.carsondellosa.com

See also:
www.nellieedge.com (the website by Nellie Edge)
Check out her numerous articles on using motivating activities to teach phonemic awareness and phonics, such as: *Developing Phonemic Awareness and Phonics Skills Within the Context of Songs and Rhymes*

Light, J. and McNaughton, D. (2006) Maximizing the Literacy Skills of Individuals Who Require AAC. Pennsylvania State University. AAC-RERC webcast.
http://mcn.ed.psu.edu/dbm/Light_Reading/index.htm