MULTISENSORY TEACHING of Basic Language Skills

ACTIVITY BOOK
FOURTH EDITION

SUZANNE CARREKER & JUDITH R. BIRSH

Multisensory Teaching of Basic Language Skills Activity Book

Fourth Edition

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by Suzanne Carreker, Ph.D., CALT-QI, and Judith R. Birsh, Ed.D., CALT-QI

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by

Suzanne Carreker, Ph.D., CALT-QI
Principal Educational Lead, Lexia Learning Systems
Concord, Massachusetts

and

Judith R. Birsh, Ed.D., CALT-QI
Independent Literacy Consultant
New York, New York

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About the Authors

Suzanne Carreker, Ph.D., Certified Academic Language Therapist (CALT), Qualified Instructor (QI), Principal Educational Lead, Lexia Learning Systems, Concord, Massachusetts

Dr. Carreker is developing content for blended-learning reading programs at Lexia Learning Systems. Her passion for teaching reading began with an impromptu opportunity to attend a lecture given by dyslexia pioneer Margaret Byrd Rawson. She taught at Briarwood School in Houston, Texas, and directed teacher preparation programs at Neuhaus Education Center in Houston for 28 years. During her second year of teaching, Dr. Carreker attended a 1-hour workshop presented by the three Neuhaus founders that led to her preparation as a CALT and QI at the center. Dr. Carreker believes that teachers' deep knowledge about reading and skill in teaching reading should not be the result of serendipity. To that end, Dr. Carreker served on the committee for the development of The International Dyslexia Association's (IDA) *Knowledge and Practice Standards for Teachers of Reading* and led the development of the Certification Exam for Effective Teaching of Reading—both guideposts for pre-service and in-service teacher preparation programs. She was the 2009 HBIDA Nancy LaFevers Community Service Award recipient for her contributions to students with dyslexia and related learning differences in the Houston area. In 2018, she received the Margaret Byrd Rawson Lifetime Achievement Award from the IDA.

Judith R. Birsh, Ed.D., Certified Academic Language Therapist (CALT), Qualified Instructor (QI), Independent Literacy Consultant, 333 West 86th Street, New York, New York

Dr. Birsh was the editor of the first three editions of *Multisensory Teaching of Basic Language Skills*. Her enduring belief that well-prepared, informed teachers are the major influence on effective instruction in the field of reading and dyslexia had its beginning in 1960, when she met her first student who, although 18 years old, read poorly. The quest to find answers to this puzzle led her to a master's degree in remedial reading and a doctorate in reading and language at Teachers College, Columbia University. After training with Aylett R. Cox in Dallas, Texas, she became a Certified Academic Language Therapist and Qualified Instructor, founding and directing the multisensory teaching of basic language skills courses at Teachers College in the Department of Curriculum and Teaching, Program in Learning Disabilities. Since her retirement in 2000, Dr. Birsh has maintained her commitment to teacher preparation as an independent literacy consultant, by giving professional development workshops, consulting with private and public schools, writing articles, and working with students with dyslexia. In 2008, she received the Luke Waites Academic Language Therapy Association Award of Service and the Margaret Byrd Rawson Lifetime Achievement Award from The International Dyslexia Association.

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Introduction

The purpose of the fourth edition of the *Multisensory Teaching of Basic Language Skills Activity Book* is to help reinforce the information gained during teacher preparation from texts, classroom lectures, and practicums. These activities provide teachers with opportunities to reflect on and assimilate newly acquired linguistic concepts, along with a check of their knowledge and practice skills for teaching Structured Literacy that are aligned with *Knowledge and Practice Standards for Teachers of Reading* (International Dyslexia Association [IDA], 2018). In addition, the activities can act as a platform from which to plan lessons with these concepts for their students.

Teacher knowledge is essential to student success (Brady & Moats, 1997; IDA, 2018; Piasta, Connor, Fishman, & Morrison, 2009). Teachers must understand the theoretical underpinnings of literacy acquisition. They must know effective methods for teaching literacy skills and ways to differentiate their instruction to meet the needs of all students. Teachers themselves must possess underlying linguistic skills and insights about different language structures so that they can successfully instruct their students. The textbook *Multisensory Teaching of Basic Language Skills, Fourth Edition* (Birsh & Carreker, 2018), provides teachers with current research findings and specific multisensory methods of instruction in all areas of literacy. This activity book is a supplement to that textbook and contains activities that reinforce and extend the information presented in it. The activities are designed to target and refine necessary linguistic skills and insights about language structures that teachers need to know to ensure that their students know them, too. In addition, the activities are also coordinated with Chapters 3–8 of the textbook *Becoming a Professional Reading Teacher* (Aaron, Joshi, & Quatroche, 2008).

The section "Activities Arranged by Structured Literacy Components" on the following pages coordinates the activities in the workbook with the chapters in the Birsh and Carreker (2018) textbook. Readers can progress through the chapters in that textbook and, as they finish each chapter, complete the activities that relate to that chapter, or readers can complete the exercises in this activity book in order and then read and refer to the related chapters in the textbook. For each activity, an icon appearing at the top right corner indicates the chapter(s) from the textbook that would be particularly helpful for users to refer to while completing the activity. Some activities also include referrals to a teacher web site that offer readers demonstrations of teachers engaged in teaching those concepts.

All of the activities are designed to enhance teachers' knowledge base. The reason some activities, purposefully, have more than one chapter reference is that knowledge about Structured Literacy overlaps from content area to content area, reinforcing the interrelatedness of the information. Some activities can be adapted for use with students. For example, interspersed among the activities are 19 Try This exercises designed specifically for use with students in the classroom or small-group settings. Furthermore, Appendixes A–O contain many resources teachers can use to enhance their own understanding of linguistic concepts and their presentation to their students. There are reproducible games, charts, graphic organizers, word lists, comprehension passages, and templates for lesson plans. The appendices included with the print book are also available as Online Companion Materials (OCM) on the companion web site for this book at www.brookespublishing.com/carreker/materials for both print and e-book buyers. Finally, there is an Answer Key for all of the activities so that teachers can check their understanding while they are learning new skills.

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A guide to activities coordinated with the Aaron et al. (2008) textbook can be found at the end of the Answer Key.

NOTE TO MULTISENSORY STRUCTURED LANGUAGE EDUCATORS

Some of the activities in the workbook share the same title. For example, Activities 17 and 18 are both titled *Phoneme Checklist*. In a training setting, participants complete the first activity for practice. The second activity with the same title could be completed as an assessment.

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Activities Arranged by Structured Literacy Components

Accurate Decoding (Chapters 5, 9, 14, and 20)

Letter and Sound Patterns

Activities: 25, 26, 27, 28, 29, 30, 31, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55

Try This G

Try This I

Six Syllable Types

Activities: 32, 33, 34, 35, 36, 37

Try This B

Try This C

Try This D

Try This E

Syllable Division Patterns

Activities: 38, 39, 40, 41, 42

Try This F

Alphabet and Letter Recognition (Chapter 5)

Activity: 8, 99

Try This A

Assessment (Chapter 7)

Activity 20

Composition (Chapter 17)

Activities: 92, 93, 94, 95, 96, 97, 98

Try This R

Try This S

Comprehension (Chapter 16)

Activities: 90, 91

Try This Q

Try This R

Connecting Research and Practice (Chapter 1)

Activities: 1, 2, 3

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Emergent Literacy (Chapter 4)
Activities: 6, 7
English Language Learners (Chapter 19)
Activity: 101
Executive Function (Chapter 8)
Activities: 21, 22, 23, 24
Fluency (Chapter 12)
Activities: 70, 71, 72
Try This I
Handwriting (Chapter 11)
Activities: 65, 66, 67, 68, 69
History and Structure of Written English (Chapter 14)
Activities 74, 75, 76, 77, 78, 79
Try This J
Try This K
Lesson Planning (Chapter 18)
Activities: 64, 69, 99, 100
Mathematics (Chapter 13)
Activity 73
Morphology (Chapters 14 and 15)
Activities: 74, 75, 76, 77, 78, 79, 80
Try This L
Multisensory Teaching (Chapter 2)
Activities: 1, 5, 9, 10, 16, 25, 26, 28, 33, 34, 38, 39, 40, 41, 49, 52, 53, 54, 55, 60, 66, 81, 82, 83, 84, 88
Try This H
(*Note:* Most of the activities in this book contain multisensory/multimodal elements to practice.)
Oral Language (Chapter 3)
Activity: 4
Phonological Awareness and Phonemes (Chapter 6)
Activities: 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 52, 53, 54, 55
Spelling (Chapter 10)
Activities: 56, 57, 58, 59, 60, 61, 62, 63, 64
Try This H
Vocabulary (Chapter 15)
Activities: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89
Try This L
Try This M
Try This N
Try This O
Try This P
Working With Older Students and Adults (Chapters 20 and 21)
Activities: 2, 12, 14, 25 to 64, 70, 71, 72, 77, 78, 79, 87, 88, 89, 90, 91, 102, 103
Try This H
Try This J

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ACTIVITY 6

What Children Know and What They Can Explore

TEXTBOOK REFERENCE
Chapter 4

Think about two subjects. Brainstorm things preschool children might know about the subject and what they might like to explore about the subject. An example is provided for you.

Subject	What children know	What children can explore
Squirrels	Squirrels are grey.	Where do squirrels live?
	They hop.	Can we find baby squirrels?
	They're good jumpers.	When they jump from tree to tree do they ever fall?
	They eat acorns.	Why are their tails so big?
Birds	Birds have feathers.	Do all birds have feathers?
	They make different sounds.	What birds live near our playground?
	They have two wings.	Can all birds fly?
	Birds fly in the air.	Where are the birds going that fly in big groups?

Subject	What children know	What children can explore

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