



MULTISENSORY TEACHING of Basic Language Skills



ACTIVITY BOOK
Revised Edition

by

Suzanne Carreker, Ph.D.

and

Judith R. Birsh, Ed.D.

· P A U L · H ·
BROOKES
PUBLISHING C^o®

Baltimore • London • Sydney



Contents

About the Authors.....	ix
Introduction	xi
Activity–Chapter Matrix.....	xiii
Activity 1 Terms for Research and Multisensory Teaching.....	1
Activity 2 The Brain.....	2
Activity 3 Terms for Oral Language	3
Activity 4 Phonemes: Vowels	4
Activity 5 Clues for identifying Word Origin.....	5
Activity 6 Identifying Word Origin	6
Try This 1 Sorting Words by Origin	6
Activity 7 Identifying Word Origin	7
Try This 2 Word Origin Concentration Game.....	7
Activity 8 Consonant Phonemes: Place of Articulation.....	8
Activity 9 Consonant Phonemes: Blocked, Partially Blocked, and Unblocked	9
Activity 10 Phonemes: Voiced and Unvoiced Consonants.....	10
Activity 11 Consonant Phonemes: Cognates	11
Activity 12 Consonant Phonemes: Continuant and Clipped	12
Activity 13 Phoneme Checklist	13
Activity 14 Phoneme Checklist	14
Activity 15 Classification of Phonemes.....	15
Activity 16 Phonemic Awareness Activities.....	16
Activity 17 How Many Phonemes?.....	17
Activity 18 How Many Phonemes?.....	18
Activity 19 Same Phoneme?	19
Activity 20 Same Phoneme?	20
Activity 21 How Many Letters and How Many Phonemes?	21
Activity 22 How Many Letters and How Many Phonemes?	22
Activity 23 Letter Shapes and Names	23
Try This 3 Instant Letter Recognition.....	23
Activity 24 Quartiles for Dictionary Work.....	24
Activity 25 Guide Words for Dictionary Work	25
Try This 4 Dictionary Relay.....	25
Activity 26 Terms for Phonological Awareness and Alphabet Knowledge	26
Activity 27 Planning Lessons for Phonological Awareness, Alphabet Knowledge, and History of Language	27
Activity 28 Continuous Manuscript Handwriting.....	29



Activity 29	Approach Strokes for Cursive Letters	30
Activity 30	Cursive Handwriting Stroke Descriptions	31
Activity 31	Handwriting Practice	32
Activity 32	Planning Lessons for Handwriting	34
Activity 33	Sound–Symbol Correspondences	35
Activity 34	Practice Words	36
Activity 35	Writing Dialogues to Make Words	37
Activity 36	Planning Lessons for Beginning Reading	39
Activity 37	Reading Patterns	41
Activity 38	Hard and Soft <i>c</i> and <i>g</i>	43
Activity 39	Letter Clusters.....	44
Activity 40	How Many Letters and How Many Graphemes?.....	45
Activity 41	How Many Letters and How Many Graphemes?.....	46
Activity 42	Vowel Pairs	47
Activity 43	Vowel- <i>r</i> Patterns.....	48
Activity 44	Syllable Type Definitions.....	49
Activity 45	Sorting Syllable Types: Closed, Open, Vowel- <i>r</i>	50
Activity 46	Sorting Syllable Types: Closed, Open Vowel Pairs	51
Activity 47	Sorting Syllable Types.....	52
Try This 5a	Sorting Syllable Types as a Group Activity	53
Try This 5b	Sorting Syllable Types as an Individual Activity.....	53
Activity 48	Which Syllable Type?.....	54
Try This 6	Syllable Types Concentration Game	54
Activity 49	Generating Syllable Types.....	55
Try This 7	Syllable Puzzles 1	55
Activity 50	Syllable Division Patterns	56
Activity 51	Where to Divide Words: VCCV or VCV?.....	57
Activity 52	Where to Divide Words: VCCCV or VV?	58
Activity 53	Accent.....	59
Activity 54	Syllable Division: Patterns and Choices	60
Try This 8	Syllable Puzzles 2	60
Activity 55	Short Vowels in Vowel- <i>r</i> Syllables	61
Activity 56	Terms for Decoding	62
Activity 57	Vowel and Consonant Suffixes	63
Activity 58	Inflectional Ending - <i>s</i>	64
Activity 59	Inflectional Ending - <i>ed</i>	65
Activity 60	Inflection and Derivational Suffixes	66
Activity 61	Irregular Words for Reading	67
Activity 62	Regular or Irregular for Reading?	68
Try This 9	Irregular Word Procedure	69
Activity 63	Regular or Irregular for Reading?	70
Activity 64	The Art and Science of Fluency Instruction.....	71
Activity 65	Measuring Prosody	73
Activity 66	Terms for Decoding and Fluency	75
Try This 10	Rapid Word-Recognition Chart	75
Activity 67	Spelling Patterns	76
Activity 68	Identifying Spelling Patterns.....	77
Activity 69	Partial or Complete Phonetic Representation for Spelling.....	78
Activity 70	Five Spelling Rules	79
Activity 71	Rule Words.....	80
Activity 72	Checkpoints for the Doubling Rule.....	81



Try This 11	Four-Leaf Clover	82
Activity 73	Analyzing Words for Spelling	83
Activity 74	Regular, Rule, Irregular for Spelling	84
Activity 75	Regular or Irregular for Reading and Spelling?.....	85
Activity 76	Planning Lessons for Spelling	86
Activity 77	Morphemes, Origins, Meanings, and Derivatives	87
Activity 78	Roots and Combining Forms	88
Activity 79	Syllables and Morphemes.....	90
Activity 80	Syllables and Morphemes.....	91
Try This 12	Word Part Concentration Game.....	92
Activity 81	Semantic Word Webs	93
Activity 82	Derivative Webs	94
Activity 83	Multiple Meaning Webs	95
Try This 13	Semantic Webs	96
Try This 14	Derivative Webs	96
Try This 15	Multiple Meaning Webs	96
Activity 84	Semantic Feature Analysis	97
Try This 16	Semantic Feature Analysis	98
Activity 85	Word Profiles	99
Activity 86	Word Profiles	101
Try This 17	Word Profiles	101
Activity 87	Tiers of Vocabulary Words.....	102
Activity 88	Student-Friendly Definitions	103
Activity 89	Precision in Use of Vocabulary	104
Activity 90	Comprehension: Summarization.....	105
Activity 91	Comprehension: Summarization.....	106
Try This 18	Summarization	106
Activity 92	Comprehension: Questioning	107
Try This 19	Questioning	108
Activity 93	Parts of Speech.....	109
Activity 94	Syntax.....	110
Activity 95	Composition: The Descriptive Paragraph	111
Activity 96	Composition: Writing a Descriptive Paragraph.....	112
Try This 20	The Narrative Paragraph	113
Activity 97	Composition: Writing a Persuasive Paragraph	114
Activity 98	Composition: The Painless Paragraph.....	116
Activity 99	Composition: Transition Words and Phrases	118
Activity 100	Reason for Final e	119
Activity 101	Terms for Assessment	120
Activity 102	Terms for Planning of Lessons, Adolescent Literacy, and Older Students	121
Activity 103	Creating an Educational Memories Sample.....	122
Activity 104	Spanish Phonemes	123
Activity 105	Terms for Executive Function and Learning Strategies, Adolescent Literacy, Multisensory Mathematics Instruction, Assistive Technology, and the Law.....	124
Try This 21	Fraction Lotto Game.....	126
Activity 106	Planning 5 Days of Lessons.....	127
Appendix A	Major Research Findings on Reading	133
Appendix B	Instant Letter Recognition Chart	135
Appendix C	Dictionary Relay.....	136
Appendix D	Concentration Game Board.....	137
Appendix E	Six Syllable Types	138



Appendix F	Words for Six Syllable Types Chart	139
Appendix G	Practice Words for Syllable Division	141
Appendix H	Suffixes, Prefixes, Roots, and Combining Forms.....	143
Appendix I	Rapid Word-Recognition Chart	149
Appendix J	Four-Leaf Clover	150
Appendix K	Word Webs.....	151
Appendix L	Semantic Feature Analysis	153
Appendix M	Word Profile	154
Appendix N	Comprehension Passages	155
Appendix O	Fraction Lotto	163
Appendix P	Building Block Checklist for Effective Classroom Management	164
	Answer Key	167
	Activities Coordinated with <i>Becoming a Professional Reading Teacher</i>	192
	References	193





About the Authors

Suzanne Carreker, Ph.D., is Chief Programs Officer at the Neuhaus Education Center, a nonprofit organization in Houston, Texas, that has offered professional development in evidence-based reading methods to more than 60,000 teachers since its inception in 1980. Dr. Carreker, a past president of the Houston Branch of The International Dyslexia Association (HBIDA) and a current vice president of the national IDA board, is a frequent speaker at regional and national conferences and has authored a number of multisensory curricula and journal articles. She was the recipient of the 2009 HBIDA Nancy LaFevers Award for her contributions to students with dyslexia and other related learning differences in the Houston community.

Judith R. Birsh, Ed.D., has an enduring belief that well-prepared, informed teachers are the major influence on effective instruction in the field of reading and dyslexia. This belief 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. After her retirement in 2000, Dr. Birsh has maintained her commitment to teacher preparation, 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.





ACTIVITY 5

Clues for Identifying Word Origin

TEXTBOOK REFERENCE

 Chapters 4, 8, and 9

The Anglo-Saxon, Latin, and Greek languages greatly influenced written English. Students who understand the history of English have additional strategies for reading and spelling unfamiliar words (Henry, 1988, 2010). Identify the language layer that is characterized by the following letter patterns or word structures. Write *Anglo-Saxon*, *Latin*, or *Greek*. Use Chapter 4 in Birsh (2011) for reference.

1. The consonant pairs *gn*, *kn*, and *wr* _____
2. Roots that end in *ct* and *pt* _____
3. Vowel pairs _____
4. Initial consonant clusters *rh*, *pt*, *pn*, and *ps* _____
5. Chameleon prefixes _____
6. Common, everyday words _____
7. The consonant cluster *ch* pronounced /k/ _____
8. The letters *c*, *s*, and *t* pronounced /sh/ _____
9. Medial *y* _____
10. Consonant digraphs *ch*, *sh*, *th*, and *wh* _____
11. The affixing of roots _____
12. Compound words _____
13. Combining forms _____
14. The affixing of base words _____
15. The consonant cluster *ph* pronounced /f/ _____
16. The schwa or unstressed vowel sound _____





ACTIVITY 6

Identifying Word Origin

TEXTBOOK REFERENCE

Chapter 4, 8, 9, and 16

Identify the origin—Anglo-Saxon, Latin, or Greek—of the following words. Use the clues from the previous activity and Chapter 4 in Birsh (2011) for reference.

- | | | | |
|-----------------|-------|------------------|-------|
| 1. scholar | _____ | 16. hardware | _____ |
| 2. dislike | _____ | 17. photograph | _____ |
| 3. that | _____ | 18. shipyard | _____ |
| 4. construction | _____ | 19. respect | _____ |
| 5. phonograph | _____ | 20. spatial | _____ |
| 6. made | _____ | 21. water | _____ |
| 7. excellent | _____ | 22. manuscript | _____ |
| 8. boat | _____ | 23. timely | _____ |
| 9. conductor | _____ | 24. portable | _____ |
| 10. barn | _____ | 25. heart | _____ |
| 11. microscope | _____ | 26. good | _____ |
| 12. direction | _____ | 27. introduction | _____ |
| 13. transport | _____ | 28. transcript | _____ |
| 14. symphony | _____ | 29. bread | _____ |
| 15. chloroplast | _____ | 30. bad | _____ |

TRY THIS

1 Sorting Words by Origin

- Write words of Anglo-Saxon, Latin, and Greek origin on separate cards.
- Have students sort words into three piles based on origin: Anglo-Saxon, Latin, or Greek.





ACTIVITY 7

Identifying Word Origin

TEXTBOOK REFERENCE
 Chapters 4, 8, 9, and 16

Identify the origin—Anglo-Saxon, Latin, or Greek—of the following words. Use the clues from Activity 5 and Chapter 4 in Birsh (2011) for reference.

- | | | | |
|----------------|-------|------------------|-------|
| 1. food | _____ | 11. psychology | _____ |
| 2. rhythm | _____ | 12. rhododendron | _____ |
| 3. lotion | _____ | 13. helpless | _____ |
| 4. reject | _____ | 14. napkin | _____ |
| 5. eruption | _____ | 15. wait | _____ |
| 6. chorus | _____ | 16. destruction | _____ |
| 7. thermometer | _____ | 17. sympathy | _____ |
| 8. gather | _____ | 18. football | _____ |
| 9. induction | _____ | 19. illegal | _____ |
| 10. intersect | _____ | 20. conduct | _____ |

TRY THIS

2 Word Origin Concentration Game

1. Create a concentration game board using the template on page 137.
2. Prepare the game board as an overhead transparency or an interactive whiteboard.
3. Choose two words each of Anglo-Saxon, Latin, and Greek origin (six words total).
4. Write these words randomly in the empty spaces on the game board.
5. Write the languages of origin that represent the six words randomly in the remaining spaces.
6. Cover each of the spaces with small sticky notes.
7. Place the transparency on the overhead projector.
8. Divide students into teams and determine a rotation.
9. Teams take turns calling out pairs of coordinates (e.g., A3 and B3) to search for a word and an origin that match.
10. Uncover the spaces that correspond to the coordinates.
11. If the word and origin match, the team gets a point.
12. If the word and origin do not match, cover the two spaces again with the sticky notes.
13. Each team gets only one turn per round, regardless of whether the team has scored a point.
14. The game continues until all of the squares have been uncovered.

