See it! Hear it! Say it! Do it!

A multisensory approach to literacy foundations
Why is it that the hardest thing you ever learn, is the first thing you have to learn?

• “Basically, to learn to read, the brain must also learn to rearrange itself to form a brand new circuitry that connects some of our most complex and sophisticated areas in vision, language and cognition.”
  —Maryanne Wolf

Unlocking Literacy
Multisensory learning experiences can actually remap the brain over time.

The density of feeling receptors on our finger tips is 2500 per cm. That is the densest area of receptors in the whole body.

See it, Hear it, Say it and Do it—all at the same time.
### Implications for the Classroom

<table>
<thead>
<tr>
<th>Recent Brain Research Finding</th>
<th>Implications for Learning</th>
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| Frequency and recency of neuron synapses increase memory          | Increase frequency through practice and maintain flow through use - **REVISIT OFTEN/FLUENCY/AUTOMATICITY**  
  unless there is review                                             |
| Emotions strengthen memory                                        | Appeal to and engage emotions while learning — **MAKE LEARNING RELEVANT** (NewsELA & ThinkCERCA) |
| Learning causes changes to the physical structure of the brain    | Engaging in learning increases our ability to learn throughout our lives— **STUDENTS MUST BE ACTIVE LEARNERS** |
| Memories are stored in multiple parts of the brain                | Engage all senses when learning— **MULTI-SENSORY ACTIVITIES**                             |
| Our brains are programmed to focus on new and unusual inputs      | Learning should tap into the brain’s natural curiosity and intrinsic motivation— **ROUTINES with NOVELTY** |

- **Fluency Practice/Graphic Organizers**
- **Real World Application**
- **Multisensory**
- **Keep them guessing!**
OG addresses

- Interactive Notebooks
- Word Work/Syllable Types
- Let’s Divide-Syllable Divisions
- Apply to text
- Fluency
- Vocabulary
- Morphology/Follow the Rules
Alphabet Repeaters

Write it
Stand
Say it
Double Pronouns

Write it
Stand
Say it
Interactive Notebooks

Consonant Blends

FLOSS WORDS

Syllable Division Rules

Open/Closed Syllables

Syllable Sort (O, C, E)

-ff words
-ll words

-ss words
-zz words

teacher
furry
acorn
planet
rumble
sunshine

blood
black
flash
floss
buzz
fuzzy
shazz
shizz
pass
miss

The Teacher’s Cauldron

by
me
sod
be
tame
tune
Multisensory Word Work
**Procedures**

- (T) presents word “the”
- (T & S) write with screen
- (T & S) arm tap (cross over)
- (T & S) trace with finger, naming letters 3 x’s
- (T & S) place screen over paper and trace
- (S) write without screen 1 time/show (T)
- (S) write word 2 more x’s
- (S) write sentence in pencil underlining the red word
Syllable Types

Seven Syllable Types

- closed m-a-n
- open m-e
- magic e/bully e
- s-a-f-e
- *r-controlled vowel b-i-r-d [er, ir, ur, ar, or]
- c-le
- l-i-t-tle
- *vowel teams t-ea-m
- *diphthongs p-ow-er (“The Whineys”)

Phonics from A-Z (Wiley Blevins)

Open/Closed?
be
him
Mo
di
red

Multisensory activity
Quick, daily routine/practice ensures student understanding and automaticity.

Small rotations incorporate the skill into text/writing.

Ensure the word work is incorporated into the reading of appropriate level text.

Phonics instruction must be “systematic, structured, sequential, and multisensory.” --McIntyre & Pickering
Syllable Type Sorting Activity

Now let’s try it together...

VIDEO
Changes after using multisensory approach
# Multisensory Student Progress

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<tbody>
<tr>
<td>Kenneth - 1st</td>
<td>A 8/16/12</td>
<td>A 9/7/12</td>
<td>5/14</td>
<td>7/26</td>
<td>Moved</td>
<td>Moved</td>
<td>returned 2/11/12</td>
<td>6/ *group</td>
<td>12/3</td>
<td>6</td>
<td>15/45</td>
<td>15/46</td>
<td>5/17/13</td>
<td>18 (1.9-2.1)</td>
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<tr>
<td>Reece - 2nd</td>
<td>8 8/29/12</td>
<td>8 9/6/12</td>
<td>14/11</td>
<td>20/23</td>
<td>22/35</td>
<td>22/39</td>
<td>25/52</td>
<td>25/61</td>
<td>25/65</td>
<td>28</td>
<td>3/7/13</td>
<td>30 (3.0-3.3)</td>
<td>-87</td>
<td></td>
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<tr>
<td>Brandon - 2nd</td>
<td>9 8/29/12</td>
<td>9 9/6/12</td>
<td>15/13</td>
<td>22/25</td>
<td>22/36</td>
<td>24/40</td>
<td>24/52</td>
<td>25/64</td>
<td>26/73</td>
<td>26/76</td>
<td>28</td>
<td>3/9/12</td>
<td>28 (2.9-3.1)</td>
<td>89</td>
</tr>
<tr>
<td>Stormy - 3rd</td>
<td>18 8/15/12</td>
<td>18 8/20/12</td>
<td>24/27</td>
<td>27/42</td>
<td>30/58</td>
<td>30/64</td>
<td>26/70</td>
<td>Moved</td>
<td>26</td>
<td>moved</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacia - 3rd</td>
<td>16 8/15/12</td>
<td>16 8/20/12</td>
<td>20/22</td>
<td>26/35</td>
<td>20/41</td>
<td>20/43</td>
<td>24/52</td>
<td>25/61</td>
<td>27/70</td>
<td>24/77</td>
<td>26</td>
<td>5/15/13</td>
<td>26 (2.7-2.9)</td>
<td>x</td>
</tr>
<tr>
<td>Miguel - 1st</td>
<td>2 8/20/12</td>
<td>2 3/ group</td>
<td>6/ group</td>
<td>*8/11</td>
<td>9/16</td>
<td>12/30</td>
<td>16/42</td>
<td>14</td>
<td>3/5/13</td>
<td>20 (2.1-2.3)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victor - 1st</td>
<td>--</td>
<td>3 2/8/13</td>
<td>6/13</td>
<td>10/31</td>
<td>13/44</td>
<td>13/47</td>
<td>16</td>
<td>5/17/13</td>
<td>16 (1.7-1.9)</td>
<td>10</td>
<td></td>
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Dry Cows

Write it
Stand
Say it
Syllabication (four syllable divisions)
1. vc/cv
2. v/cv (75%)
   vc/v (25%)
3. v/v (bi/o, re/open, happi/est)
   (MORPHOLOGY is important!)

Breaking words apart activity
(“word splits”—paper/Wikki sticks)

Now let’s try it together...
APPLY the Skill to Text

- If you are teaching **phonics**- teach phonics skill **AND** apply the skill to text/writing
- If you are teaching **fluency**- teach the fluency skill **AND** apply to text
- Must have ample opportunities in each lesson for sustained reading (aloud or silent) in order to apply skill.
- Allow for items taught in isolation to be applied to a text

If we never provide opportunities to ride a bike, we should never ask them to show you they can.
“There is ample evidence that one of the major differences between poor and good readers is the difference in the quantity of total time they spend reading.”
- National Reading Panel, 2000
Fluency

Fluency practice
  * sound level  * word level
  * phrase level  * sentence level  * text level

Little expression usually means little comprehension.
  —Tim Rycenski

Now let’s try it together...
  Mad Gab cards

Always connect fluency practice to meaning.
**Vocabulary**

Three Levels of Word Knowledge

- phoneme/grapheme
- syllable type
- morphemes—smallest unit/carries meaning

- *Must teach morphemes, not just phoneme-grapheme level*

Photosynthesis

*photo—“light”*  
*synthesis—“putting together”*

Say it. Tap it. Trace it. Write it.
Morphemes

Explicitly teach morphemes—significantly shapes the development of the reader as well as the writer.

80% of English words borrowed from other languages come from Latin and Greek origin and make up 60% of words used in text.

14 Greek and Latin Roots That Can Build 100,000 Words

1. scribe, script- to write
2. spect, speci, spic- to look, watch
3. mit, miss- to send
4. ten, tens- to stretch
5. ten, tent, tain- to have, hold
6. plic, ply- to fold
7. duc, duce, duct- to lead
8. fac, fact, fic, fect- to make do
9. cept, cap, ceir, ceit- to take, seize, receive
10. pos, pon, pose- to put, place, set
11. sist, sta, stat- to stand, endure
12. graph, gram- to write, draw
13. ology- the study of
14. fer- to carry, bear, bring

(move right to left)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Latin Root</th>
<th>Suffix/Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>de</td>
<td>con</td>
<td>struct</td>
</tr>
</tbody>
</table>

(de (down, away from)  con (with, together)  struct (to build)  deconstruct (to build together and take down))
Follow the Rules

Spelling errors classified into three categories

1. Auditory=A ex: “scaped” / scraped
2. Visual=V ex: “Farenheit”/Fahrenheit (Prussian physicist’s name)
3. Rule=R ex: “miracal”/miracle (-cal-adj) (-cle-noun)

Example:
It was a red bick building. ___A____ (articulation/auditory)
I don’t like sprouts becuz they are smelly. ___V____ (non phonetic/bi cause 1300’s)
He was hopeing to go to the movie. ___R__ (magic -e drop rule)
Follow the Rules

1-1-1 Doubling Rule
(one syllable word, ends in one consonant with one vowel before the final consonant)

1, 2 double I do
1, 2, 3 no double for me

run          running
1  2               (double I do)

jump           jumping
1  2  3                (no double for me)
A worker’s favorite day of the week
boosting memory power....

Have your students use as many senses as they possibly can while practicing the material.

10% of what we hear we retain

30% of what we hear and see we retain

40% of what we hear, see, say and do we retain

70% to 100% of what we hear, see, say and do we retain
Questions?

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THANK YOU!