



FAQ

How can I provide multimodal approaches to teach foundational skills with *Magnetic Reading Foundations*?

Overview

To support learner variability, differentiation supports are available on pages A41–A47 of the Teacher’s Guide for *Magnetic Reading Foundations*. The differentiated supports help teachers incorporate multimodal supports that can be paired with the instructional routines. In addition, the Check In opportunities within a session also reference the use of multimodal approaches for corrective feedback and to reinforce skills (Figure 1).

CHECK Are children able to blend phonemes to produce single-syllable words?

Not Yet: Reteach the **Blend Sounds Routine** using a visual such as Elkonin boxes. Place a counter in a box for each phoneme in the word. Point to the counter as you say each phoneme. Then slide your finger under the counters as you say the word.


(Figure 1)

What is multimodal instruction?

Multimodal instruction is when a teacher provides students with an opportunity to engage with two or more of their senses or sensory “modalities” at the same time when learning. This can include learning a concept through visual, auditory, reading, writing, and/or kinesthetic methods. It is meant to improve the quality of teaching by matching content delivery with the best mode of learning for the student.

How can I implement multimodal instruction with *Magnetic Reading Foundations*?


The following table describes several approaches for incorporating multimodal instruction while teaching foundational skills, including opportunities to make learning fun, visual, tactile, and physical!

Make It Fun		
Approach	Description	Example
Use Games	<p>Once children have learned a set of high-frequency words (i.e., Super Words), have them build automaticity by introducing some games.</p> <p>Have children cheer or sing word spellings, say letters as they shoot imaginary basketballs into hoops, or create two sets of index cards with the words on them to play a memory-matching game. As children become more proficient, introduce a speed challenge, having children read a set of Super Word Cards in decreasing amounts of time.</p>	


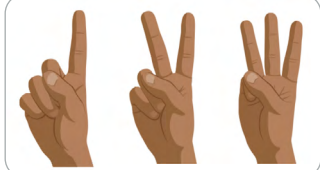

Make It Visual

Approach	Description	Example
Elkonin Boxes <i>*Strong evidence base for learning gains</i>	<ul style="list-style-type: none"> Use chips, buttons, blocks, or cubes as counters to represent each syllable, phoneme, onset, or rime. As children progress from working with initial sounds to medial sounds, consider using one color counter for consonant sounds and a different color for vowel sounds. Have children use Elkonin boxes to reinforce sound-spelling connections as they decode and encode words. 	
Articulation Videos and Mirrors <i>*Strong evidence base for learning gains</i>	<p>Help students learn letter sounds and phonological awareness by training their vocal muscles and practicing proper placement.</p> <ul style="list-style-type: none"> Play the Articulation Video for the new letter sound found on Teacher Toolbox. Hand out mirrors. Play the video again, allowing students to use the mirrors to watch how their mouths move as they form sounds. 	
Letters and Index Cards	<ul style="list-style-type: none"> Follow the routine, adding letters to index cards or Elkonin boxes as you go. Adding print can be used for all phoneme-level skills, but it is particularly helpful for identification, segmentation, deletion, addition, and substitution tasks. 	
Foundational Skills Cards	<ul style="list-style-type: none"> Use the Sound-Spelling Cards to introduce and review sound-spellings. Point to the sound-spelling on the card, say the sound, and name the image that supports the sound. Use the Articulation Cards to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children. Use the Word Building Cards to support decoding and encoding. Model building and blending words with the cards. Then have children use the cards to practice blending and building words. 	
Sound Wall	<p>Utilize the Sound-Spelling and Articulation Cards by creating a Sound Wall. A Sound Wall is a way to organize and display the different sounds (or phonemes) we hear in speech. Students can independently reference these to support their growth in decoding, spelling, and orthographic mapping.</p>	
Word Wall	<p>Post the Super Word Cards in the classroom for children to use as a reference. Consider creating cards for the Unit and Story Words as well!</p>	

Make It Tactile

Approach	Description	Example
Magnetic Letters	Build Super Words with tiles or letters for additional practice.	
Sandpaper Letters	Arrange sandpaper letters on a table to spell out Super Words or practice letter formation.	

Add Movement

Approach	Description	Example
Hands	<ul style="list-style-type: none"> Have children use their fingers to represent each syllable or sound. For phoneme isolation or segmentation tasks, have children tap the sounds by bringing each finger to their thumb. For phoneme identification and manipulation, hold up one finger to represent each sound. For syllable onset and rime tasks, use a fist to represent each part of the word. For phoneme-blending tasks, have children tap the sounds by bringing each finger to their thumb. 	 
Air/Sky Writing	Students use two fingers to point as they “write” in the air to reinforce the sound each letter makes or the spelling of a word through muscle memory.	

For more information, download the [Deep Dive: Teaching with Multimodal Approaches](#).