



# Multimodal Learning in Phonics for Reading

## Program Design

The fundamental design of *Phonics for Reading* lessons is multimodal in that students “simultaneously link input from eye, ear, voice, and hand to bolster learning”, as multimodal instruction is defined in *Multimodal Teaching of Basic Language Skills 4th Edition*.

Each lesson is structured around student responses. Students use multiple senses to respond. They see, hear, say, and write. When students are decoding multisyllabic words, they also use kinesthetic motions (a “scoop”) to break each word into syllables.

Senses		Multimodal response in every lesson of <i>Phonics for Reading</i>
From	To	A student . . .
auditory	visual	hears a sound and receives visual reinforcement by looking at a letter or set of letters.
		hears words and sentences read aloud and receives visual reinforcement by seeing the words and sentences that are being read. <sup>1</sup>
visual	auditory	sees a letter or set of letters and receives auditory reinforcement by hearing or saying the sound associated with that letter or set of letters.
		sees words and receives auditory reinforcement by reading the words aloud.
auditory	kinesthetic-tactile	hears words and sentences read aloud and receives tactile reinforcement by writing the words and sentences being read.
visual	kinesthetic-tactile	Sees words (visual) → Pronounces words (kinesthetic-tactile) → Reads words (auditory)

*Phonics for Reading* is designed for older students who are often frustrated and self-conscious about the challenges they experience with decoding. Although the lessons are multimodal by design, there are certain multimodal strategies that are purposefully not included because they are not developmentally appropriate for older students. These students often resist strategies such as tracing letters in the air or using manipulatives with phonemic awareness activities.



Specific activity routines in *Phonics for Reading* have additional multimodal strategies as follows.

### Phonemic Awareness: Segmenting

- Students touch a different finger for each sound when identifying sounds in a word. (**auditory** → **kinesthetic-tactile**; Levels A, B)

#### A. PHONEMIC AWARENESS

##### Segmenting Short Words

- Open your book to Lesson 18, page 72.
- You are going to segment words that have three sounds. I will say a word, then you will touch your fingers and say the sounds.
- The word is **mash**. What word? **mash**
- Put three fingers up. Touch your fingers and say each sound in **mash**. /mmm/ /āāā/ /sh/
- The next word is **kick**. What word? **kick**
- Touch your fingers and say the sounds in **kick**. /k/ /īīī/ /k/
- Repeat Steps 5 and 6 with the following words.

<b>rush</b>	/rrr/ /ūūū/ /sh/
<b>path</b>	/p/ /āāā/ /th/
<b>lock</b>	/lll/ /ōōō/ /k/

- Students tap for each syllable when identifying syllables in a word. (**auditory** → **kinesthetic-tactile**; Level A)

##### Segmenting Long Words

- You are going to segment long words into parts.
- The first word is **backpack**. What word? **backpack**
- Tap and say the parts in **backpack**. Tap and say each part. **back pack**
- You can carry books to school in a **backpack**. What word? **backpack**
- Repeat Steps 9–11 with the following words.

<b>packet</b>	<b>pack et</b>	At a restaurant, you might get a sugar <b>packet</b> .
<b>punish</b>	<b>pun ish</b>	If you do something wrong, someone might <b>punish</b> you.
<b>ticket</b>	<b>tick et</b>	To get into a movie or sports event, you might need a <b>ticket</b> .
<b>backlog</b>	<b>back log</b>	A lot of work that needs to be completed is a <b>backlog</b> .



## Multisyllabic Challenge Words

- Students use their finger to scoop under each syllable on the page when reading a multisyllabic word. (**visual + auditory** → **kinesthetic-tactile**; Levels A, B, C)

- Let's read long words. Point to payment. My turn to sound out this word. Listen as I sound out the first part. Slide your finger under the letters as you say the sounds. Don't stop between the sounds. /p/āāā/ **pay**  
What part? **pay**
- Listen as I sound out the second part. Slide your finger under the letters as you say the sounds.  
/mmm/ēēē/nnn/t/ **ment** What part? **ment**
- Say the parts again. Scoop under each part. What part? **pay** What part? **ment** Run your finger under the whole word and ask: What word? **payment**
- Find Activity G. Now it's your turn to read long words.
- Touch under the first word. Scoop under the first part as you sound it out to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **rain**
- Scoop under the next part as you sound it out to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **drop**
- Say the parts again. First part? **rain** Next part? **drop**
- Say the whole word. **raindrop**

## Spelling Journal

- Students touch a different finger for each sound when identifying sounds in a word. (**auditory** → **kinesthetic-tactile**; Levels A, B, C)

- Turn to your Spelling Journal on page 195 for spelling dictation. Wait until students have located the *Spelling Journal and Lesson 2*. Cover the words in Lesson 1. Remember, don't write until I ask you to.

### Single-Syllable Words

- The first word is **play**. What word? **play** **Play** has three sounds. Put out three fingers. Put three fingers in front of you. Touch your fingers with your other hand and say each sound. /p/ /lll/ /āāā/
- Say the sounds as you write **play**. Monitor.
- Look at your word. Does it look like the word **play**? If not, fix it up.
- Write **play** on the board or display it onscreen. Spell **play** with me. Touch under the letters and spell **play**. **p-l-a-y**
- Check your word. If you misspelled it, cross it out. Pause.
- Now write the word **play** again on the line to the right. Monitor. Check the word.
- Repeat Steps 2–7 with the word **trail**, using four fingers.



## Spelling Journal (continued)

- Students tap for each syllable when identifying syllables in a word. (**auditory** → **kinesthetic-tactile**; Levels A, B, C)

### Multisyllabic Words

- Your next spelling word is **paintbrush**. What word?  
**paintbrush** Tap and say the word parts in **paintbrush**.  
**paint-brush**
- Say the word parts slowly as you write **paintbrush**.  
*Monitor.*
- Look at your word. Does it look like the word **paintbrush**? If not, fix it up.
- Write **paintbrush** on the board or display it onscreen.  
Spell **paintbrush** with me. **p-a-i-n-t-b-r-u-s-h**
- Check your word. If you misspelled it, cross it out. *Pause.*
- Now write the word **paintbrush** again on the line to the right. *Monitor.* Check the word.
- Repeat Steps 9–14 with the word **maintain**.

## Additional Resources

Program resources available on the Teacher Toolbox include articulation videos and articulation cards, both of which demonstrate appropriate mouth position for saying individual sounds.

### Articulation Videos


- Each video shows a person's mouth as the person says the target sound and sample words containing the sound. Videos exist for all sounds taught in the program.

### Articulation Cards

- Each card includes different types of information related to the target sound:
  - Spellings taught in the program that represent the sound
  - The print designation for the sound, which matches what teachers see in the Teacher's Guide when the sound is noted
  - An explanation of mouth formation to correctly say the sound, noting specific tongue, lip, and overall mouth formation details
  - Exemplar single-syllable and multisyllabic words containing the target sound as represented by various spellings
  - Sound transfer information from the five home languages referenced in English Learner Supports in the program



ai, ay, a\_e,



**Articulation Vowel /āā/**  
**(ai, ay, a\_e)**  
*To make the vowel /āā/:*

- First, open your mouth.
- Place your tongue low in your mouth.
- Keep the front tip of your tongue behind the back of your bottom teeth.
- Next, lift the middle of your tongue and use your voice to let air flow out of your mouth.
- Place your fingers on your throat and say the sound again. Do you feel your throat vibrate? (Yes)

**Exemplar Words**

Single Syllable		
mail	say	ate
paint	play	came
iniac	tray	gave
train	stay	make

**Multisyllabic**

raindrop	psychic	gateway
explain	midway	misake

**Sound Transfer from Home Language**  
Transfer: Spanish, Mandarin, Haitian Creole  
Approximate Transfer: Vietnamese  
Non-Transfer: Arabic



## Multisensory Enhancements

In addition to the multimodal aspects of *Phonics for Reading's* program design, teachers may elect to incorporate multimodal enhancements in other activity routines to reinforce learning. The following examples show how additional multimodal enhancements can be infused into specific activities. These enhancements are underlined and can be applied to these activities in whichever levels they appear.

## Phonemic Awareness

### FINGER TAPS

#### Level A Lesson 1

#### PHONEMIC AWARENESS Blending Sounds in Short Words

1. Open your book to Lesson 1, page 2.
2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
3. Let's blend sounds into words. I will say a word slowly. I will tap a different finger to my thumb for each sound I say. Then you will say the word.
4. Listen. Say **sat** slowly, tapping a different finger to your thumb for each sound. /sss/āāā/t/ What word? **sat**
5. Repeat Step 4 with the following words.
  - /fff/īīī/t/ **fit**
  - /mmm/āāā/nnn/ **man**
  - /sss/āāā/mmm/ **Sam**
  - /rrr/āāā/nnn/ **ran**

#### Level B Lesson 2

#### Phonemic Awareness Blending

1. Open your book to Lesson 2, page 8.
2. Find Activity A. You are going to blend sounds into words. I will say a word slowly. I will tap a different finger to my thumb for each sound I say. Then you will say the word.
3. Listen. Say **rain** slowly, tapping a different finger to your thumb for each sound. Don't stop between the sounds. /rrr/āāā/nnn/ What word? **rain**
4. Repeat Step 3 with the following words.
  - /fff/āāā/nnn/t/ **faint**
  - /t/rrr/āāā/nnn/ **train**
  - /t/rrrāāā/lll/ **trail**
  - /b/rrr/āāā/d/ **braid**



## New Words

### SLIDE FINGER

Level B Lesson 1

#### New Words

1. Look here. You are going to read words containing the letter **a-i** and **a-y**.
2. Point to **fail**. My turn to sound out this word. *Touch under the letters a-i.* What sound? /aaa/ Watch as I sound out the word. I won't stop between the sounds. *Slide your finger under the letters as you sound out the word.* /fff/aaa/lll/ Run your finger under the whole word and ask: What word? **fail**
3. Point to **day**. Let's sound out words together. *Touch under the letters a-y.* What sound? /aaa/ Sound out the word with me. *Slide your finger under the letters as we sound out the word.* *Slide your finger under the letters as you sound out the word.* /d/aaa/ Run your finger under the whole word and ask: What word? **day**
4. Point to **may**. *Touch under the letters a-y.* What sound? /aaa/ Sound out the word with me. *Slide your finger under the letters as we sound out the word.* *Slide your finger under the letters as you sound out the word.* /mmm/aaa/ Run your finger under the whole word and ask: What word? **may**
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /aaa/
6. Sound out the word to yourself. *Slide your finger under the letters as you sound out the word.* Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **fail**
7. Next word. *Pause.* What sound? /aaa/ Put your thumb up when you can read the word. What word? **day**
8. Next word. *Pause.* What sound? /aaa/ What word? **may**
9. Repeat Step 8 with the words in Line 2: **wait, wit, tail**; Line 3: **way, say, sail**; and Line 4: **maid, mad, stay**.

#### Gradual Release ▲▼

10. Touch under the first word in Line 5. Sound out the word to yourself. *Slide your finger under the letters as you sound out the word.* Put your thumb up when you can read the word. *Pause.* What word? **pain**
11. Next word. *Pause.* What word? **pail**
12. Next word. *Pause.* What word? **play**
13. Repeat Step 12 with the words in Line 6: **hay, jail, aid**.