


**Lively Letters
Full Training**




Reading with **TLC**
CHANGING LIVES, ONE LETTER AT A TIME.

**Co-founders and Co-directors
of Reading with TLC**




Nancy Alemian Telian, M.S., CCC-SLP
Author of Lively Letters

Penny Alemian Castagnozzi
Author of
Sight Words You Can See



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**They're
Here!**





The 2019 NAEP Scores showed that only 35%
OF 4TH 4th graders scored at or above the
Proficient level for reading.


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National Association of Educational Progress Report 2019

Research shows that third graders
who read poorly



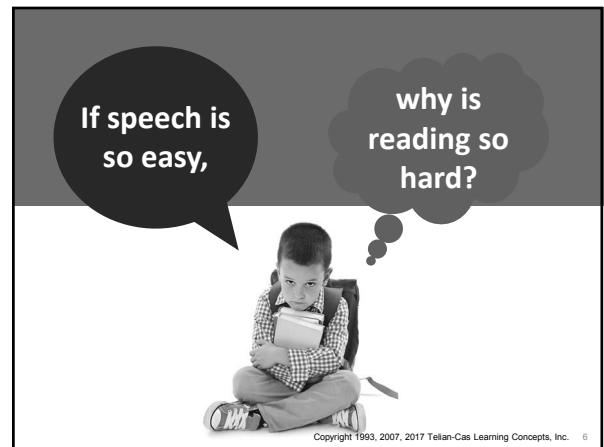
have a reduced chance of H.S. graduation.



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If speech is
so easy,

why is
reading so
hard?



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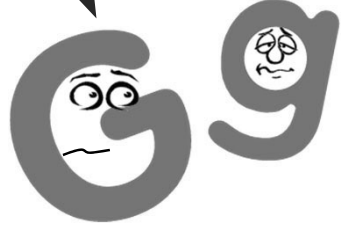
Reading



A relatively new skill

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We have TWO of each




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Two labels
name "g"
sound /g/

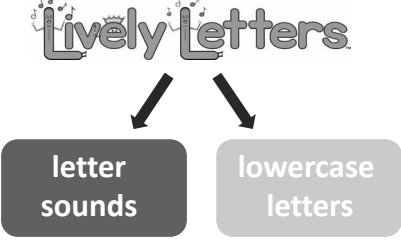
Two shapes
upper (G)
lower (g)

with different fonts and multiple sounds, too!



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Lively Letters



letter sounds **lowercase letters**


Students learn letter names & uppercase too!

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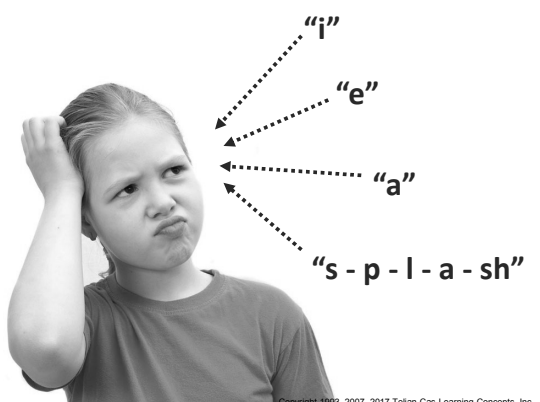
"But we always do uppercase first!"

"We would never teach letter sounds first!"

You may need to step out of your comfort zone.



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"i"

"e"

"a"

"s - p - l - a - sh"

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Phonemic awareness skills develop beyond 1st grade and into 3rd AND 4th GRADE for typically developing students.

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Phonemic awareness skill that correlates most highly to reading is not:

sound ~~segmentation~~

It's sound manipulation, and in particular,

sound substitution

We should be testing and training sound substitution/manipulation

Kilpatrick 2014

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was
what
want

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Phonetically Irregular Sight Words

what

Another critical skill area that impacts reading access.

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Importance
of
Phonics

every day



kids see words they've never seen before in print

Torgesen, J.K. 2006

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Importance
of
Phonics

Sounding out words provides

most important single clue

to identifying unknown words.

Torgesen, J.K. 2006


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There's only ONE way kids learn to read.



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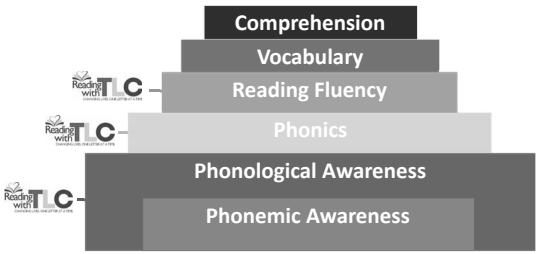
According to the science, **ALL** kids learn to read with strong phonemic awareness and phonics.




It might appear that the 40% of kids who learned to read without direct instruction, don't use phonemic awareness and phonics, but they use the **proficient** phonemic awareness and phonics skills that they developed with little instruction.

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Building Blocks of Successful Reading



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Phonological Awareness


Knowledge of the sound structure at the word and syllable levels, with ability to manipulate those sounds

→ The bigger the chunk of sound, the easier it is to process.

“we – talk – in – syl-la-bles”

“w – e d – o – n – t s – p – e – a – k
l – i – k – e t – h – i – s”

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Phonological Awareness

Hierarchy of skills:

Awareness that sentences are made of individual words

Awareness words are composed of individual syllables or word parts

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Phonological Awareness

Hierarchy of skills:

Higher Level Skills

alliteration rhyming onset-rime **phonemic awareness**

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Phonological Awareness
Phonemic Awareness

Awareness of the sounds structure of language at the individual sound (phoneme) level

Ability to differentiate, blend, segment, and manipulate those sounds

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Phonics

Understanding that letters represent sounds and the process of sounding out words for reading and spelling using the knowledge of letter sound associations

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Phonics
Phonological Awareness
Phonemic Awareness

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Most effective phonemic awareness intervention programs include:

- 1 letter sound instruction
- 2 use of letters in phonemic awareness activities

Studies showing this:
Bradley and Bryant (1983), Hohn and Ehri (1983), Blachman et al. (1991), National Reading Panel (2000), Oudeans (2003), Foorman, B. R., Chen, D., Carlson, C., Moats, L., Francis, D. J., & Fletcher, J. M. (2003)

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Are my preschool students ready to meet the Lively Letters?

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In preschool...

focusing instruction on:


- letter names
- letter sounds
- phonemic awareness

greatly impacts critical skills for reading.

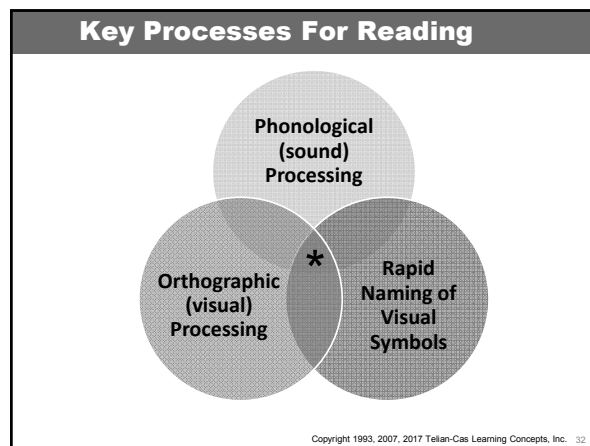
National Early Literacy Panel (N.E.L.P.)

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Diagnosis of Reading Disorders



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Errors in speech, reading, and spelling

- R**eversals "lots" instead of "lost"
- O**missions "fog" instead of "frog"
- A**dditions "track" instead of "tack"
- S**ubstitutions "bet" instead of "bit"
- T**ranspositions "losp" instead of "slop"


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What should I test?

- Letter names
- Letter sounds
- Reading nonsense words
- Reading real words
- Oral reading – paragraph level
- Phonemic awareness
- Rapid naming (if testing in depth)

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Informal Assessments



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Pre- and Post-test Sheet

← In the Manual

READING WITH TLC: PRE- AND POST-TEST SHEET

Name _____ Date of Birth _____
 Grade _____ Room _____ Teacher _____
 Parents' Names _____ Phone # _____

Tests	Pre-Test Date	Post-Test Date
Letter Names	_____/26	_____/26
Letter Sounds	_____/30	_____/30
Consonants, short vowels	_____/30	_____/30
Vowel digraphs	_____/23	_____/23
Phonemic Awareness	_____	_____
LAC Test	_____	_____
Word Decoding (nonsense words)	_____	_____
Woodcock Reading Master Tests-R	_____	_____
"Word Attack"	_____	_____
Word Decoding (real words / sight words)	_____	_____
Woodcock Reading Master Tests-R	_____	_____
"Word Identification"	_____	_____
Sight Words You Can See	_____	_____
Oral Reading	_____	_____
Brigance "Oral Reading"	_____	_____
Spelling	_____	_____
Sight Words You Can See	_____	_____
Test of Written Spelling 3	_____	_____

Pre-test Names c l b o q u z m a k d p y e j w x h v n t u g f i s r
 Post-test Names c l b o q u z m a k d p y e j w x h v n t u g f i s r

Pre-test Sounds c l b o q u z m a k d p y e j w x h v n t u g f i s r t h s h c h w h
 Post-test Sounds c l b o q u z m a k d p y e j w x h v n t u g f i s r t h s h c h w h
 ae eu oe oi ue ee ai aw ea oo ow au oy ou oa ay ew ie er or ir ur ar ui

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Test Sheet for Letter Names and Sounds

In the Manual

c l b o qu z m
a k d p y e j
w x h v n t u
g f i s r
th sh ch wh

ae eu oe oi ue ee ai
aw ea oo ow au oy ou
oa ay ew ie er or ir
ur ar ui

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Test Sheet for Nonsense Words

In the Manual

fob	taib
liv	prife
roz	noff
habe	plusk
tud	sprelt
jek	chast
thef	strinkt
sibe	potesk
keam	plendaten

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Selected Universal Screening Tools designed to make early predictions about risk

Dynamic Indicators of Basic Early Literacy
Skills (DIBELS 8th Edition) 

AIMSweb Plus - *Pearson Publishing*
– (Grades K-8)

Phonological Awareness Literacy Screening
(PALS) *PALS.virginia.edu*
– (Grades K-3)

Acadience Reading

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Popular PreK Tests

- PELI - From the authors of DIBELS Next
Acadiencelearning.org
- Phonological Awareness Literacy
Screening for Preschool (PALS–PreK)
- Free: 20 item screen online
at *getreadytoread.org*
- PASS - *Phonological Awareness Skills
Screener*
- IGDE [https://www.myigdis.com/preschool-
assessments/](https://www.myigdis.com/preschool-assessments/)
- *Literacyresourcesinc.com*
has a great free screener

Formal Assessments



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Woodcock Reading Mastery Tests-3

- Word Attack (decoding nonsense words)
- Word ID (decoding real words)
- Passage Comprehension (cloze procedure)
- (3rd edition has added subtests)

Test of Word Reading Efficiency- 2


- Sight Word Efficiency
- Phonetic Decoding Efficiency

Gray Oral Reading Test-Fifth Edition

- Reading accuracy, rate, & comprehension

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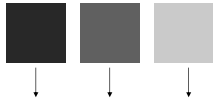
Rapid Naming Tests



- RAN/RAS Tests - by Maryanne Wolf
 - Rapid naming of visual symbols, including letters, numbers, objects
- Comprehensive Test of Phonological Processing (CTOPP)
 - Phonological Awareness, Phonological Memory, Rapid Naming
- CELF- 4 – “Rapid Naming”
- Woodcock Reading Mastery Tests- 3

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Traditional segmentation activity without pictures or letters




Began doing phonemic awareness training without letters in Boston, with students on speech caseload

Very abstract and difficult for students with weak auditory processing skills

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To the rescue!



Mouth cues are a great back-up system for kids with weak phonological processing skills.

Pictures of mouth cues and characters embedded into letters, merging phonemic awareness & phonics.

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Lively Letters Program

Developed in early 1990's in Boston Schools

Lively Letters

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Lively Letters Program

multisensory approach

explicit


systematic

- Under umbrella of Structured Literacy and Orton Gillingham Approaches
- Used also with Dyslexic Students

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Lively Letters Program

Intersensory



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Lively Letters Program

- ✓ research-based
- and
- ✓ clinically-proven

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Lively Letters Program


supplement to core reading curricula PK-2



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Lively Letters Program

intervention program for students of ALL ages



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Lively Letters Program









Uses:

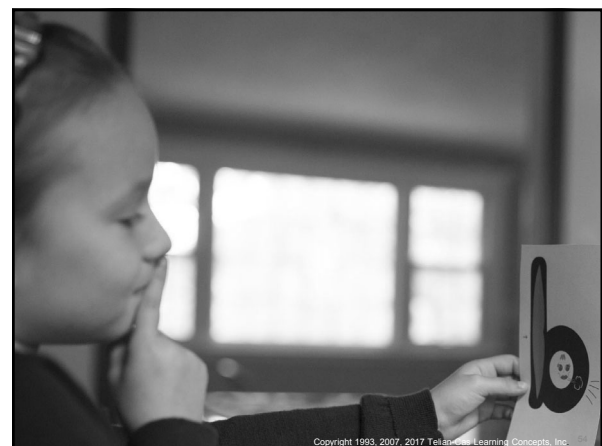
- ➔ Visuals
- ➔ Mnemonics
- ➔ Oral kinesthetic cues
- ➔ Hand/body cues
- ➔ Stories
- ➔ Music

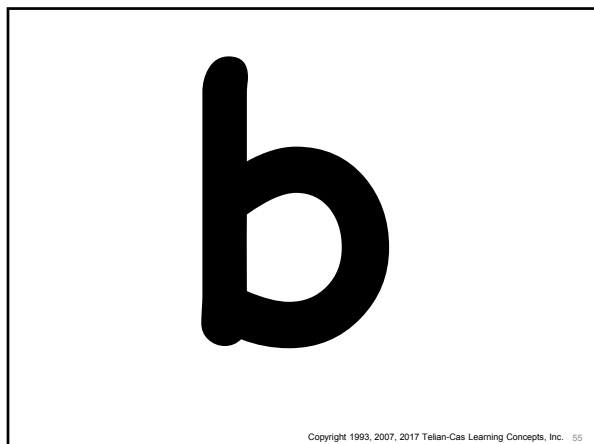
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Other Key Features of Lively Letters

 Track with letter picture cards	 Diagnostic and prescriptive
 Language based	 Discovery approach for consonants
 Load removed from working memory	 Self cueing—rapid, automatic naming

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Embedding a letter into a picture...

depicts a strong, meaningful connection between the letter shape and its sound.

Mastropieri, M. and Scruggs, T. 1991

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Programs providing training in oral kinesthetic features of sounds...

can greatly improve the development of phonological skills and reading skills.

Howard, M.P. 1986
Golinkoff, R.M. 1978

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“O – octopus - /o/”

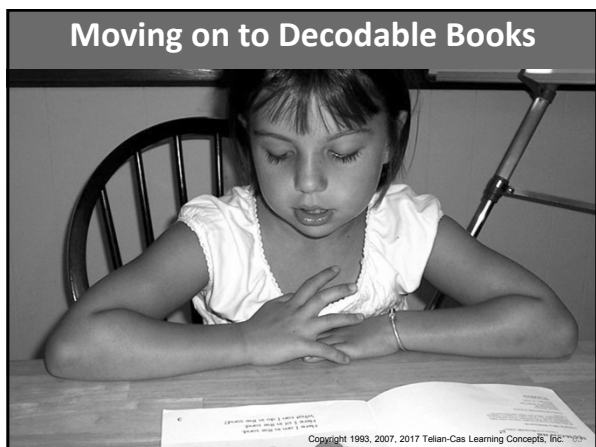
Many students with phonemic awareness or working memory deficits have trouble using the typical “key word” approach

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Lively Letters is not a key word approach. We elicit sounds in isolation.

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Tier 1: Whole Class and Small Group Instruction

Tier 2: Small Group Instruction

Tier 3: Individual and Small Group Instruction

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"Does the program work well for..."

ELL	Autism	Intellectual disabilities
Non-verbal	Dyslexia	Speech disorders
Language disabilities	Deaf or hard of hearing	Older students

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How does Lively Letters compare with other approaches?

Orton Gillingham Based Programs (Wilson, Project Read, etc)

Lindamood Phoneme Sequencing (LIPS)

L.L. integrates well with other approaches

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The Revised Instruction Manual

1 - Quiet Tongue Dancing Sound

"What are you doing when you make this sound? 'I' Can you make that sound? 'I' That's right! You're using your tongue! (That's your tongue doing!) Make quiet tapping sounds with tongue to imitate tap dancing sound. 'I'-I-I-I-I' while lightly tapping fingertips on the desktop! It sounds like your tongue is tapping, dancing up there, behind your teeth, doesn't it? We can call this the tongue dancing sound. Let's see if our voices are on or off. 'I' Oh, our voices are off, so this is the quiet tongue dancing sound (introduce picture). This tongue is quietly dancing on the tip of the mouth behind the teeth. Tap your fingers quietly on the table while you make that sound. He has his ears on, so he won't make much noise. He keeps his arms out for balance while he quietly dances. You can hold your arms out like that too while you make that sound. 'I' (Students may enjoy wiggling out this letter, putting their arms out and tap dancing while making the sound.)

Hand over: Tap fingers or fingertips quietly on the table. Pronounced as in "tee".

2 - Noisy Tongue Dancing Sound

"Did you know that the quiet tongue dancing sound 'I' has a noisy partner? You're still going to tap your tongue on there, but this time, out your elbow on. What sound does it make? 'I' Can you make that sound? 'I' (Show picture). This is our noisy tongue dancing sound. Tap the table loudly while you make that sound. 'I' (Tap on table noisily.) He's still a tongue that's tapping up there, but he likes to make a lot of noise! (Tap your fingers noisily on the table.) The first thing you see when you look at him is his very big belly. He likes to tap on it like it's a noisy drum. 'I'-D-d-d!' You can tap on your stomach too if you'd like when you make that sound. 'I'. We can tell that this is not the tap dancing sound, because that letter had the line first. This one has the circle first. Tap on the circle like it's a noisy drum. 'I-D-d-d'."

Hand over: Tap fingers loudly on the table as if banging on a drum. Pronounced as in "dog".

1 - Quiet Tongue Dancing Sound

"What are you doing when you make this sound? 'I' Can you make that sound? 'I' That's right! You're using your tongue! (That's your tongue doing!) Make quiet tapping sounds with tongue to imitate tap dancing sound. 'I'-I-I-I-I' while lightly tapping fingertips on the desktop! It sounds like your tongue is tapping, dancing up there, behind your teeth, doesn't it? We can call this the tongue dancing sound. Let's see if our voices are on or off. 'I' Oh, our voices are off, so this is the quiet tongue dancing sound (introduce picture). This tongue is quietly dancing on the tip of the mouth behind the teeth. Tap your fingers quietly on the table while you make that sound. He has his ears on, so he won't make much noise. He keeps his arms out for balance while he quietly dances. You can hold your arms out like that too while you make that sound. 'I' (Students may enjoy wiggling out this letter, putting their arms out and tap dancing while making the sound.)

Hand over: Tap fingers or fingertips quietly on the table. Pronounced as in "tee".

D - Noisy Tongue Dancing Sound

"Did you know that the quiet tongue dancing sound, 'I', has a noisy partner? You're still going to tap your tongue up there behind your teeth, but this time, put your elbow on. What sound does it make? 'I' Can you make that sound? 'I' (Show picture). This is our noisy tongue dancing sound. Tap the table loudly while you make that sound. 'I' He still is a tongue that's tapping up there, but he likes to make a lot of noise. Do you see his very big belly? He likes to tap on it like it's a noisy drum. 'I'-D-d-d-d!' Tap your hands on your stomach. We'll be a drum! I tap on tap on your belly too when you make that sound. See his big, noisy, tap dancing shoes? They remind us that he makes a lot of noise when he dances. Whenever you see that huge belly that looks like a drum, tap on it like it's a drum and make the noisy tongue dancing sound. 'I'-D-d-d'."

Hand over: Tap loudly on the table as if banging on a drum, or tap on your stomach like it's a noisy drum. Pronounced as in "dog".

Spanish Lively Letters Stories "Las Letras Divertidas"

As interpreted by Angela Livingston, M.S., CCC-SLP, BE

p-El sonido silencioso (sordo) de labios resoplados

¿Qué pasa en la boca al hacer este sonido?
(Produzca el sonido, enfatizando la acción resoplada de los labios) ¡Correcto! ...

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The Spanish Translations

Spanish Translation Stories
Introducing English Letter Sounds

Spanish Translation Stories
Introducing English Letter Sounds

Supplement to the Lively Letters Program

Reading with TLC

Response to Intervention -Three Tier Model

TIER III 1-5%
Intense Intervention

TIER II 5-10%
Targeted Intervention

TIER I 80-90%
Research-based core academic program

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Scores over Time

S
C
O
R
E
S

Benchmark

Average Progression

Below Average Progression

MONTHS

Sept Oct Nov Dec Jan Feb Mar Apr May June

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Staff can be overwhelmed with Tier 2 referrals

Major Flag for the Core Curriculum

with a weak core program

That does not explicitly train phonemic awareness & phonics

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**Reading with TLC:
Three Tier Model of Instruction**

Powerful research-based instruction in the lower tiers decrease #of students moving into the higher tiers.

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Lively Letters Materials

The cards provide plenty of kinesthetic hands-on practice.

The manual provides in-depth program instructions, including activities, and word lists.

Lively Letters App

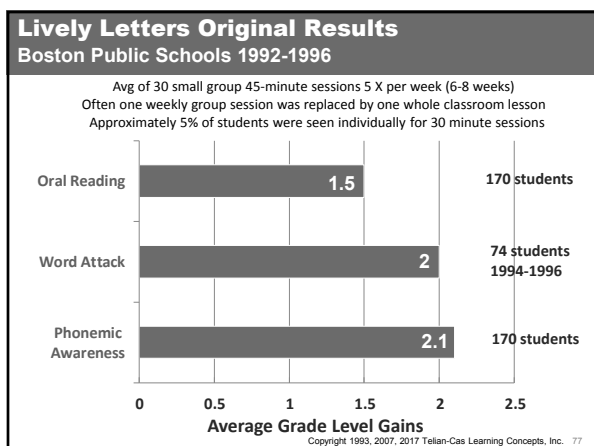
The app provides more engagement opportunities with games, activities, and progress monitoring.

The app includes the Spanish translations.

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Lively Letters Clinical Studies

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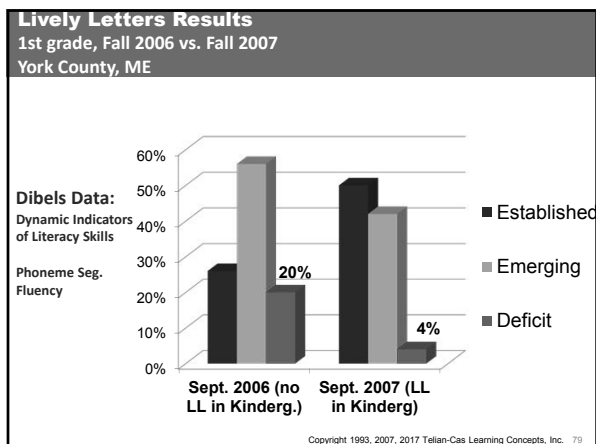
Lively Letters Initial Pilot Studies
Avg. Level Gains for Phonemic Awareness

Older students – the bigger the gap, the higher the gains.

After 30 group sessions- in 6-8 weeks:

- ELL students: 2.75 grade levels
- Gr. 5 students: 4.0 grade levels
- Gr. 4 students: 3.1 grade levels
- Gr. 3 students: 2.3 grade levels

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York County logistics of program implementation

Tier 1 Lively Letters was only phonics and phonemic awareness program used, along with Guided Reading. SLP provided a “push-in coaching” model, teacher learned to “think like a reading specialist.”

Tier 2 Reading specialist did “pull-out” Tier 2 instruction for “at risk” students, 5 times/week.

Tier 3 In 2007-2008 school year, only 1 child in Tier 3.

- Teacher progress monitored the “let’s watch” kids (not tier 2)
- Reading specialist program monitored the Tier 2 kids 1x/wk
- Everyone helped out with the Benchmark testing 3 times/ year

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Lively Letters Study PreK Classroom (Hull, MA)

Pre test Sept.12, 2011 ← → Post test May 14, 2012

20 students
Total of 4 (10-minute) sessions per week

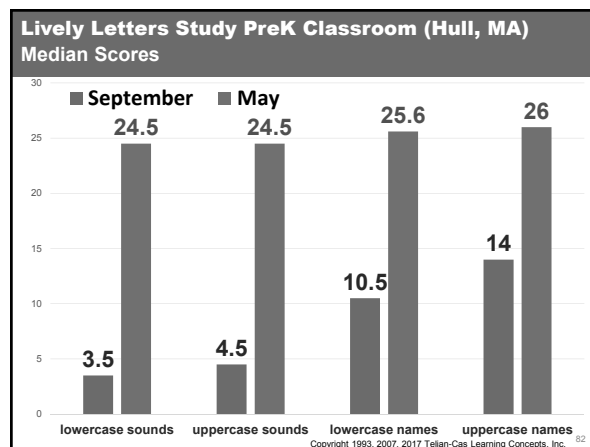
1st session each week was whole group

- review of sounds and introduction of new letter (Lively Letters order)

Other 3 sessions were Lively Letters centers:

- coloring letters
- pasting objects on letters
- cutting out letters into puzzles and putting together
- word play and plain letter activities (Feb.)

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Lively Letters Instruction Case Study

Age: 12.9 Grade: 7.4

- Recently diagnosed with dyslexia
- Received L.L. instruction (the only reading intervention given)
- 33 (55-minute) sessions
- Individual therapy ~2X/week

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Lively Letters Instruction Case Study

Private Tutoring Feb-Mid July 2010

	Pre-Test	Post-Test
Letter Sounds Named	Incorrect: v, l, qu, w, h, n, y, short e, i, o, u, ir, ur, or, ar Knew no vowel pairs	All letter sounds correct
Woodcock Reading Mastery Tests- R “Word Attack” (% & SS by age)	<ul style="list-style-type: none"> G.L. 2.3 6th Percentile 76 SS 	<ul style="list-style-type: none"> G.L. 6.2 40th Percentile 96 SS

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Lively Letters Comparative Research Study
 Fall 2013, Stephen F Austin State University
 Tier One Kindergarten Class Instruction

Experimental class: → Lively Letters supplement
 20 (30-minute) sessions, 3x/week

Traditional class: → Traditional curriculum instruction

Statistically significant differences in:

<p>L.L. class pre vs. post tests:</p> <ul style="list-style-type: none"> • letter names & sounds (including diphthongs) • decoding nonsense words • Total Literacy Score 	<p>L.L vs. Traditional post tests:</p> <ul style="list-style-type: none"> • Letter sounds • Diphthongs • Nonsense word decoding • Total Literacy Score
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“ The findings from this study suggest that using Lively Letters, a multisensory approach to teaching phonics and phonemic awareness skills, has the potential to exert a significant positive influence on the reading development of general education children in the whole classroom setting.”

When using interjudge reliability, reliability of the pretest and posttest reported to be $\geq .90$

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1

<p>Lively Letters:</p> <p>6 Skills Taught</p>	<p>Letter/Sound Associations</p> <p>44 sounds of language plus additional vowel digraphs</p>
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2

<p>Lively Letters:</p> <p>6 Skills Taught</p>	<p>Rapid Naming of Letter Sounds</p>
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3

Lively Letters:

6 Skills Taught

High Level Phonemic Awareness

- Blending
- Segmenting
- Manipulating

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4

Lively Letters:

6 Skills Taught

Orthographic (Visual) Awareness

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5

Lively Letters:

6 Skills Taught

Phonetic Decoding & Encoding (Reading & Spelling)

- Extensive One Syllable Level
- Multisyllable Words

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5

Lively Letters:











6 Skills Taught

Speech Production

- Can address speech and literacy simultaneously
- SLPs can use this differently for speech

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10 Key Features of TLC

 Intersensory	 mnemonics, imagery, music, & mouth cues
 Track with letter picture cards	 Structured & explicit
 Language based	 Discovery approach for consonants
 Load removed from working memory	 Self cueing—rapid, automatic naming
 Diagnostic and prescriptive	 supplement to core for prek-2/ intervention for all ages

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Aligned with the Common Core Standards

Reading Standards: Foundational Skills (K–5)

Kindergarten – Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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Common Core

Reading Standards: Foundational Skills (K–5)
Kindergarten - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the **long and short sounds** with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. **Distinguish between similarly spelled words** by identifying the sounds of the letters that differ.

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Common Core

Reading Standards: Foundational Skills (K–5)
Kindergarten - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

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Common Core

Reading Standards: Foundational Skills (K–5)
Second Grade - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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Get ready for some...




Lively Letters!

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Lively Letters Basic Set**Before Introducing the Lively Letters...**

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Before Introducing the Lively Letters...



“You’ll be discovering HOW we MAKE these sounds... with our lips, our teeth, our tongues...”

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Before Introducing the Lively Letters...



“You’ll also discover that:

- for some letters, our voices are on.
- for some letters, our voices are off.”

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Perceiving Voiced / Voiceless Feature




Let’s turn our voices on. Say, ‘Aaahh...’

Put your hand on your throat. Do you feel anything?

Now let’s turn our voices off [silence]. Do you feel anything?

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Perceiving Voiced / Voiceless Feature



Now let’s try cupping our ears with our hands while we turn our voices on again.


‘Aaaahh...’ Wow, that’s noisy!

Now let’s listen with our voices off. That’s quiet.

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Drill to practice turning voice on/off

● Make a green light and red light by cutting big circles out of construction paper.




“When I hold up the green light, turn your voice on.”

“When I hold up the red light, turn your voice off.”

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Introducing Lively Letters 1



Sequence is developmental, based on sounds.

Begin with the sounds that are the easiest to produce and the easiest to perceive.

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Introducing Lively Letters 2

Produce consonant sound in isolation, exaggerating the mouth movements and using the hand cues.



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Introducing Lively Letters 3

After instructor makes the sound, students make the sound.



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Introducing Lively Letters 4

Use a guided discovery approach to find out how the sound is made.



“What are we doing with our mouths when we make this sound?”

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Introducing Lively Letters 5

Instructor labels the sound:



“That’s the quiet lip-biting sound!”

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Introducing Lively Letters 6

Instructor shows the Lively Letters card and tells the story.



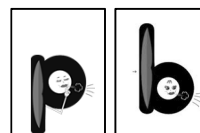
(For vowels, the card is shown first.)

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Introducing Lively Letters 7

Introduce consonants in pairs, when applicable.



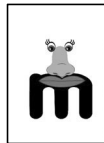
“This sound has a noisy partner!”



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Introducing Lively Letters 8

Drill cards and progress through the program.

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Letter Sound Sequence




p, b, t, d, f, v, k, g, th, th, qu, a, o, m, n, ng, l, r, u,
 s, z, sh, zh, ch, j,
 w, h, wh, i, x, y, e, King Ed,
 oo, oo, ou, ow, au, aw, oy, oi,
 er, ir, ur, or, ar, hard and soft c,
(soft g, vowel path, eu, ew pictures in manual)

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Most frequently asked questions!

Q. “Should I teach ALL the sounds to my kids who already know some sounds?”




YES!

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Most frequently asked questions!

Q. “Where should I start with my older kids?”

- Start at the beginning for EVERYONE!
- The mouth cue information is very important for even older struggling readers!



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Example of Dialogue for Teaching Sounds

(Found in the Instruction Manual)

p –Quiet Lip Puffing Sound

“What are we doing when we make this sound? ‘p’ (Produce sound, over-exaggerating the bursting action of the lips, keeping voice off.) We’re using our lips – we put them together. Put your hand in front of your mouth. Do you feel air coming out? Does it come out slowly, or is it puffing out? Right, it’s puffing out! We could call this a lip puffing sound. Is your voice on or off? Oh, this must be a quiet sound. (Show picture.) The first thing I see in this letter is the line with the lips, telling me to put my lips together. The circle is at the top to remind us of the tall mother who’s always very quiet so her baby can sleep. We keep our voices off.”


Hand cue: Hold fingers up to closed lips and quickly move them away.

Pronounced as in “pot”

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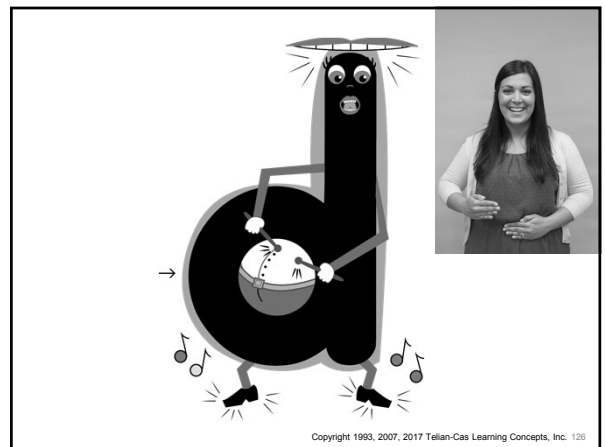
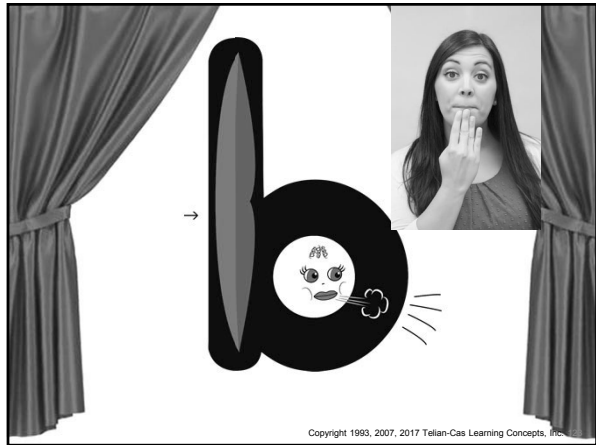
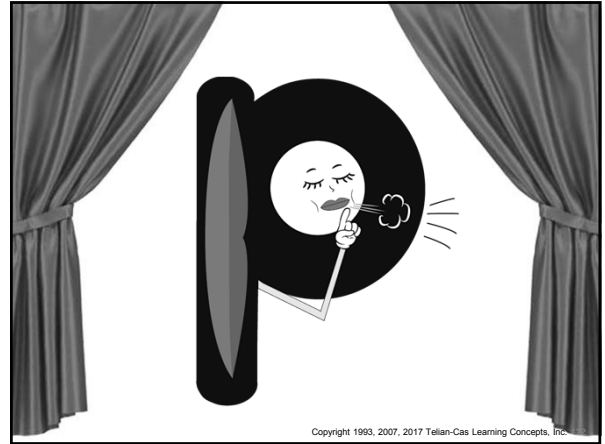


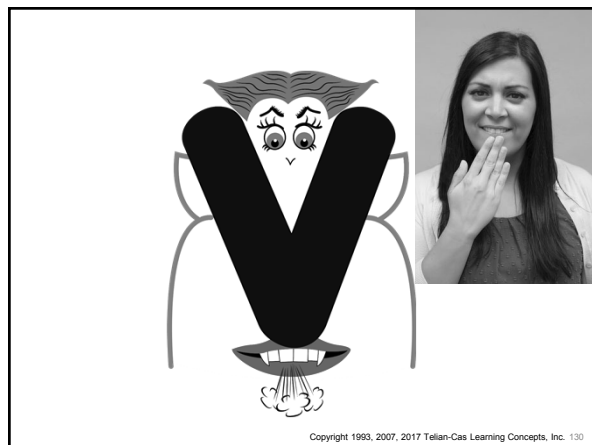
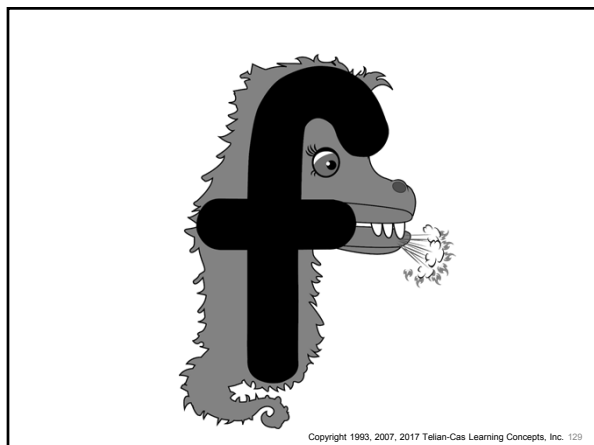
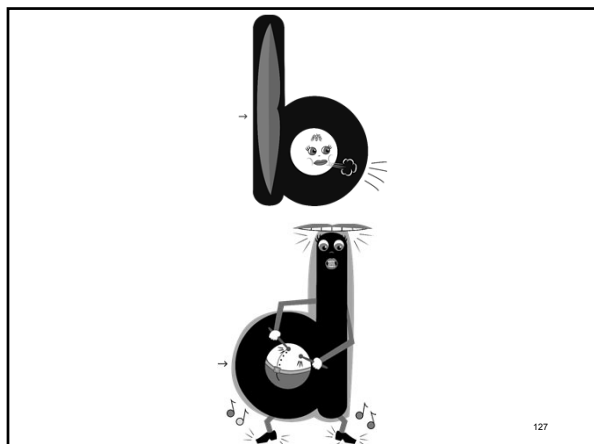


are coming your way....


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Activities for Practicing Letter Sounds

- ➔ Drilling Lively Letters Cards
- ➔ Playing Match Game/ Concentration
- ➔ Putting cards with their partners
- ➔ Have student act out letter characters
- ➔ Listen to and sing Lively Letters Song
- ➔ Practice drawing/printing letters



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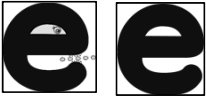
How to Play the Match Game



Can Use:
 - Boxed Cards
 - Mini Cards
 - Classroom Cards

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Match Game with Plain Letters




+		
		+

Can Use:
 - Boxed Cards
 - Mini Cards
 - Classroom Cards

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Ideas for Using the Songs




- Play Song After Introducing Sound
- Students Look at Pictures while Singing
- Play Musical Chairs

Music CD The App
 iTunes, Google Play, Amazon MP3

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Using the Reproducible Coloring Activity Book to Reinforce Letter Sounds & Printing



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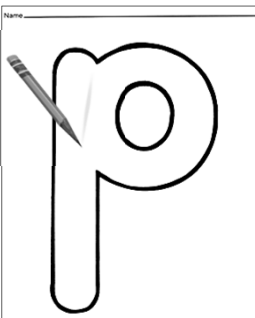
Lively Letters

1. Color picture inside Letter
2. Print letter inside Lively Letters characters:

“Let’s draw that line on those lips. Start at the top. Now draw the circle for her face. Start here.”

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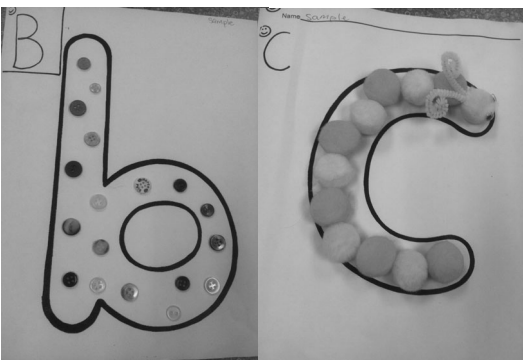
Lively Letters



1. They can draw the picture cues inside the bubble letters
2. Print the letters inside the bubble letters:
 - you can put dotted lines as templates

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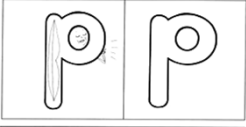
Students can glue objects onto bubble letters



138

Lively Letters

Name _____



More practice with:

- coloring
- drawing
- printing


Draw 2 things that begin with this sound.

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Can Start with Receptive Drills

Cue students with key questions:


- “Which one says /b/?” (showing the ‘b’ and the ‘f’ card)”



- “Does this say /b/ or /f/? (showing the letter ‘b’)”



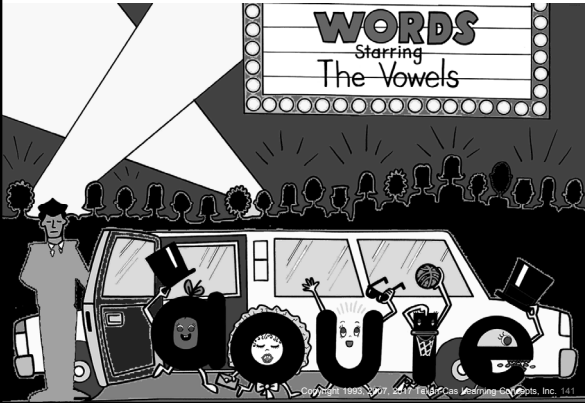
- “What sound does this make?”



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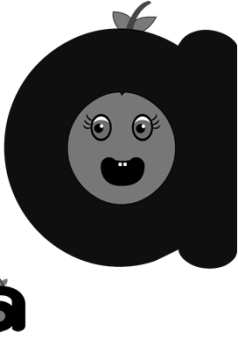
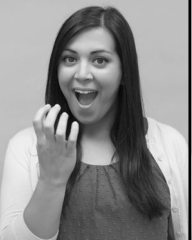
Introducing...the Superstars!

WORDS
Starring
The Vowels



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song

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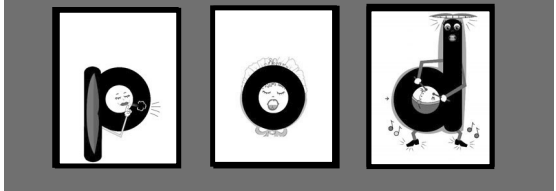
Now we can play with sounds!

Tracking

This is what it looks like!

Demonstration

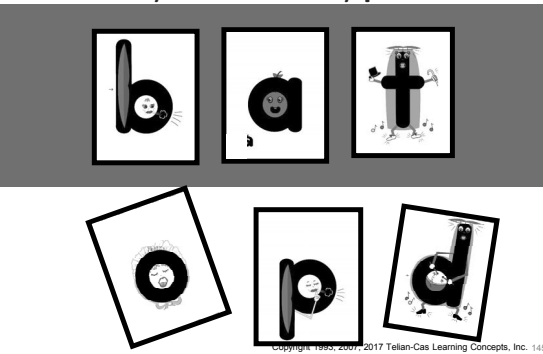
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Decoding:
“If that says _____,
what does it say now?”

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Encoding: "If that says **bat**,
can you make it say **pat**?"



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**Tips for Progressing
Through Lively Letters**

Introduce
10-11
consonants, drilling
isolated sounds.

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**Tips for Progressing
Through Lively
Letters**

Introduce
1-2
vowels.

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**Tips for Progressing
Through Lively Letters**

Put into tracking
activities.

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**Tips for Progressing
Through Lively Letters**

Introduce more cards, tracking
with real and non words.

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**Tips for Progressing
Through Lively Letters**

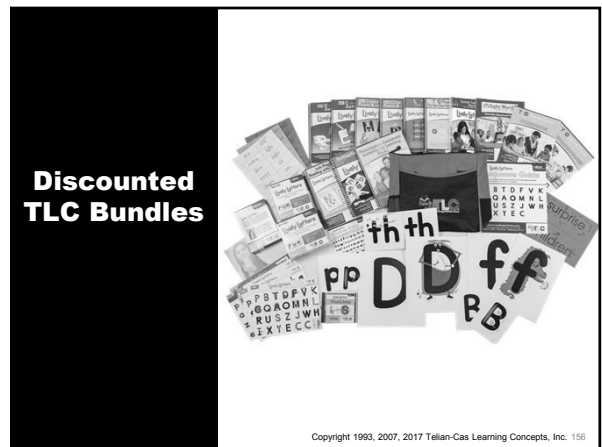
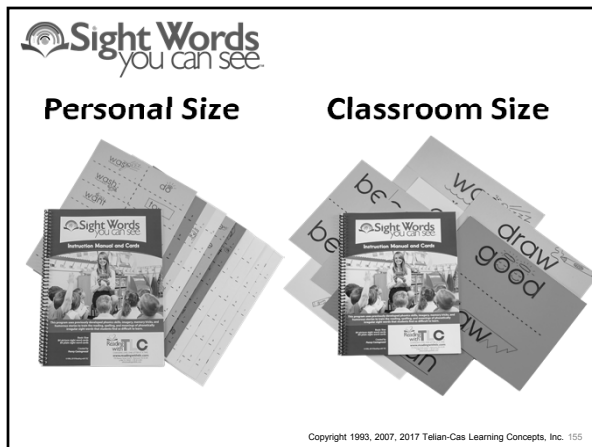
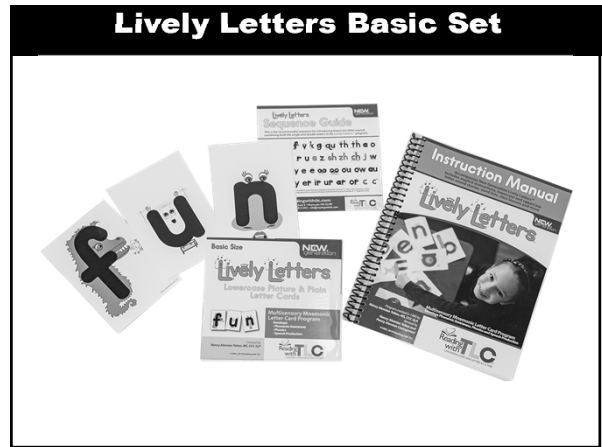
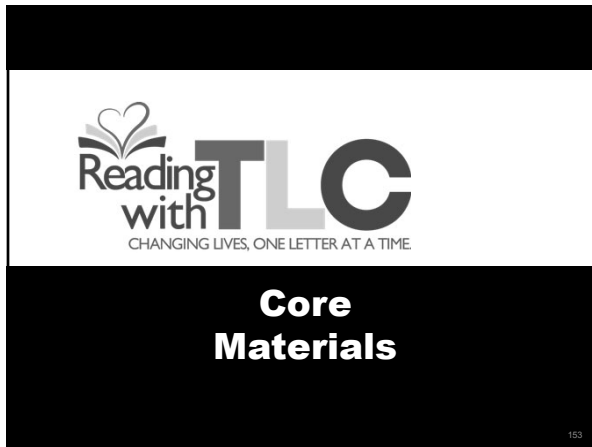
Each day, review old sounds,
introduce new sounds if
ready, and track with new
letters.

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Sound Organization of Consonants

<u>Quiet / Noisy (voiced)</u>	<u>Groups Sharing Features</u>
p b (lip puffing)	r l (tongue up)
t d (tongue dancing)	m n ng (nose)
f v (lip biting)	w wh h (whooshing & tired air)
k g (choking)	
th th (tongue biting)	
s z (small air)	
sh zh (big air)	<u>Misfits (no true partners)</u>
ch j (big, fast air)	qu x y c

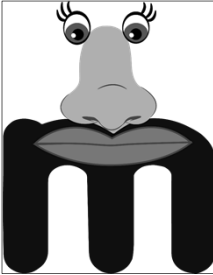
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Use Mini Cards for More Hand-s On Practice

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How to Use the Character Poem and Lyrics Book





My lips stay closed tightly
When you look at me,
And my wonderful nose
Is the first thing you see.

I can turn my nose on.
I can smell with it, too,
And right now I smell M & M
Cookies. Do you?

I say, "M - m - m - m."

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Use after introducing letter sound stories


-  Students look at the pictures while listening to songs
-  Students read the poems (lyrics) while listening to songs
- For reading fluency, students who can read, practice reading poems without the songs

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How to Use the Let's Practice Reproducible Workbook

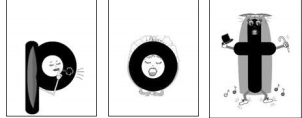
Walk to the Pot of Gold

Directions: After you read a word, color in the footprint. Head towards that pot of gold and color the gold coins when you get there!

START				
ruz	bev	don	pib	mol
wid	saf	shil	jun	kex
gaz	chib	kef	thok	wiv
jeb	pon	lim	pum	

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Reinforce skills they've mastering with picture cards and plain cards.



pot

Read the word list. In the box, draw a picture of the text word.


baf	gum	rak
bap	gul	lak
lap	lug	lat
tab	lag	gat
fab	rag	gut
fob	nag	guv
dob	nug	buv
dog	rug	bug
<input type="text"/>	<input type="text"/>	<input type="text"/>

dok	kai	bot
pok	kui	dot
pod	nui	tod
pot	nuf	rod
lot	not	tod
fut	rof	lad
but	rot	gad
bat	rat	gal
<input type="text"/>	<input type="text"/>	<input type="text"/>

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How to Use the Classroom Cards

- Use to Introduce Sounds to the Class
- Use in Classroom Tracking Activities



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Differentiated Instruction Same Words- Four Ways

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Do Automaticity Drills after Tracking with those letter sounds

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E-Products

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The Lively Letters App!

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App Features

- Flashing Activity
- Tracking Activity
- Matching Activity
- Progress Monitoring

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App Demo

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How do I get the app?

- App Store on iPad or iPhone
- iTunes App Store on Computer

Can use computer if using Volume Purchase Program for Education
50% off for 20 or more apps

How to Use the Hand & Mouth Cue Photo Cards

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Use in Tracking Activities!

2

Match Game!

173

Teaching Uppercase & Letter Names

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When to Teach Uppercase to non-struggling students



You could introduce uppercase letter sounds **WHILE** or **BEFORE** introducing lowercase letter sounds using Lively Letters.

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When to Teach Uppercase to struggling students



Introduce the uppercase letter **AFTER** they have mastered the lowercase letter sounds using Lively Letters.

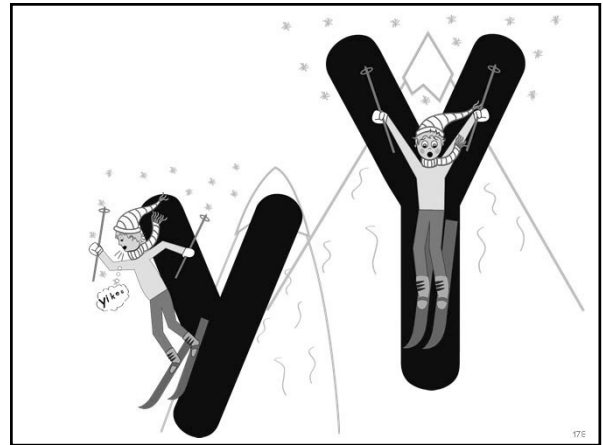


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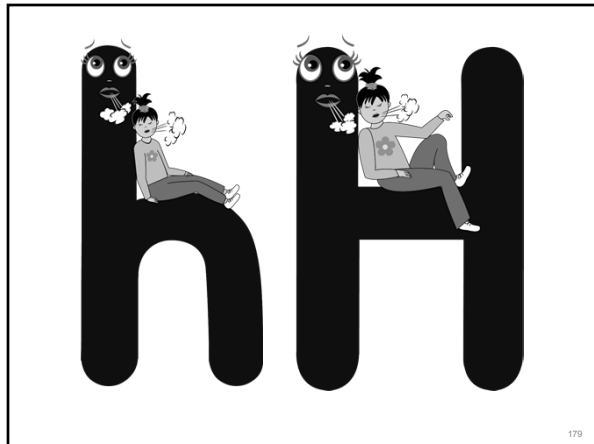
Teaching Uppercase Letters

Introduce uppercase letters with the Lively Letters Uppercase Cards,

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180

Teaching Uppercase Letters

Play the MATCH GAME between uppercase & lowercase letters

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Teaching Uppercase Letters

Have worksheets with a row of uppercase and a row of lowercase - students draw lines to match uppercase to lowercase

B H K N Z

n z b h k

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Lively Letters App - Matching

CHOOSE MATCHING TYPE

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When to Introduce Letter Names to non-struggling students

For non-struggling students, you could introduce letter names and sounds together.

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When to Introduce Letter Names to struggling students

- have them master the sounds first
- then teach the names!

Most letters have the associated sounds “in” their names, so it is easier to learn the names after learning the sounds!

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Teaching Letter Names

The letter names that **start** with their sounds:

Follow this sequence:

b,d,j,k,p,t,v,z

1

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2

Teaching Letter Names

Follow this sequence:

The letter names that have their sounds at the **end** of the name:

f, l, m, n, r, s, x,

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3

Teaching Letter Names

Follow this sequence:




The letter names that have nothing to do with their sounds:

c, g, h, q, w, y, &
vowels: a, e, l, o, u

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Teaching Letter Names

Follow this sequence:

Cue students with key questions:
 “Which letter is “bee?” (showing the ‘b’ and the ‘f’ card)

 “Is this letter, “bee” or “eff?” (showing the letter ‘b’)

 “What letter is this?”


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Lively Letters

Scope & Sequence



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Increasing Levels of Difficulty

When student is at 90% accuracy, increase level of difficulty in:

Letter Sounds

Word Length

Materials

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Increasing Levels of Difficulty

Letter Sounds

Letter Sounds	Short Vowels >	King Ed >	Vowel Digraphs & R Controlled Vowels>	Difficult Letters
p, b	a	o e,	oo, oo	Hard & Soft c
t, d	o	i e,	ou, ow	Soft g
f, v	u	e e	au, aw	Vowel Path Vowel Pairs
k, g	i	o e	oi, oy	ai
<i>Hard c optional here</i>	e	u e		ea
qu			er, ir, ur	oa
th, th		pie,	or, ar	ui
(start short vowels)		tied,		ee
m, n, ng		like...		ay
l, r				ey
s, s				eu, ew
sh, zh				
ch, j				
w, h, wh				
x,				
y,				

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Lively Letters Letter Sound Sequence

p, b, t, d, f, v, k, Hard c optional, g, qu, th, th, a, o, m, n, w, h, wh, i, x, y, e, King Ed, oo, oo, ou, ow, au, aw, oy, oi, er, ir, ur, or, ar, c, soft g, vowel path vowel pairs (ai,ea,oa,ui,ee,ay,ey), eu, ew

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Increasing Levels of Difficulty

Word Length

Word Length	Isolated Sounds >	CVC >	Consonant Blends >	Multisyllable
	p	pat	spot	basket
	b	bat	spat	picnic
	t	bot	pats	batted
	d	bog	past	banter
	f	rog	spast	distended
	v	rov	splast	pretender
			splats	forgotten

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Increasing Levels of Difficulty

Materials

Materials	Plain Letters >	Word Cards >	Worksheets & Dictation >	Books & Writing
LL Picture Cards >				

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Increasing Levels of Difficulty

Letter Sounds	Consonants >	Short Vowels >	King Ed >	Vowel Digraphs >	Diff. Letters

Word Length	Isolated Sounds >	CVC >	Cons. Blends >	Multisyllable

Materials	LL Picture Cards >	Plain Letters >	Word Cards >	Worksheets & Dictation >	Books & Writing

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1. Letter Sound Sequence - p, b, t, d, f, v, k, g, th, <u>th</u> , qu, a, o, m, n, ng, l, r, u, s, z, sh, zh, ch, j, w, wh, h, x, i, y, e, king ed, oo, <u>oo</u> , ou, ow, au, aw, oy, oi, er, ir, ur, or, ar, c, soft g, Vowel Path Pairs, eu, ew	
2. Word Lengths CVC (pot, vap) CVCe (like, tife) CCVC, CVCC (spot, list, pred, host) CCVCC, CCCVCC (bland, splints, scronts) Multisyllable Words (conduct, rediption)	3. Materials Used Letter Picture Cards (Manipulatives) Plain Letter Tiles (Manipulatives) Word Cards/word lists/workbooks Spelling words to dictation Reading Sentences Sentence Dictation Reading Books Writing Stories

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New Progress Monitoring Tools

In the Revised Instruction Manual, 4th Edition

New Scope & Sequence Samples

In the Revised Instruction Manual, 4th Edition

<p>Oct. week 1 Letter Sounds: L, l, n, z Phonemic Awareness/Phonics: Continue practicing initial sound identification tasks, as well as middle and final sound identification tasks. Continue practicing sound blending, segmenting, and CVC tracing.</p> <p>Oct. week 2 Letter Sounds: m, h, sh, th Phonemic Awareness/Phonics: Continue practicing sound blending, segmenting, and CVC tracing. Continue with sound identification tasks if students still need work in this area. <i>moderate</i></p> <p>Oct. week 3 Letter Sounds: w, y, er, or Phonemic Awareness/Phonics: Continue practicing sound blending, segmenting, and CVC tracing. Continue with sound identification tasks if students still need work in this area. <i>moderate</i></p> <p>Oct. week 4 Letter Sounds: Control Phonemic Awareness/Phonics: Continue practicing sound identification tasks for every phoneme.</p> <p>Nov. week 1 Letter Sounds: B, b, k, m, n, ng Phonemic Awareness/Phonics: Continue initial sound identification tasks. Begin some blending and segmenting activities to prepare students to identify final sounds in words. May start CVC tracing activities this week only if students are already showing some blending and segmenting skills. <i>fast</i></p> <p>Nov. week 2 Letter Sounds: C, c, s, d, sh, ch Phonemic Awareness/Phonics: Continue practicing sound blending, segmenting, and CVC tracing. Continue with initial sound identification and recognition, and final sound identification.</p> <p>Nov. week 3 Letter Sounds: A, a, h, l, ll Phonemic Awareness/Phonics: Continue above phonemic awareness and phonics activities. Begin a separate activity for tracking and other reading/learning activities.</p> <p>Nov. week 4 Letter Sounds: I, i, e, o, o, o Phonemic Awareness/Phonics: Continue above phonemic awareness and phonics activities. Begin a separate activity for tracking and other reading/learning activities.</p> <p>Dec. weeks 1 & 2 Letter Sounds: If the above pace sets too quick, make the necessary adjustments in Letter Sounds. If the above pace of the sounds too slow during these months, continue monitoring of sounds. Phonemic Awareness/Phonics: Continue building skills in the above phonemic awareness and phonics activities. Start using more direct instruction on the CVC. Use word cards, word lists, and other activities to practice reading and writing. Moderate word lists for the end of the year.</p>	<p>Dec. week 1 Letter Sounds: R, r, y Phonemic Awareness/Phonics: Teach tracking of words with final sight words, as in the word "rings." Continue with above skills. Progress through the program in word length and materials. Focus on students are ready. Continue having students read from decodable books as they are ready.</p> <p>Dec. week 2 Letter Sounds: no new sounds Continue reading and practicing with decodable materials. Phonemic Awareness/Phonics: Continue practicing along with other curricula being provided. <i>1st grade</i></p> <p>Dec. week 3 Letter Sounds: er, ur, or, or introduced Phonemic Awareness/Phonics: Make adjustments to the program if students are progressing slower or faster.</p> <p>Dec. week 4 Letter Sounds: Team read and write Phonemic Awareness/Phonics: If data necessitates adjustments.</p> <p>Jan. week 1 Letter Sounds: If the 2020 last page of letter sound introduction was too quick, adjust as necessary and replace some of them in the following weeks and months. Phonemic Awareness/Phonics: Make adjustments in the above scope and sequence if students are progressing slower or faster than what is listed above.</p> <p>Jan. week 2 Letter Sounds: If the 2020 last page of letter sound introduction makes necessary adjustments. Phonemic Awareness/Phonics: Continue practicing at skills as necessary.</p>
--	--

New Lesson Plan Templates

In the Revised Instruction Manual, 4th Edition

From Marianne Nice, Reality Ed

Reading with TLC Lesson Plan		Reading with TLC Lesson Plan	
Student/Group Name: _____	Date: _____	Spelling Routines:	
Target(s): _____		<input type="checkbox"/> Sound/Spelling: _____ <input type="checkbox"/> Letter Names: _____ <input type="checkbox"/> Letter Sounds: _____ <input type="checkbox"/> Phonics: _____ <input type="checkbox"/> Other: _____	
Decoding Routines:	Student/Teacher Patterns:	<input type="checkbox"/> Single Word Trunk: Spelling _____ <input type="checkbox"/> Letter Names: _____ <input type="checkbox"/> Letter Sounds: _____ <input type="checkbox"/> Single Word Dictation (Phonics Patterns): _____ <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Single Word Trunk: Decoding _____ <input type="checkbox"/> Letter Names: _____ <input type="checkbox"/> Letter Sounds: _____ <input type="checkbox"/> Phonics: _____ <input type="checkbox"/> Other: _____	Student/Teacher Patterns:	<input type="checkbox"/> Sight Word High-Frequency Word Trunk: Spelling _____ <input type="checkbox"/> Letter Names: _____ <input type="checkbox"/> Letter Sounds: _____ <input type="checkbox"/> Phonics: _____ <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Single Word Trunk: Decoding _____ <input type="checkbox"/> Letter Names: _____ <input type="checkbox"/> Letter Sounds: _____ <input type="checkbox"/> Phonics: _____ <input type="checkbox"/> Other: _____	Student/Teacher Patterns:	<input type="checkbox"/> Other: _____	

Tracking

Decoding & Encoding at the CVC Level

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Skills

Tracking

Phonics

Phonemic Awareness

Decoding = Reading = Blending
Encoding = Spelling = Segmenting

Always Manipulating Sounds

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Tracking

Make one change at a time

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Decoding (reading) Demonstration

“If that says _____,” (teacher changes a letter card) “What does this say?”

Method:
Student points to and sounds out each letter, then blends them. Model touching cards and with voice until no models are needed.

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 (or go to Youtube.com & search for Readingwithtlc videos)

YouTube

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At the bottom you can choose to keep loading more videos

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Decoding (reading)

“If that says _____,” (teacher changes a letter card) “What does this say?”

Practice

pot
 pat
 sat
 sab
 sob
 tob
 tub
 tup
 tap

Method:
 Student points to and sounds out each letter card, then blends them.



Sample word chain


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Keys to Successful Tracking

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Keys to Successful Tracking


- Initially model responses with pointing and voice
- Aim for errorless responses with cues, questions:
- “What comes first, the line or the circle?”
 (for b / d)



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Keys to Successful Tracking

- Reward use of key strategies (ie. touching letters, looking for King Ed)
- Refer to the oral-kinesthetic cues as needed
- With plain letters, refer to picture cues as needed




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Keys to Successful Tracking

Handling errors:

- Try to find something correct in response
- Pause or say “Hmmm...,” giving student time to self-correct
- Ask student to try it again
- Offer questions or cues to help elicit correct response




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Keys to Successful Tracking

Keep sessions intense:

- ➔ # of words
- ➔ group size
- ➔ frequency of lessons


Monitor progress to ensure appropriate instructional level.



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Encoding (spelling) Demonstration

“If that says _____, make it say _____.”
(teacher says new word, changing one sound)



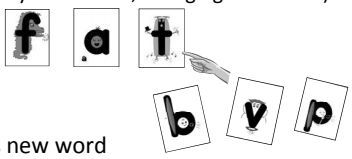
Method:

- Instructor places several cards under the word.
- Student repeats the word.
- Student says each sound of the new word, while touching each letter of the old word.
- When the sound made doesn't match the card, student changes the letter card. (Model as needed.)

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Encoding (spelling)

“If that says _____, make it say _____.”
(teacher says new word, changing one sound)



Practice

- rat
- bat
- bap
- bop
- top
- lop
- lap
- nap

Student:

- repeats new word
- says each sound of the new word while touching each letter of the old word
- when touching a letter that doesn't match what his mouth is saying, he makes the change

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Using Lively Letters Online




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“Using Lively Letters Online”

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www.readingwithtlc.com under Training
under On Demand
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How can I use my hard copy materials online?



Hold your Lively Letters cards up to the webcam.

Tell the stories. Play the songs. Do the tracking on magnetic surfaces or on table.



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Scan pages from reproducible workbooks to use with students and email to parents.



Play songs you may have on your cell or computer. You can upload them from your CD onto your devices.

You can make selfie videos.

You can share them with your own students, classroom, school, or organization but please don't post for the general public on the internet.



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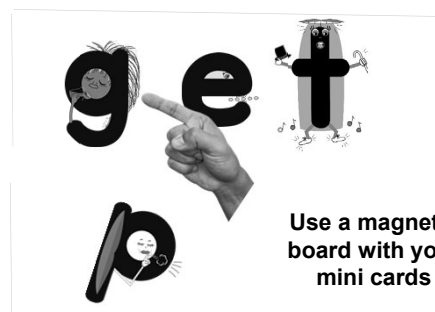
Webcam – Can use two. Point one down. If you just have one, adjust it to point down.



1. Hold the cards up to webcam to teach or review. Use magnetic board or card holder (or even scotch tape!) to move them around.

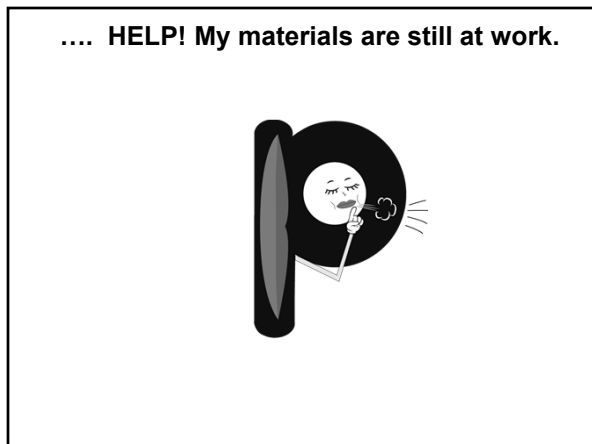
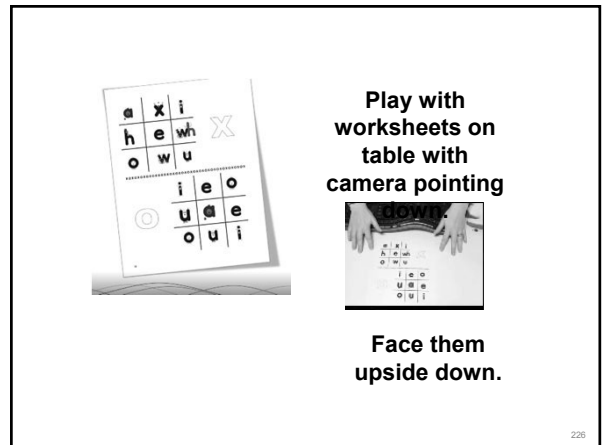
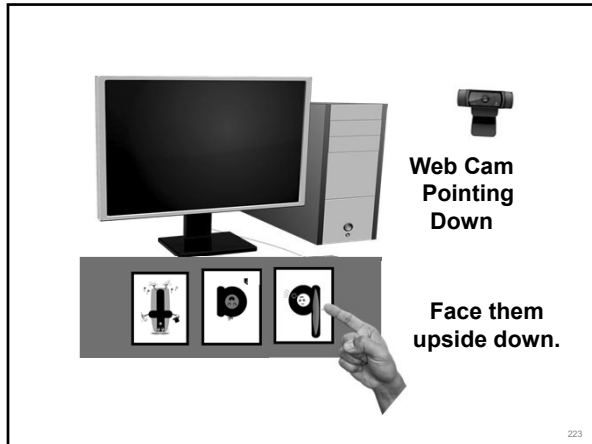
2. Put cards on your table, between keyboard and monitor. (can move keyboard to the side)

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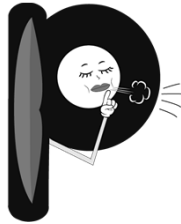


Use a magnetic board with your mini cards

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How do I use digital E-Products online?



GRAB AND USE THE RECENT

TLC FREEBIES

www.readingwithtlc.com

under Free Resources



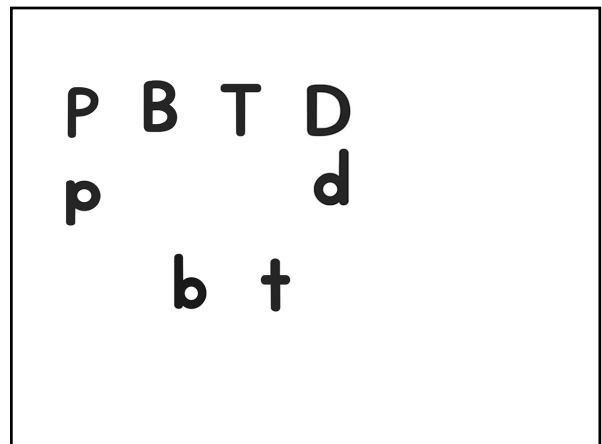
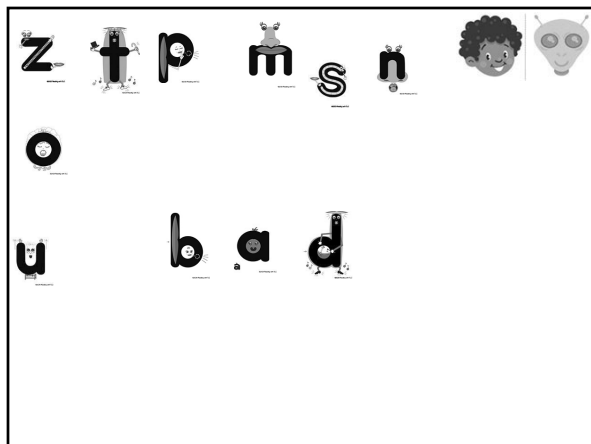
E-Products

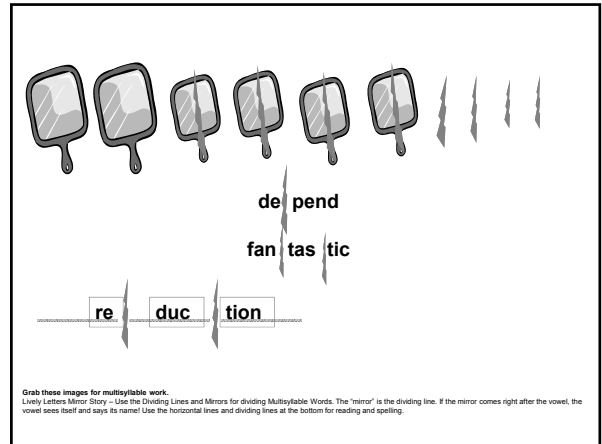
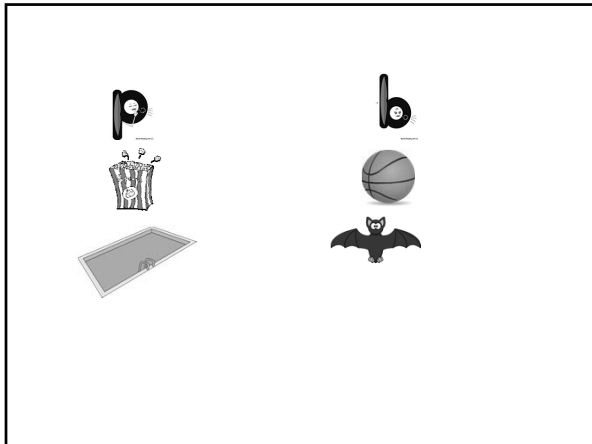


Digital Sight Words Coming!



Free Demo Video on E-Product Page Under Digital Lively Letters Mini Cards





Grab these images for multisyllable work.
 Lively Letters Mirror Story – Use the Dividing Lines and Mirrors for dividing Multisyllable Words. The "mirror" is the dividing line. If the mirror comes right after the vowel, the vowel sees itself and says its name! Use the horizontal lines and dividing lines at the bottom for reading and spelling.

**Use the E-products on your screen.
 Use annotate feature so you and your student can
 draw, color, and mark up the pages.**

Name: _____

Tongue Up in Bark Sound
 Bingo: This is a comical wild dog, but he's happy to see you! He seems to tongue-up in the back and bark.
 Application: In C or at the top edge, add the small string of air coming out. "eek!" Look at the word. It comes before a C. Look at where the dog's tongue is sticking out of his mouth. That's the sound of the word!

Name: _____

Draw two things that have that sound in it.

**Use a saved picture as a background for a slide
 so it won't move around on the screen.**

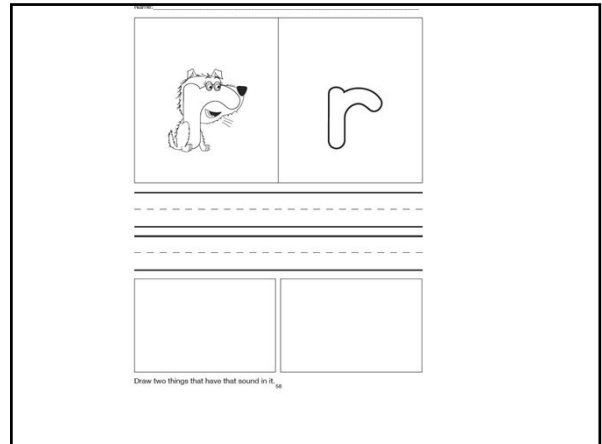
Is the Tire Flat?
 This activity is for both and not e. If the corner application is C or at the top edge, add the small string of air coming out. "eek!" Look at the word. It comes before a C. Look at where the dog's tongue is sticking out of his mouth. That's the sound of the word!

• cog	• cil	• con	• eos
• cig	• cott	• cov	• cus
• cog	• cof	• civ	• ces
• ceg	• cin	• cuv	• eos
• cug	• can	• cov	• cub
• cut	• cen	• cev	• cob
• cet	• cun	• cis	• cib

**Sight Word Bingo Set 7
 Second Version**
 Directions: Print out one version of this Bingo game, and cut on the lines to give you 25 words that the student or teacher can call out to those playing Bingo. Print both versions of these game boards for variety while playing.

mind	men	most	both	don't
think	child	surprise	children	find
could	throw	women	through	thought
through	cold	throw	do	must
old	woman	man	kind	found

How do I or my students (and parents) make DIY LL materials for use with webcam or at home ?



Draw two things that have that sound in it.

#livelylettersathome



#livelylettersathome



From the Coloring Books E-Products

3 activities for each letter
One is for drawing, coloring, printing...

Have kids color and cut out their letters.

Use them in tracking!

#livelylettersathome



#livelylettersathome



From the Let's Practice Workbook E-Product

One activity has kids drawing the picture cues onto the bubble sheets.

They color, cut and use in tracking!



d	f	u	X
t	p	a	
k	g	b	

From the TLC Tic Tac Toe Phonics Games Workbook

Play the game. Print and cut out the pictures and use for tracking.

O	f	qu	j
	sh	r	m
	n	s	th

banner	cement	cricket	X
severe	defend	pollute	
grocer	noting	pellet	

Low level to high level work.

O	impel	wedding	sudden
	return	kingdom	distant
	refuse	object	rebate


How do I use the Lively Letters App online?

Use Lively Letters App
Connect to Platform like Zoom


- Share iPad or iPhone
- Share Computer Sound
- Swipe up on iPad or iPhone
- Choose Screen Mirror
- Choose Same Internet




Does this sound familiar?



VNS20018.WMA



VNS20019.WMA



VNS20020.WMA

This was an **auditory only** sound blending activity

What two strategies seemed to help him the most?

Adding meaningful visual referents for the sounds makes it much easier for our students!

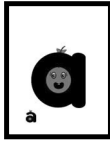
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Sound Blending Techniques - Very Speechy!


- ➡ Model the sound blending with student using your finger and voice
- ➡ Elongate vowel sound; produce it loudly
- ➡ First consonant should be a continuant sound and even better if it's voiced (like l, v, r, m, n, z...)
- ➡ Introduce more letter sounds
- ➡ Blend, and move the letter cards for the initial consonant and vowel together into the final consonant. **ma ----- p** instead of **m-----ap**

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Trouble Sound Blending



➔

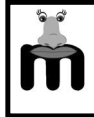


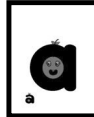
- Use real words
- Since V-C words are abstract use C-V-C words kids can picture


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Sound Blending

- Blend CV as a unit then add the final sound







- First consonant should be a continuant sound and voiced
- Introduce more letter sounds


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Use the Slide Activity!




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Use the picture-pointing activity

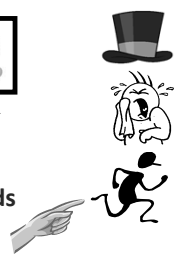


➔



➔





Student points to the correct picture after blending the sounds

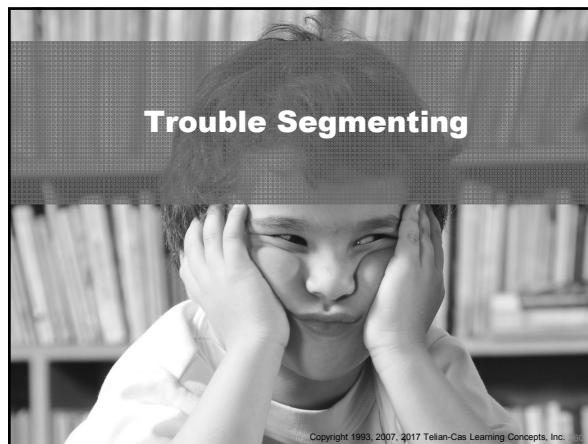
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Trouble Sound Blending – more practical tips

- Have student choose picture of target word, while using the slide activity.
- If students forget first sound, make it louder.
- Cover the last sound, blend C-V as a word, add the final sound, blend the whole word.
- Make substitution changes in all positions.

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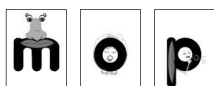
Trouble Segmenting



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Trouble with Segmentation (Transitional Step)

- Line up the cards to spell a CVC word
- Draw arrows and lines below



- Teacher produces word, student repeats word
- Student and teacher produce each sound while pulling down its corresponding card
- Completely new word each time

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Can progress to sound segmentation activities without the use of Lively Letter cards or plain letters

Teacher: "Tell me the sounds of "top"

Student: "/t/ /o/ /p/

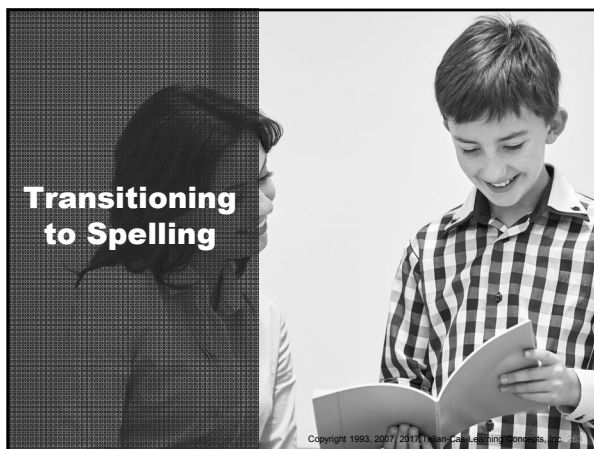


- "Say it and Move it" activities
 - With blocks, tokens, etc.

- Tapping out with fingers

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Transitioning to Spelling



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Transitioning to Spelling

- Put out several Lively Letters cards (and later, plain letters) in front of student
- Ask student to spell a word with the letters in front of him (develops phonemic awareness and spelling).



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Before asking them to spell with paper and pencil make sure they can handwrite the letters!



Let's start here and draw her head...



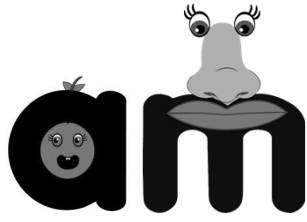
Transitioning to Spelling

1. b i n
2. b u n → First, one change at a time

1. d o t
2. r i s k → Then, a whole word change each time



By the way, Sight words just got easier!



Sight words just got easier!



Let's put the sounds with their partners!

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Lively Letters Consonant Sort

Do you know which letters are "Partner Sounds" and which letters stand alone as "Singles"?

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Quiet / Noisy	Quiet / Noisy	Common Features
p	s	— —
t	sh	— — —
f	ch	— — —
k		"Singles"
th		— — —

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Quiet / Noisy	Quiet / Noisy	Common Features
p b	s z	i r
t d	sh zh	m n ng
f v	ch j	w wh h
k g		"Singles"
th th		qu y c x

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Preschooler pretending to teach sounds

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Collaborations & Sample Lessons

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Collaborations with Others

- 1** If you're asked to collaborate, use a notebook back and forth
- 2** If they're using TLC, you may be setting the pace
- 3** Both share what you've done, client's performance, and what you're doing next
- 4** OK to implement a completely different program than what's used in another setting

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Sample logs to keep in folder

Session #1 - March 16 (example)

- Taught p, b, t, d, f, v, k, g, qu, th, th
- Had trouble with noisy quiet feature, improved with practice
- Receptive then match game for naming sounds
- Needed extra prompting for tongue biting sounds- mirror helped
- Listened to songs for p and b
- Next session: review, teach a and o, and start CVC tracking



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Session #2 - March 19 (example)

- Reviewed sounds – 90% (artic errors on th- spiral back to work on artic. for that)
- Taught vowels a and o
- Played slap vowel- improved with practice
- Tried CVC tracking:
 - decoding – picture cards (able to blend)
 - encoding- picture cards and needs more practice using the strategy
- Listened to o song, colored the a picture
- Match game plain and picture cards
- Next session: track -pics, teach m, n, ng, j, r



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Session #9 - April 14 (example)

- Taught ch, j, and i
- Slap vowel- little trouble between sh and ch
- CVC tracking decoding/encoding pictures, then plain letters – Human Alien Game
- Read some CVC words on word cards, listened to i song, tried handwriting m, n
- Next session– try dictating cvc words for spelling (only letters we've practiced handwriting), & introduce w, h, wh



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Collaborating with Parents

- Don't give homework on anything student still struggles with.
- If parents have similar difficulties, be careful what's given for homework.
- Invite parent in every few weeks at end of session to demonstrate a new strategy.
- Send home L.L. mini cards, & reproducible worksheets
- Send a notebook back and forth

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a beginning & an end

Depends on student ability & intensity of services

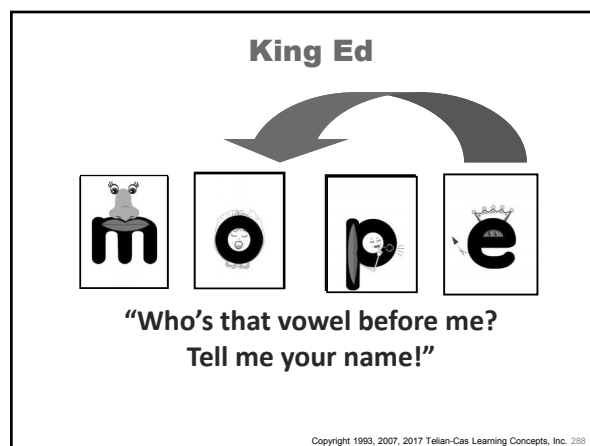
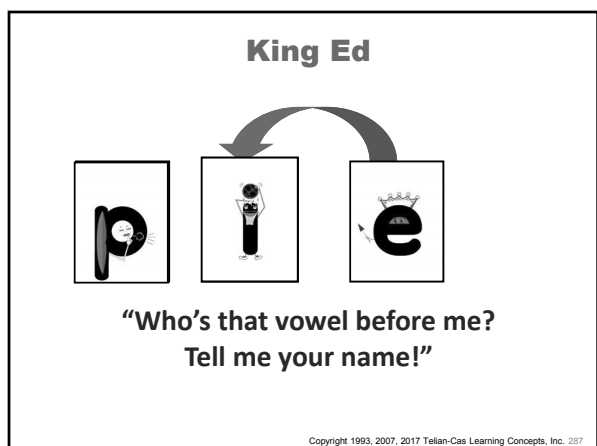
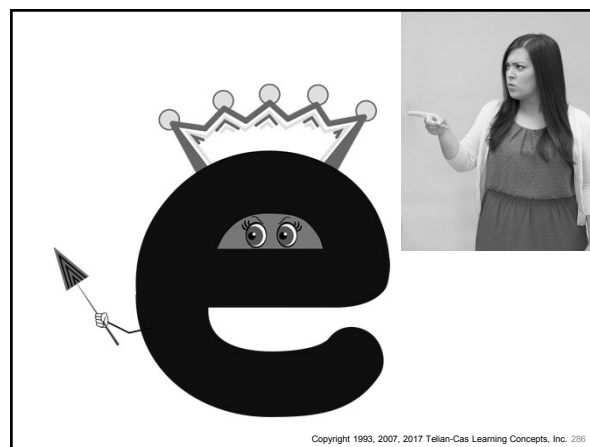
Lively Letters - typically 30-40 hours

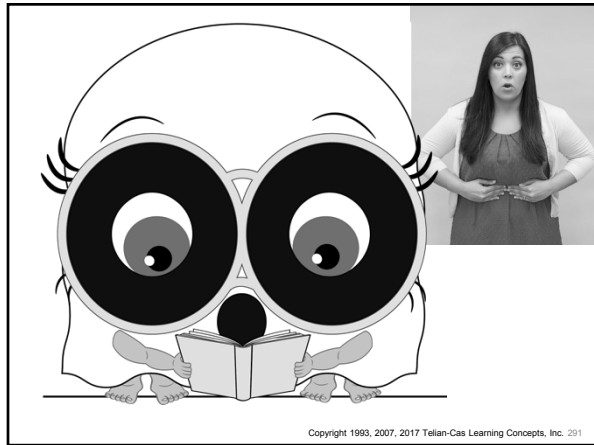
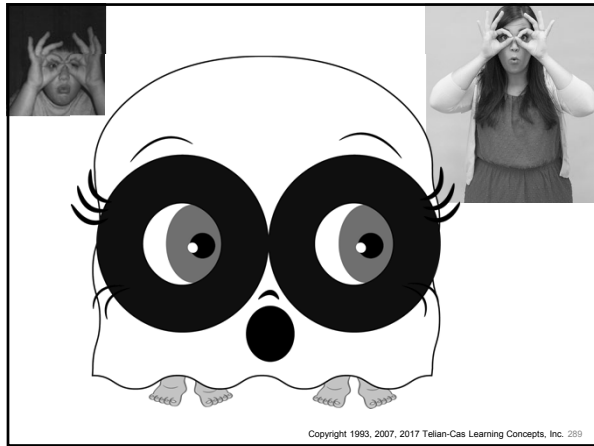
Sight Words You Can See - typically 10-15 hours

- For more severe, and multiple learning issues, could be many more sessions
- For very mild problems could be as little as 16
- Schedule as many sessions per week needed to yield significant ongoing progress



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When working with c

“Is this one of the vowels on the rock?”

“Will the ‘c’ get a flat tire? What will it say?”

“Read the word.”

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c at the end of a word

Two jobs for King Ed?

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Hard and Soft g

Picture in L.L manual

Concepts, Inc. 294

eu and ew

Pictures in L.L. manual

The Vowel Path

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b/d Errors- Alternate Technique

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Stubborn b/d Errors

What comes first? The b-b-bat or the d-d-drum?

— b — b — b — b

— d — d — d — d

— b d d b b b d b d d b b d

— d d b d b b d b b d b b d b d

298

Teaching printing for "b" and "d"

- start with the part that comes first (on the left)

→ **b**

b – "Start at the top of that line with the lips and go down. Now, draw that round baby's head."

→ **d**

d – "Let's start by drawing that round tummy (drum). Now, draw the line with the tongue."

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Modifications for Older Students

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Modifications for Older Students

- Tame down the “cute factor”
- Use LL Mini Cards and plain letters sooner
- Lots of nonsense words (They’re often real syllables!)

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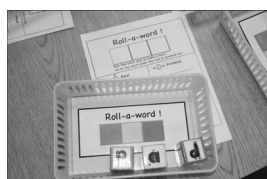
Modifications for Older Students

- Intensity – need fast gains to gain confidence
- Begin longer words sooner- to “hook” them
- Find motivators - reasons to learn to read
- Watch who they’re paired with...protecting intensity of session and student’s ego

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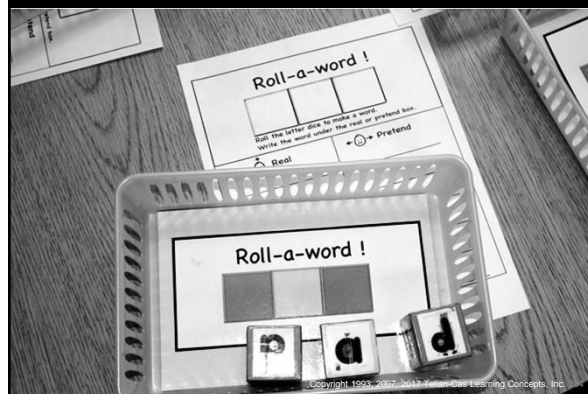
Motivating Fun Activities

Class Group Individual



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Roll – a Word



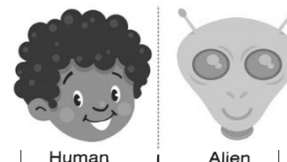
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Human or Alien?

Keep score – real or nonsense



Human

Alien

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Slap Vowel – Preschooler Spring

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Let's Practice Reading with TLC Workbook Activities

If the **C** is followed by a **y, i, or e**, the **Car** will get a flat tire and a string of air will come out, "sssss."

Look at the word, make the tire flat! If c is followed by y, i, or e, then read the word.

<input type="radio"/> cog	<input type="radio"/> cit	<input type="radio"/> con	<input type="radio"/> cas
<input type="radio"/> cig	<input type="radio"/> cot	<input type="radio"/> cov	<input type="radio"/> cus
<input type="radio"/> cag	<input type="radio"/> cat	<input type="radio"/> civ	<input type="radio"/> ces
<input type="radio"/> ceg	<input type="radio"/> cin	<input type="radio"/> cuv	<input type="radio"/> cos
<input type="radio"/> cug	<input type="radio"/> can	<input type="radio"/> cav	<input type="radio"/> cub

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Sorting by Sounds

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Card Games

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Classroom Tracking

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Sandwich Maker

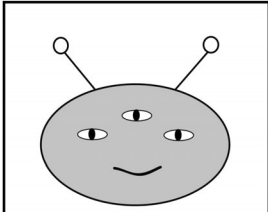
a e i o u sandwich maker

m	k
l	f
sh	b

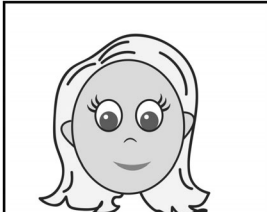
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Read Silently and Vote

Human or Alien?



alien



human

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Transitioning to Writing



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See you after the break at 8 PM EST

The Reading with TLC Facebook page contest is up. It just welcomes you to webinar and asks if you have any aha moments. Just like the page, the post, and leave a comment to be entered to win.

Join our facebook group too! Go to facebook and under "groups" search for **reading with tlc lively letters** and ask to join

Follow us on Twitter and Instagram
@readingwithtlc and use #livelyletters to post and to see all of the content there!


315

Tracking in Small Groups

- ➔ Every student has a set of mini LL cards or plain letter cards to track with
- ➔ Use a tracking mat or limit each child to 10-12 letters at a time – change periodically ... or
- ➔ Use one set of LL flash cards or mini's for students to share, taking turns tracking – preferably 3-4 words in a row for each student

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Use of Mini Cards and Trays



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Tracking Mat

Vowels And Vowel Combinations	Consonants
Tracking Area	

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Decoding in Small Groups Marianne Nice, MS, CCC

Teacher: "Everybody spell 'bat'... 'b'- 'a'- 't.'" Children put out letters to spell the first word.

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Decoding in Small Groups

Teacher changes the last letter of each word. "What word do you each have now?"

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Decoding in Small Groups

Teacher: "Everyone change the first letter to 'm.' "What's your new word?" "Now change 'a' to 'i'..."

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Consonant Blends

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After 90% Accurate with CVC

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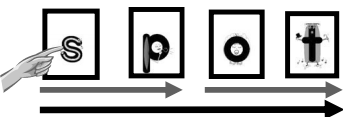
Decoding Initial Consonant Blends

Student:

1. Points to and sounds out each of the initial consonants and blends them together (as one beat)
2. Points to and sounds out rest of letters
3. Blends whole word

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Decoding Initial Consonant Blends



Practice
 spot
 slot
 slit
 slim
 glim
 glum
 grum
 trum
 strum

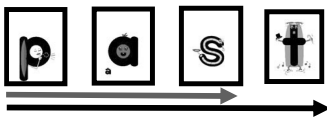
Student:

1. Sounds out initial blend as a unit
2. Sounds out and blends rest of word
3. Blends whole word

Use same strategy for triple blends

sample word chain
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Decoding Final Consonant Blends

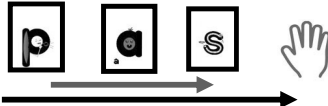


Student:

1. Covers last consonant completely with right hand
2. With left hand, points to, sounds out and blends visible letters as a word
3. Uncovers and sounds out final letter
4. Blends the whole word

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Decoding Final Consonant Blends



Practice
 lamp
 lasp
 last
 lost
 bost
 bont
 bunt
 runt
 runts
 rants

Student:

1. Covers last letter
2. Blends visible word
3. Uncovers and sounds out final letter
4. Blends whole word

With triple blends, start by covering last 2 letters & add on one sound at a time.

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Consonant Blends in Both Positions

CCVCC

- Cover the last letter
- Sound out initial blend
- Sound out rest of word (without final sound)
- Sound out the word with initial blend – without final sound- as a beat, loudly and quickly
- Uncover last letter and produce its sound
- Blend whole word
- Words like blast, trump, spent, stomps..
- CCCVCC – cover last two sounds
- How many REAL words are CCCVCC?

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Encoding Consonant Blends Tracking - Initial and Final Positions -

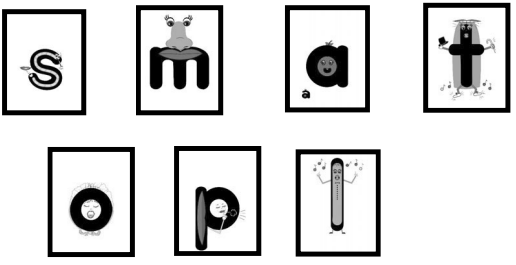
[Student makes the card change]

- Do it the same as encoding with CVC words (no covering letters or blending initial blends)
- Student points to each letter of the old word while saying each sound of the new word.
- When he points to a letter that does not match the sound being produced, student makes a letter change.

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Encoding Tracking with consonant blends

If that says “smat” make it say “spat.”



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Tracking with ROAST

R eversals	"lots" instead of "lost"
O missions	"fog" instead of "frog"
A dditions	"track" instead of "tack"
S ubstitutions	"bet" instead of "bit"
T ranspositions	"losp" instead of "slop"

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Building Word Chains

Activity

bit
bat
brat
brast
brats
trabs
tabs

Let's try building a word chain together!


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If that says ___ make it say ___.

spot
spit
spat

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Accuracy and Speed

- **Accuracy first, speed later!** 
- Use **powerful teaching methods initially to prevent incorrect learning in the first place**
- Use **cues to get the responses correct**
 - on the first try (first answer that comes out of student's mouth)
 - reward for each set of 10 in a row correct
 - if error is made, start again

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Moving towards fluency!

For Difficult Phonetic Concepts:

- Error feedback is good...
...Errorless responses are better!
- Prevent errors by asking key questions!
- **Contrast target and error letter patterns!**
– ex. Take 'b' out of word & replace with 'd'

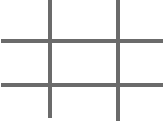
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→ **bit**


"What do you see first...the line with the lips, or the circle that tells us to put our tongue up?"

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h a d



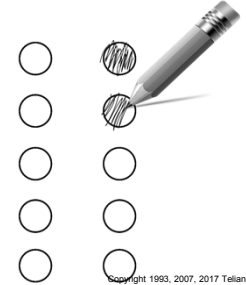
Start again



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Use The Five Circles

To Prevent Stubborn Errors
Great for those with rapid naming deficits.




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“Tricky Tracking”

Examples of key questions to ask:

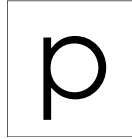
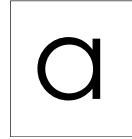
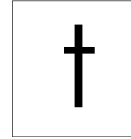
- Short vowel sounds
- /b/ and /d/ reversals
- King Ed
- Vowel Combinations
- Soft ‘c’ and soft ‘g’
- R controlled vowels

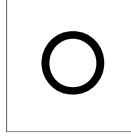
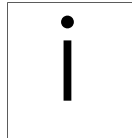


pat bat pale loud cat pert

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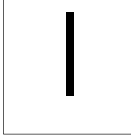


Short Vowel Sounds
Contrast the a with the o


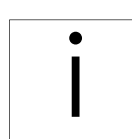
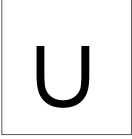





340


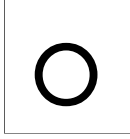
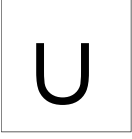

Vowel Combinations


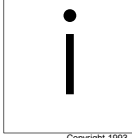




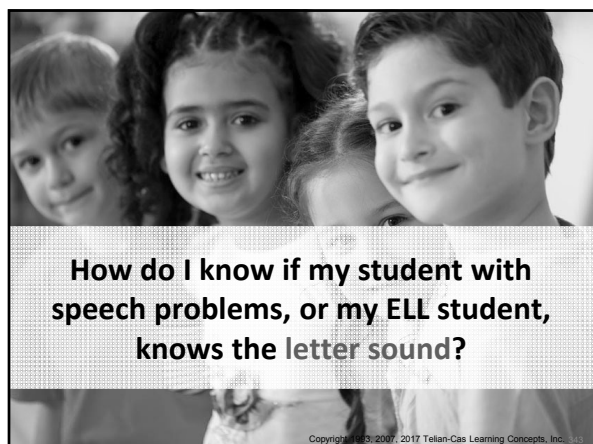
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Vowel Combinations
Contrast the o with the a
Contrast the a with the i





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For Speech Errors

Check letter sound knowledge receptively.

f **th** 

- “Point to the one that says /th/”
- If knows this letter sound connection, continue ahead, and indirectly continue to work on the production of the sound

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Contrast error and target sounds in manipulation spelling & reading tasks

1. “If that says ‘baf’ make it say ‘bath’”
Student choose correct letter to make change

b a f
 ↑
l m th s

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Contrast error and target sounds in manipulation spelling & reading tasks

2. “If that says ‘bad’ make it say ‘bath’”
(choosing from the error & the target sound)

b a d

f m th s
 ↑

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When student is at 90% accuracy, increase level of difficulty in:

Letter Sounds

Word Length

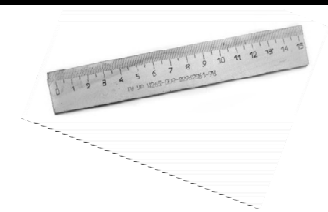
Materials

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1. Letter Sound Sequence- p, b, t, d, f, v, k, g, th, <u>th</u> , qu, a, o, m, n, ng, l, r, u, s, z, sh, zh, ch, j, w, wh, h, i, x, y, e, king ed, oo/oo, ou, ow, au, aw, oy, oi, er, ir, ur, or, ar, c, soft g, vowel path pairs, ew, eu	
2. Word Lengths	3. Materials Used
CVC (pot, vap)	Letter Picture Cards (Manipulatives)
CVCe (like, tife)	Plain Letter Tiles (Manipulatives)
CCVC, CVCC (spot, list, pred, host)	Word Cards/word lists/workbooks Spelling words to dictation
CCVCC, CCCVCCC (bland, splints, scronts)	Reading Sentences Sentence Dictation
Multisyllable Words (conduct, rediption)	Reading Books


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And the words get longer...



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Words Ending in “es” and “ed” Inflectional Suffixes



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Words ending in -ed and -es

Does the vowel say its name?

Cover the ‘d.’ “Can King Ed do his job here?”

licked

like

likes

misses

King Ed can only reach around 1 consonant to make the vowel say its name.

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Words ending in -ed and -es

Does the “-ed” say /t/ or /d/?


raved

robbed

raked

roped

If the consonant before the “ed” is voiced, use the noisy tongue dancing sound /d/
If unvoiced, use the quiet tongue dancing sound /t/



waved

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Words ending in -ed and -es

Does the “-es” or “-s” say /s/ or /z/?


rakes

ropes

raves

robs

If the consonant before the “s/es” is voiced, use the noisy small air sound /z/
If unvoiced, use the quiet small air sound /s/



waves

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Words ending in -ed and -

When do “-ed” or “-es” endings have the *schwa* (like short “e”) sound?

rated
lifted
needed
rounded

If the consonant before the ending is a tongue dancing sound (/d/ or /t/) we need the schwa to separate it from the ending.

-ted
-ded

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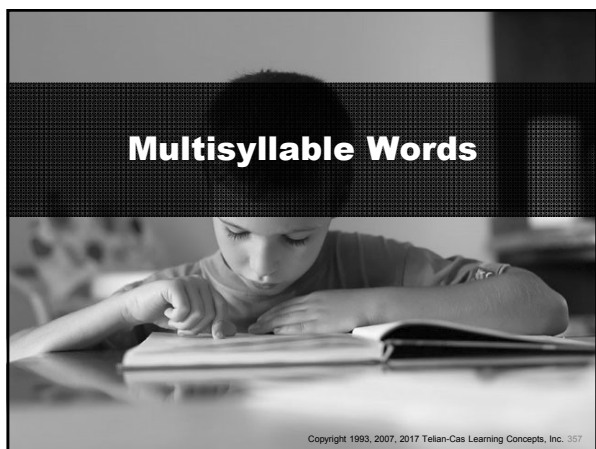
Words ending in -ed and -es

When do -ed, -es endings have the *schwa* (like short ‘e’) sound?

classes
wishes
punches
quizzes
judges

If final consonant sound before the ending is an air sound (/s/, /z/, /sh/, /zh/, /ch/, or /j/) we need the schwa to separate it from the ending

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2 syllable words divided

cvc cvc

com ment
hit ting
rab bit
raf ting

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Dividing cvc cvc words

When there are two consonants between the vowel sounds, divide between the consonants.

m i t t e n
m o t t o n
r u n n i n g
l i f t i n g

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“Break it Up!”

CVC / CVC




muffin
batter
kissing
basket

jubben
doffer
melzing
lendif

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Open Syllables with Mirror

- bi 
- lo 
- re 


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Closed Syllables with Mirror

- bid 
- lon 
- res 

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Practice reading syllables

pre 

sub

bi

mat

he

et

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Dividing cv cvc

t a k e n When only one
 ▲ ▲ consonant
 comes between
 t o k e n the vowel
 | | | sounds, divide in
 r o b o t front of that
 ▲ ▲ consonant.

b i t i n g

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“Cut in front!”

C V C V C

t a k e n l a m e n
 r i d i n g n i z e r
 b a k e r c o v i n g
 d o n u t r e p e t

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Summary: Syllable Division Rules

- When there are two consonants between the vowel sounds, divide between the consonants.
" bas / ket "
- When only one consonant comes between the vowel sounds divide in front of that consonant.
" ho / tel "

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Summary: Lively Letters Mirror Story

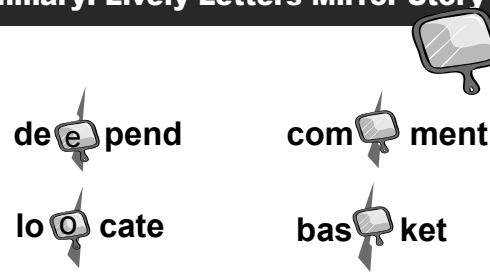
Dividing line is a mirror.



If vowel is in front of it, it sees itself and says its name!

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Summary: Lively Letters Mirror Story




If a consonant's in the way, the vowel can't see itself and doesn't say its name!

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Dictating multisyllable words for spelling

de _ ci _ ded
fan _ tas _ tic

____ _
____ _
____ _



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Finger Step and Jump

dislocated
1 2 3 4

dislocoate

dislocate

dislocated

- Step on 2nd vowel sound and jump back 1 space towards beginning word. If pointing to a vowel, say its name.
- Step on next vowel sound and jump back 1 space. If pointing to a vowel, say its name. Add that syllable to the first.
- Step on next vowel sound and jump...

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Let's try it out! Step and Jump!

- lomentate
- respotented
- mastolunterdize
- provencolatercil This is TRICKY!

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Consonant -le Endings

-fle, -ble, -ple, -tle

“Consonant, l, e? Jump back 1, 2, 3!”
(towards the beginning of the word)

ta | ble
3,2,1

raf | fle
3,2,1

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Six syllable types “C.L.O.V.E.R.”

C losed	“ <u>cat</u> ”
L (Consonant-le)	“bub <u>ble</u> ”
O pen	“ <u>she</u> ”
V owel combos.	“ <u>loud</u> ”
E (silent ‘e’ rule)	“ <u>make</u> ”
R -controlled	“ <u>bird</u> ”

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Reading with **TLC**
CONSONANT-LE LETTERS

Sight Words
you can see.

Created by Penny Castagnozzi

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“His phonemic awareness and phonics skills are great now, but he still can’t read well...”

Is there something you’ve missed?

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What are “Sight Words?”

what

- The most frequently read words
- Should be recognized immediately
- Read automatically with little effort

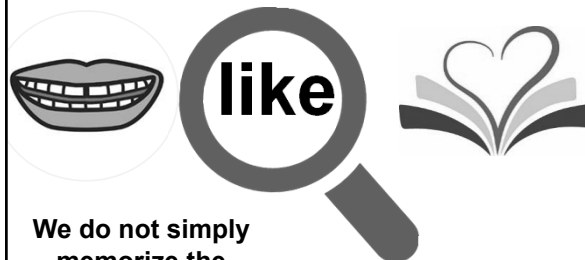
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How do we learn sight words?



379

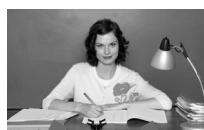
A word's pronunciation and meaning are connected in memory with the word's spelling. It's called orthographic mapping.



We do not simply memorize the word visually.

380

Sort your list of classroom sight words into 2 groups



Phonetically
Regular

Phonetically
Irregular

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Make a Regular Sight Word Chart

Group regular words following these patterns:

- closed syllables – it, can
- open syllables – I, me
- final e – make, like
- vowel combinations, r-controlled – look, first
- consonant blends – must, stop
- multi-syllable – about, after

Teach these regular sight words in order – as they've learned the phonics concepts from **Lively Letters**

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Sight Words
you can see.

created by Penny
Castagnozzi

Using imagery and mnemonics to teach phonetically irregular sight words and infrequent spelling patterns

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Phonetically Irregular Sight Words

Can be partially decoded

Contain some letters that do not represent their most commonly used sounds

have want
what early come

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A Unique Approach

- Builds on a student's strong phonics base
- Mnemonic cues lightly drawn in and around words, focusing on irregular or infrequent spelling patterns.
- Links the spelling to the pronunciation to the meaning of the abstract word.

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Personal Size

Classroom Size



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84 difficult (phonetically irregular) sight words

Structured approach:

- ➔ Grouping of words with common features
- ➔ Presented in the order of level of difficulty
- ➔ Color coded for organization

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Sight Words You Can See Package Contents

- 7 colored sets with mnemonics
- 7 white sets of plain words
- Instruction Manual
 - Teachers' Presentation Guide
 - Pre-test and Post-test Forms
 - Progress Check Sheet
 - Practice Sheets
 - Dialogue Boxes

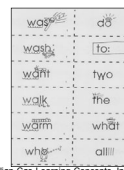
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Colored Cards with Mnemonics

- Introduce 3-6 color coded cards with mnemonic stories, then drill those cards.



- Introduce and drill several new cards, reviewing the old ones.



- Teach and drill colored set to automaticity.

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Colored Cards & Plain Cards

- Match plain cards to colored cards.
- Drill words with plain cards.
- Aim for accuracy, then aim for speed!
"Fast as lightening!"

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Wally the Walrus

393

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what

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all ||||

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Sight Word Practice

- **The Match Game**

- **Reading sight word in lists**
 - First vertically

was
want
wash
 - Then horizontally

was	want	wash	what
-----	------	------	------

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Drilling Sight Words

Spelling and printing sight words


w	a	n	t
w	_	n	t
w	_	_	t
_	_	_	t
_	_	_	_

Sight Word Bingo

was	wash	walk	saw
want	went	wet	warm
what	wig	wfo	win

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Sight Word Stories You Can Read NEW E-PRODUCT



401

COMING SOON! Sight Words You Can See You NEW E-PRODUCT


E-Manual
Individual Cards
Full Sheets of Cards




what

402

You've done it!


You've always had the *heart* to teach with TLC ... 


Now you've got the *skills* to teach


 CHANGING LIVES, ONE LETTER AT A TIME.

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Questions




 CHANGING LIVES, ONE LETTER AT A TIME.

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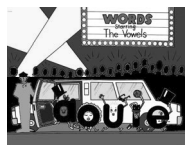
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 Executive Function – Sarah Ward
 Dual Language Learners – Sally Grimes
 Writing – Charles Haynes
 Speech and Literacy – Marianne Nice
 Dyslexia Myths, Facts, Interventions- Marianne Nice
 Dyslexia Evaluations: The Assessments & the Signs
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 Comprehension, Lively Letters Follow Up,
 Technology and Children, and many more!

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Nancy Telian

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Questions



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