

# Phonemic Awareness Phon Sound Substitution (Musselwhite, 2008)

**Goal:** To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on Nathan.)

## **Brief Phonemic Awareness Research Review:**

The National Reading Panel (2000, [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)) completed a meta-analysis of scores of articles that studied the effects of phonemic awareness (the ability to focus on and manipulate phonemes in spoken words). A brief summary of findings includes:

- PA (phonemic awareness) training resulted in improvement in students' phonemic awareness, reading, and spelling following training
- effects of PA instruction lasted well beyond the end of training
- students of varying abilities improved both PA and reading as a result of PA training
- characteristics of PA training that were most effective included:
  - a) explicitly and systematically teaching children to manipulate phonemes with letters
  - b) focusing instruction on one or two types of phoneme manipulations rather than multiple types
  - c) teaching students in small groups
- Cautions regarding PA training include:
  - a) PA training is NOT a complete reading program, but rather one component of a complete integrated reading program
  - b) there are many ways to teach PA effectively - teachers must select strategies most suited to the needs of their students
  - c) motivation of both students and teachers, while not extensively studied, is felt to be a critical factor for success

## **Implications for Students with Complex Communication Needs (CCN), Including Students who Use AAC**

We know that 'explicit, systematic instruction' is essential. Often, that means a series of activities that look more like a testing agenda ("Which one rhymes with Gathan?") than a teaching, interactive agenda. While this approach may be both effective and time-efficient, sometimes students with significant disabilities are just OVER being tested!! And remember that the National Reading Panel cautions that motivation is a key factor!! In this tip, I'll suggest ways to make activities **AAIF**:

- a) **A**dapted to meet the needs of students who require AAC
- b) **A**uthentic, so students don't feel that they're taking yet another 'test'
- c) **I**ndividualized to meet the context and interests of target students
- d) **F**un and interactive

**Goal:** To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley Gathan, a gorilla sat on Nathan.)

## AAIF Activities for Sound Substitution (initial sound)

 Giggley     Goggley     Goo!!!

**Objective:** Support the student in identifying which word rhymes with the nonsense word. Authentic purpose - use for helping students line up, align with themes or stories being read.

**Materials:** People, objects, photos, and symbols representing words that can be rhymed.

**Examples:** The target sound this week is /d/ because Dad and Daniela (sister) both begin with /d/

**Objects:** switch activated toy dog; Elmo, Buzz Lightyear, tiger, cat, sofa, chair, rug

**People:** Mom, Ezra, Erick, Jessica

**Photos:** Jen, Nana, Sara

**Symbols:** cat, bat, car, pen, pig, jug

**Labels for each target letter (ex: d m k)**

### Activity:

#### 1) Introduce the activity.

a) Hold up the target letter (remember: research shows that manipulating the letter plus the sound is more effective)

b) Chant: "Diggedy doggedy dee, a little dog barked at . . . me, Diggedy doggedy doo, a little dog barked at . . . you. Consider starting with people, to make the activity motivating and concrete during the introduction phase.

c) If possible, have at least three people in the room (4 is better!)

After the intro chant (part b), change to rhyme with each person:

"Diggedy, doggedy, Dessica, a little dog barked at . . . \_\_\_\_\_"

Pause and have the student point to the appropriate person.

d) Give evaluative feedback. If student points to Jessica, say 'Dessica - Jessica / Jessica - Dessica . . . it's a rhyme!! Let the student make the switch activated dog bark at Jessica.

e) Give evaluative feedback for errors also. If student points to Mom, say "Let's try it . . . 'Dessica - Mom / Mom - Dessica . . . not a rhyme'" Let's try again. The student doesn't make the dog bark unless there's

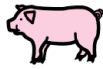
a match. Help students develop their inner voice, reminding them to 'say it in your head.' Ex: "Say it with me. Kellie, say it in your head . . . Dessica - Jessica, etc."

2) Increase the difficulty

a) Now offer the student a choice of several objects or photos or symbols (at least three)

b) Chant: "Diggedy doggedy dug . . . the little dog barked at the . . ." (rug) etc.

c) Have the student eye gaze or use partner assisted scanning to show which object / photo / symbol rhymes with dug



d) Remember to use evaluative feedback!

3) Introduce a second sound. *Remember!!* The brain is a pattern detector!! We need to introduce more than one sound so the student has patterns to detect! Now repeat the activity with a 2<sup>nd</sup> sound. This may be done on a different day (ex: /m/ since it's the first sound in Mom). Mippity moppety merry, a monkey jumped on Jerry. (use a toy monkey). Start first with names of familiar people, and only progress to objects or photos when the student is successful with people. Repeat the process.

4) Continue the process, focusing on having fun finding items, and 'testing' (showing 4 items or symbols). While you may only practice two sounds the first session(s), continue this until the student can correctly identify rhymes representing about six different initial phonemes.

5) Extend the activity to shared reading. For example:

a) Read a book, and go for a hunt for words that rhyme. 'Let's listen for some words that rhyme in this book. Students can use a simple step-listing device to call out rhymes.



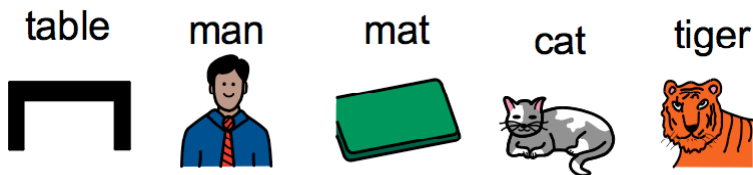
b) Help students make a **Giggley People Book**. Sample pages:



(NOTE: velcro on each page over blank; photos available to affix)

1. Giggley Goggley Gathan,  
A gorilla sat on \_\_\_\_\_! (Nathan)
2. Giggley Goggley Genna,  
A gorilla sat on \_\_\_\_\_! (Jenna)
3. Giggley Goggley Gericka,  
A gorilla sat on \_\_\_\_\_! (Ericka)

b) Help students make a **Giggley Things Book**. Sample pages:



(NOTE: velcro on each page over blank; photos available to affix)

1. Giggley Goggley giger,  
A gorilla sat on the \_\_\_\_\_! (tiger)
2. Giggley Goggley gat,  
A gorilla sat on the \_\_\_\_\_! (mat / cat)
3. Giggley Goggley gable,  
A gorilla sat on \_\_\_\_\_! (table)


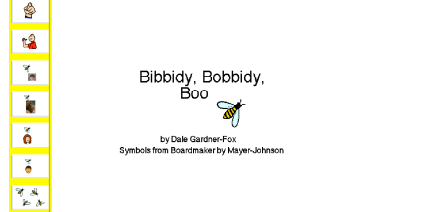
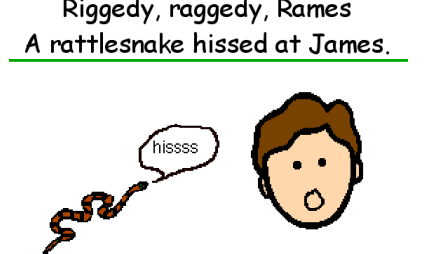
Remember to have your student 'read it in your head.' Developing an inner voice is VERY important for all students, but especially for students who rely on AAC!

d) Use sound substitution for a 'sponge' activity.

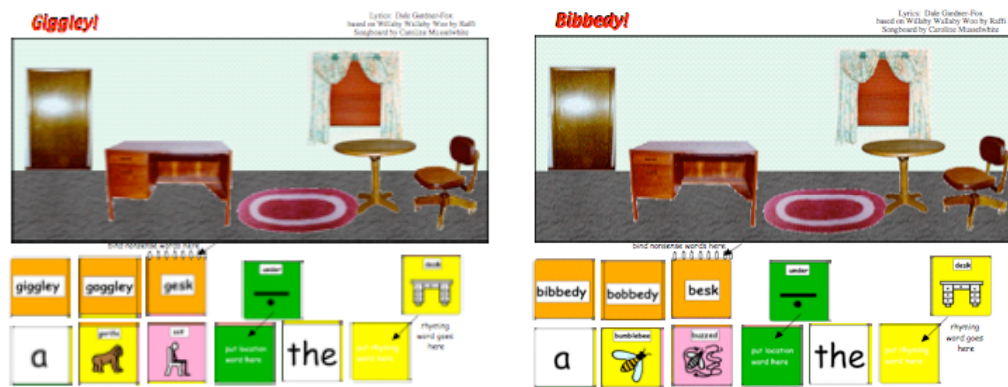


For example, use it for line up / release. Giggley, goggley Gonathan, it's time to line up . . . Jonathan!

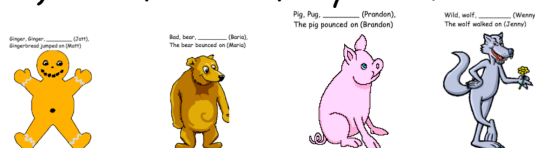
e) Listen to sound substitution rhymes. These use the tune from 'Williby, Wallaby, Woo, by Raffi.' Several are available on Musselwhite CDs, as shown below: [www.aacintervention.com](http://www.aacintervention.com)

CD	Sound / Rhyme	Screenshots
Singing to Learn CD	Giggley, goggley, gee A gorilla sat on me	
On My Walk CD	Bibbity, bobbity bretchen, A bumblebee buzzed round Gretchen	
Poetry Power CD	Riggedy raggedy Rames A rattlesnake hissed at James	

f) Use a ready-made songboard! Musselwhite & Keeney (2007) have developed a CD with 33+ songboards. Several of those songboards support phonemic awareness. Here are two!!



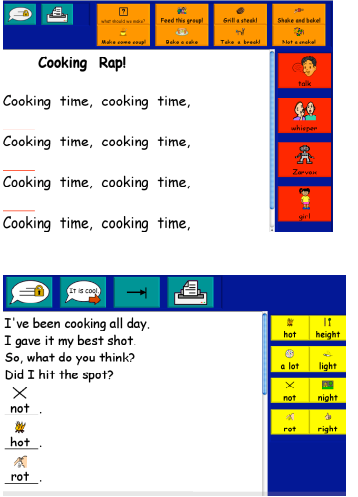
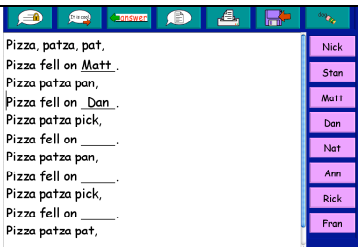
6) Have fun with fairy tales. See the attached chants!



7) Computer fun - Errorless. Errorless activities can support students in listening for patterns - just don't get 'stuck' on errorless. Be sure to move on as soon as possible to activities that require more cognitive engagement! [www.aacintervention.com](http://www.aacintervention.com)

CD	Rhyme	Screenshots
<p>On My Walk CD</p> <p>Caterpillar chant</p> <p>Butterfly chant</p>	<p>ay: play / way / today / away</p>	
<p>What's Cooking CD</p> <p>Cooking Rap</p>	<p>ake: cake / bake / make / steak</p>	
<p>RAPS CD</p> <p>Cash - Trash Rap</p> <p>Looking Great - Party Rap</p> <p>Pizza Today - Pizza Rap</p>	<p>ash: trash / bash / mash / dash</p> <p>ate: late / fate / wait/ great</p> <p>ay: way / today / okay</p>	

8) Beyond Errorless Computer Activities: Below are screenshots of several computer activities that require more cognitive engagement. These are on a range of CDs: [www.aacintervention.com](http://www.aacintervention.com)

CD	Sound / Rhyme	Screenshots
<p>What's Cooking CD Cooking Rap More</p> <p>ight - ot Poem w/ Pics</p>	<p>oup - soup / group ake - cake / bake / make / snake</p> <p>ight - night / light / right ot - hot / rot / not</p>	 <p>Cooking Rap!</p> <p>Cooking time, cooking time, Cooking time, cooking time, Cooking time, cooking time, Cooking time, cooking time,</p> <p>I've been cooking all day. I gave it my best shot So, what do you think? Did I hit the spot? X not . hot . rot .</p>
<p>RAPS CD Pizza Today: Pizza Patza Pat Cash</p> <p>Cash for Trash: Who's Got It</p> <p>Looking Great: Funky Hair</p>	<p>an - Dan / Stan / Ann at - Matt / Nat ick - Nick / Rick</p>	 <p>Pizza, patza, pat, Pizza fell on Matt . Pizza patza pan, Pizza fell on Dan . Pizza patza pick, Pizza fell on ____ . Pizza patza pan, Pizza fell on ____ . Pizza patza pick, Pizza fell on ____ . Pizza patza pat,</p> <p>Nick Stan Matt Dan Nat Ann Rick Fran</p>



9) What About Older Students? Use chants instead of songs. Light tech - look at the RAPS Sound Substitution activity at:

[www.learningmagic.com](http://www.learningmagic.com) Click on 'Caroline's Corner' for many tips, including this one.

These chants go with the RAPS Stories:

**Looking Great:**

Shiny, shirt, \_\_\_\_\_ (Shonathon),  
The shirt is now on \_\_\_\_\_ (Jonathan)



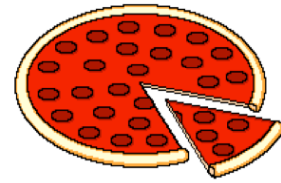
**Cash for Trash:**

Tricky, trashy, \_\_\_\_\_ (Trina),  
Trash fell on \_\_\_\_\_ (Nina)



**Pizza Today:**

Pizza, patza, \_\_\_\_\_ (Pat),  
Pizza fell on \_\_\_\_\_ (Matt)



## Great Resources for Supporting (and Understanding) Phonemic Awareness Instruction

Clendon, S., Gillon, D. & Yoder, D. (2005). Initial insights into phoneme awareness intervention for children with complex communication needs. *International Journal of Disability, Development and Education*. 52(1), pp. 7-31.

Ericson, L, & Juliebo, M. (1998). *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*. The International Reading Association. <http://www.ira.org/>

Erickson, K. and Koppenhaver, D. (2007) *Children with Disabilities: Reading and Writing the Four-Block Way®*. Greensboro, NC: Carson-Dellosa. [www.carsondellosa.com](http://www.carsondellosa.com)

Hall, D., & Cunningham, P. (2007). *Month-by-month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten*. Greensboro, NC: Carson-Dellosa. [www.carsondellosa.com](http://www.carsondellosa.com)

See also:

[www.nellieedge.com](http://www.nellieedge.com) (the website by Nellie Edge)

Check out her numerous articles on using motivating activities to teach phonemic awareness and phonics, such as: *Developing Phonemic Awareness and Phonics Skills Within the Context of Songs and Rhymes*

Light, J. and McNaughton, D. (2006) *Maximizing the Literacy Skills of Individuals Who Require AAC*. Pennsylvania State University. AAC-RERC webcast.

[http://mcn.ed.psu.edu/dbm/Light\\_Reading/index.htm](http://mcn.ed.psu.edu/dbm/Light_Reading/index.htm)