multisensory literacy activities

SAMPLE
Examples of Slides from Professional Development Training Session on Multisensory Literacy Activities

**multisensory literacy activities**

**Session Goals**

- Define multisensory instruction
- Examine the benefits of multisensory literacy activities
- Explore a variety of multisensory literacy activities

**What is multisensory instruction?**

- visual
- auditory
- kinesthetic

"What I hear, I forget; What I see, I remember; But what I do, I understand."

Confucius, 451 B.C.

**Comprehension**

**Fluency**

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Multisensory Literacy Activities

The Multisensory Literacy Activities (MLA) kit contains a variety of hands-on literacy games and extension activities that support emergent readers including struggling readers, bilingual/ESL, special education, and children with dyslexia. These activities reflect current research on literacy development and offer practice with phonological awareness, phonics/decoding skills, comprehension, fluency, and vocabulary development. The MLA kit contains appealing boardgames, picture cards, and interactive mats that motivate and engage students in the active learning of skills that promote reading independence.

This teacher manual includes an overview of each activity, along with step-by-step instructions for each of the multisensory literacy activities. The information contained in this manual guides extensive and supportive introductions to the games. After students become proficient with the tasks in the games, the teacher releases the responsibility to the students and removes the teacher support accordingly. Additionally, optional extension activities are included for each of the games.

Contents

- 1 Wild Zoo gameboard
- 1 Syllable Zoo Gameboard
- 1 Off to School gameboard
- 1 Doggie Bone gameboard
- 1 Book Explorer gameboard
- 1 Fluency Decoding Fun gameboard
- 1 Sensory Wheel Spinner
- 1 Number Spinner
- 1 Explorer Magnifying Glass
- 10 Word Builder boards
- 12 Phoneme Mats
- 20 Wild Zoo Animal Picture Cards
- 117 Letter Cards
- 36 Find It! Cards
- 24 Find It! Cards (blank)
- 36 Think About It! Cards
- 24 Think About It! Cards (blank)
- 32 Decodable Story Strips
- 24 Doggie Bone Cards
Phonological Awareness

Research indicates that “teaching children to manipulate the sounds in language helps them learn to read” (National Institute of Child Health and Human Development [NICHD], 2000). The MLA kit contains hands-on activities that lead students to explore phonological awareness and phonemic awareness. The following MLA games address phonological and phonemic awareness.

Syllable Zoo
In this phonological awareness skills game, students draw a Wild Zoo Animal Picture Card, say the animal name, segment the word into syllables, and then place the card in the cage with the corresponding syllable number.

Sound Match Game
In this phonemic awareness skills game, students use a mat with pictures to discriminate phonemes in the initial position and then place counters on matching initial sounds.

Phonics
Although there are many approaches to phonics instruction, members of the reading research community agree that “teaching phonics, like all teaching, involves making decisions about what is best for children” (International Reading Association, 1997). The MLA kit is a research-based resource that supplements the core reading program to address the diverse literacy needs in the primary classroom. Decoding skills are addressed in isolation and within context in the following MLA games.

Word Builder
During this phonics skills game, students use the Letter Cards to fill in missing letters on the Word Builder board. The missing letters are in the initial, medial, and final positions of the words. Students then confirm that the word created matches the picture on the Word Builder board.

Wild Zoo Letters
In this letter/sound recognition skills game, students select a Wild Zoo Animal Picture Card, say the animal name, determine what letter represents the beginning sound, and then place the card in the cage with the corresponding letter.

Off to School Letters
In this letter identification skills game, students move along the gameboard path to land on various letter squares. Upon landing, they identify the letter that is printed on the square and then say a word that starts with that letter.
Doggie Bone Phonics Sort
This game provides isolated practice comparing and contrasting the features of printed words. During the game, students decode words, look closely at the visual features of the words, and then sort them into the two categories.

Book Explorer
This game provides practice with contextual decoding skills within the context of a familiar book. During the game, students move along the explorer path to land on various squares that direct them to explore the book. Decoding skills are practiced when the student lands on a Find It! square. The student then draws a Find It! Card from the corresponding deck, which prompts them to search in the familiar book for specific words within context.

Fluency Decoding Fun
This game provides practice with the application of decoding skills within the context of a meaningful, picture supported, Decodable Story Strip. During the game, students reread the Decodable Story Strips, building automaticity with word recognition.

Comprehension
Metacognition occurs when students reflect on their own thinking. The games contained in the MLA kit promote metacognition skills through tasks that call students to revisit and respond to familiar text. “Good readers think about what they are reading in complex ways” (Birsh, 2005). Although the comprehension games and extension activities involve complex thinking skills, they are presented as appealing games in order to motivate students and maintain their interest. Comprehension skills are addressed in context in the following MLA games.

Book Explorer
In addition to the contextual decoding skills practice mentioned previously, the Book Explorer game also provides practice with the identification of story elements and text connections that deepen comprehension. During the game, students move along the explorer path to land on various squares that direct them to explore a familiar book. Comprehension skills are practiced when the student lands on a Comprehension Hand square or a Think About It! square.

Sensory Wheel Vocabulary Extender
This game provides practice with metacognition skills. During this game, students use a familiar book to identify words in context that prompt readers to imagine key sensory details in the story. Students tell about how the words help them to see, feel, taste, smell, or hear what occurs in the story.
Fluency

“Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking” (National Institute for Learning, 2003, p.22). Fluency involves the accurate and expressive reading of text. Fluency skills are practiced in two ways in the MLA games, through meaningful oral reading practice and through isolated high-frequency sight word recognition.

Off to School Sight Words
In this sight word identification skills game, students move along the gameboard path to land on various sight word squares. Upon landing, they identify the sight word that is printed on the square and then use the word in a sentence.

Fluency Decoding Fun
The Fluency Decoding Fun game provides practice with contextual decoding skills and the exploration of prosody, an essential component of fluency. Prosody is a term that describes a reader’s use of expression and meaningful phrasing during the reading of familiar text. During the game, students reread a Decodable Story Strip and explore adjusting their voice and phrasing to improve their oral reading fluency.

Vocabulary Development
The Report of the National Reading Panel 2000, states that effective vocabulary instruction involves “learning in rich contexts” and should “entail active engagement in learning tasks” (NICHD, 2000, p. 4-27). The MLA kit includes multisensory activities that develop vocabulary within rich and engaging contexts. Vocabulary development is addressed in the following MLA games.

Sensory Wheel Vocabulary Extender
The Sensory Wheel Vocabulary Extender game provides practice with contextual decoding skills and vocabulary development. During this game, students use a familiar book to identify words in context that prompt readers to imagine key sensory details in the story. Students tell about how the words help them to see, feel, taste, smell, or hear what occurs in the story.

Sensory Wheel Prewriting
This game provides students with an interactive prewriting experience that helps them to explore the sensory details of an event in their lives before writing a personal narrative. During the game, students tell about the event that they have chosen, using words that prompt their partner to imagine the key sensory details of the event. This interactive game provides practice with word choice and precedes the students’ personal narrative composition.

Doggie Bone Semantic Sort
In this vocabulary development game, students read words, think about their meanings, and then sort them into the two categories.
Materials needed:
- Fluency Decoding Fun gameboard
- Decodable Story Strips
- Number Spinner
- Player game markers, not included (1 per student)

Note to Teacher:
Assemble the Number Spinner using a brad. Cut out the Decodable Story Strips. Provide the listed materials, explain the procedures of the game, and then offer support during the first few times the students play the game to ensure student success.

The Fluency Decoding Fun game is for two to four players. At the start of the game, students apply their decoding skills to read a Decodable Story Strip as a group. Students then take turns spinning the Number Spinner and moving their player game marker through the path to land on various squares. The fluency squares prompt students to reread the decodable sentence while adjusting their voice to match the picture or command on the square.

Explain the gameboard before the first time students play the game. Review the Fluency and Decoding Strategies section on the gameboard. Direct the students to the path on the gameboard. Model moving along the path, landing on a square, and reading a Decodable Story Strip accordingly. For example, a square with a papa bear on it prompts the player to reread the Decodable Story Strip using a deeper voice. Likewise, a square with a baby chick on it prompts the player to reread the sentence using a high pitched voice. Explain to the students that if the square has a broken chain on it, they are to reread the sentence in meaningful phrases. Show the orange break markers on the Decodable Story Strips and explain that the markers help them break the sentence into meaningful phrases.

Procedures:
1. Select two to four students to play the Fluency Decoding Fun game.
2. Provide the students with the Fluency Decoding Fun gameboard, Decodable Story Strips, player game markers, and assembled Number Spinner.
3. Direct students to select a Decodable Story Strip and place it on the gameboard.
4. Have students read the Decodable Story Strip as a group. Encourage them to check the picture at the end of the sentence and make sure that what they read makes sense with the picture.

5. Tell students to take turns spinning the Number Spinner and moving their player game marker along the path.

6. Direct students to look at the squares along the path on the gameboard. Review the squares on the path and explain that when they land on a square they will reread the Decodable Story Strip while adjusting their voice to match the picture or command on the square. For example, if the student lands on the papa bear, they will reread the Decodable Story Strip in a deep voice. If the student lands on a “Break It” square, they will reread the sentence and pause at the break markers.

7. Tell students if anyone lands on the square that reads “New Sentence” then they are to select a new Decodable Story Strip to place on the gameboard.

8. Direct the students to proceed in this manner until one of the players completes the path. Encourage students to play again if time permits.

**Extension Activity:**

To extend the game, provide students with a copy of the Fluency Decoding Fun Story Maker, page A-23. Direct the students to select a Decodable Story Strip. Have students copy the Decodable Story Strip onto the handwriting guide lines on the Fluency Decoding Fun Story Maker. Encourage them to add additional sentences and then use the space in the box to illustrate their story.
Word Builder Chart One

- a
- i
- c
- p
- g
- t
Fluency Decoding Fun Story Maker