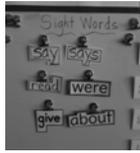


Coordinating Reading Instruction with the Use of Core Vocabulary

Using "The Bridge to Literacy" Reading
Program by Maureen Casey

Core Vocabulary and Reading

- The top 180 words you need to learn to read are 99% core-core vocabulary words



Reading & the CVC

- Coordinated reading instruction with the use of the student's core boards
- Reading instruction was conducted with ALL students, including speaker peers
- All students were exposed to modified AAC systems as "reading boards"

Key Principles for Instruction

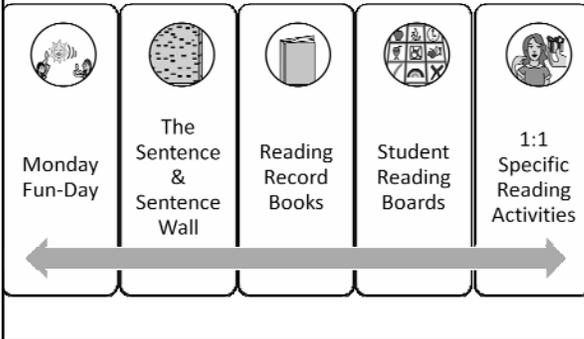
Fun activities set the context

Children develop the target sentences

Multi-sensory learning is emphasized

The "bridge" to reading is the picture (logograph) from the Core Board

5 Day Schedule



Day 1 - "Monday fun day"

- Entire class takes part in a fun, language-rich activity (establishes CONTEXT for learning)
- Target actions represented on your core board
- Example Activities
 - (had) Party at school
 - (went) Going for a walk
 - (made) Making cookies
 - (dress, got) Dressing up
 - (made) Clay figures

Day 1

- Students use speech and/or AAC to discuss activity
 - Aided Language Stimulation is provided on a manual communication board to talk about the activity and direct the students to target vocabulary
 - Q & A Discussion
 - What do? Where do? Why do? Who do?
 - How feel? What do you think about it?

Day 1

- The students develop, based on group consensus, a single sentence to describe the activity.
 - Teacher “co-edits” the final sentence to control use of vocabulary and target appropriate core vocabulary, but doesn’t change core sentence if it is not necessary (e.g., small vs. little)
- The teacher records the sentence on a large strip of a paper, called the Teacher Sentence Strip

Day 2: Single Sentence

- Discuss the previous day’s activity using speech and manual communication boards
- Take turns “reading/repeating” the sentence while pointing at each word
 - Tap and make a sound whenever reading the words/syllables to provide auditory feedback and rhythm for learning word boundaries and syllables (early phonological awareness)

Importance of Reading Out Loud

- Important in development of phonological processing
- Provides multi-sensory input
- Motor movement of articulators helps in building meaning (of sounds, words, syllables)
- The teacher can tell if you can read the word
 - For nonspeakers, ask them, if possible, to use voice and you can tell if saying 1, 2, or 3 syllable words

Day 2

- Students take turns cutting the teacher's large sentence strip into individual words
 - Motor and kinesthetic aspects of defining word boundaries
 - Sentences are made up of words and some words even have words inside of them, like "the" inside of "then")

Day 2

- Students help the teacher stick up the reconstructed sentence on the sentence wall in the classroom
 - Write each sentence in a different color or on a different colored paper to help with visual discrimination
- The group (or individual students) read the sentence on the sentence wall
- Students read earlier sentences

The Sentence Wall

- To move from “rote memorization” of the sentences, the teacher has the students find individual words on the sentence wall
 - After 5 or more sentences are up there and they are getting familiar with the sentences
- Students “count” how many words they can read and try to beat their last word count
- The words from a large sentence strip will be added to the classroom **Word Wall** under their respective initial letters

Day 3

- Each student has a Reading Record Book
- Each student gets a sentence strip which he glues into his Book
- They add “context” to the page to help define meaning to the words
 - Draw a picture
 - Glue a remnant

Day 3 - Reading Record Books

- They read/ trace/write the sentence with their finger (shows their visual perception and motor planning skills) while reading out loud to the teacher
- Physically assist motor impaired children to hold book right-side up; move left-right, top-bottom; and trace
- Review the books periodically
 - “Find the page that says ...”

Day 3

- To support motor and kinesthetic learners, students copy the sentence (from books) using different methods and mediums
- Students get a second sentence strip (pre-cut by the teacher)
 - Students match the words of the cut-up sentence with the words in their record books
 - The words will be jumbled and then re-matched
 - The words will be glued into their record book

Day 4: Reading Boards with AAC Graphics

- By day 4, the students are doing less “rote” and linear reading of the sentence
- Students continue to focus on the words of the sentence, but need to find the word outside of the context of the sentence
- The graphics of the AAC system bridge the gap between logographic and orthographic reading
- Make and use a Teacher RB and Student RB with approximately 165+ core vocabulary words

Teacher Reading Board

- The layout of these words is a “match” to the student’s AAC system (ex: Unity128, Pixon) without color coding
 - Some pictures have 2+ words written above them (irregular past tense, extra core words, especially “little words” for reading)
 - No color code because of multiple words
- Designed for direct selection or quadrant scanning

Day 4 - Word Tiles & Teacher Reading Board

- The teacher pulls word “tiles” from her tile holder book and presents them with her Teacher Reading Board
- Tiles have color backgrounds based on Part of Speech
- Tiles only have 1 word above them, but a “repeated” picture if the picture had 2 or more words (e.g., “because”)

Day 4 - Word Tiles and Teacher Reading Board

- The student builds the sentence on the Teacher Reading Board by adding the color tiles over the b&w word/picture
- Supports kinesthetic/motor learning
 - Take tiles off the board
 - Build target sentence
 - Build other sentence
 - Put tiles back on board

Day 4 - Use of Student Reading Boards

- Students use their matching Student Reading Boards
 - Match words on the Teacher Board
 - Match words from their Reading Record Book
 - Match words from the Sentence Wall
 - Match words from the Word Wall

Day 4: Using the Teacher & Student Boards

- As the weeks progress, students use the individual words on the Boards (and tiles) to ...
 - Count how many words they can read
 - Build new sentences
 - Find rhyming words
 - Combine words to make compound words
 - Find words with similar initial sounds
 - Finds little words inside of bigger words
 - Make up a sentence that starts with

Day 5

- Additional 1:1 reading activities completed
- Focus on specific students and specific practice that they each need

Attitudinal Outcomes

- Great excitement for Monday fun day
- Define selves as “readers” & “writers” because of successful engagement with text
- Loved to “beat their best” word count and wear the Author’s Hat
- Ask for stories and books to be read to them
- Empowered and not afraid to try and read, tackling unknown words with more ease
- Energy from the child positively spun off on the teachers

Objective Outcomes

- Reading primary texts after 4 – 6 months of teaching on the core words
- Spontaneously played with words as “teacher”
 - Little words inside of big words
 - Moving words around to build new sentences
 - Finding words with similarities
- Writing more sentences than other children in higher grades at schools for learners with fewer physical and learning challenges
- Second language speakers made significant gains in learning English grammar (due to color coded tiles)
