

Preschool Power!
Phonemic Awareness and Emergent Writing Fun!

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com
<http://spedapps2.wikispaces.com/>
<http://aacgirls.blogspot.com/>

Presenter's Note!

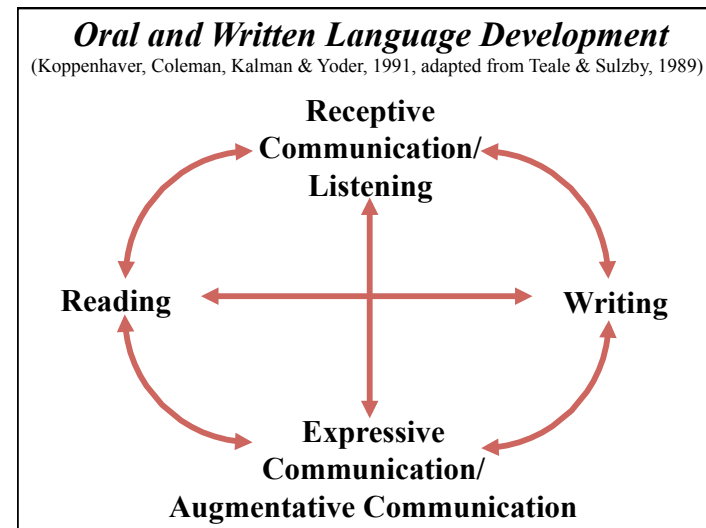
This handout includes the guiding principles for this presentation. Please note that videos and student photos have been removed.

The presenter reserves the right to make changes until 5 minutes before the presentation, to make sure that information is as relevant and useful to participants as possible!

If changed, the final version will be available within 1 week of the presentation at:
<http://aacgirls.blogspot.com/>



www.aacintervention.com



Dr. Caroline Ramsey Musselwhite
www.aacintervention.com <http://aacgirls.blogspot.com/>

How Do We Support Typically Developing Children?

Conditions of Literacy Learning

(Cambourne, 1993, 2003)

- **High expectations**
- **Active engagement:** Freedom to experiment & in order to become problem-solvers
- **Approximations /errors** are accepted & celebrated
- Loads of **models**- 24/7 immersion
- **More knowledgeable other**
- Foster **rich social interactions** -lots of talk & fun!
- **Attribute meaning** to ALL attempts
- **CELEBRATION** of their attempts

High Expectations

- **Typical Students:** Start school expecting to learn to read and write (Lucy Calkins says 90% of students start school *believing* that they can write! **OUR students must be in that 90%!!**)
- **Parents of Typical Students:** have every expectation that their children *will* be competent readers and writers
- **We MUST share those expectations for ALL students!**

High Expectations / Learned Helplessness

• **Students with Complex Bodies:**










Children who can't run around and play and explore and talk are at high risk for developing 'learned helplessness': This means that they stop expecting that they will be able to do things and start expecting other people to do everything **for** them

We must be VERY careful NOT to let our children develop learned helplessness!!

Active Engagement

- **Active Engagement:** Freedom to experiment & in order to become problem-solvers
- **Hands-On, Active Participation All Day Long:**
 - **Music:** choosing songs, next verse, finishing lines, engaging in hand movements
 - **Reading:** shouting out repetitive lines, filling in blanks, using props
 - **Emergent Writing:** having access to a wide range of tools, and writing for a *purpose*

Choice symbols - Favorite Songs (Musselwhite, 2002)









Ants Go Marching 	Bingo 	If You're Happy 
I'm a Little Teapot 	Incy Weensy Spider 	Old McDonald 
Row Your Boat 	Twinkle, Twinkle 	Wheels On the Bus 

Song Choices

Active Engagement: App

 \$3.99	Old MacDonald	Highly interactive • Old Mac on various instruments • Play song in English, Spanish & other languages • Record your own voice	
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Active Engagement: Symbols

bugs 	chicken 	cow 	duck 
horse 	goat 	pig 	sheep 

- Child picks an animal
- Everyone sings!

Approximations / Errors are Accepted and CELEBRATED!!

- **Students are Allowed to Make Errors:**
- Evaluative feedback is given, to help students learn during each activity
 - Not just 'high five' or 'try again', which require the student to figure out what's right & wrong
 - Evaluative feedback if it's *wrong* – 'That's a **chipmunk** – but it does look like a squirrel'
 - Evaluative feedback if it's *right* - Right Jacob, it's a **chipmunk!**

What If The Choice Isn't So Clear?

Give informative feedback!

- I think you're looking at _____
- I heard your voice; I think you said you want _____
- It felt like you touched _____

More Knowledgeable Other

- **Parents:** learning what they need because THEY are the real experts about their children!
 - learning from professionals
 - reading books
 - going to workshops
 - parent groups
 - online searches
 - trying apps
- **Teachers, Therapists, and Aides:** ALL have the knowledge they need to lead literacy instruction

RICH Social Interactions

- **Literacy is a SOCIAL Event:** Does not happen in isolation!
- **Looking for Loners and Helping Them Engage!**

Attribute Meaning to ALL Attempts

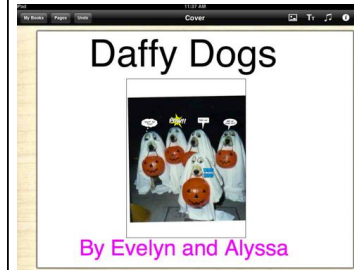
- **Speech:** We are used to doing this, even with babies
 - 'da' becomes Daddy!
- **Reading:** Encourage 'mock-reading' to others, to babies, to pets . . .
- **Writing:** Support the *function* of emergent writing; asking respectfully, 'What does that say??'



CELEBRATION of Their Attempts

- Beyond Praise!
- Sharing Attempts with Parents
- Highlighting Emergent Writing on the Walls
- Record a message so your child can tell someone else about a success!

Evelyn Made a Book . . . And Told Her Dad!



TapSpeak Sequence App Step by Step



- Hola!
- I made something.
- It's about dogs.
- It's silly.
- Mom, find the story please.
- Let's read it!

National Findings

Conventional Literacy "Fab Five"

National Reading Panel
Report (NRP, 2000)

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Emergent Literacy "Thrilling Three"

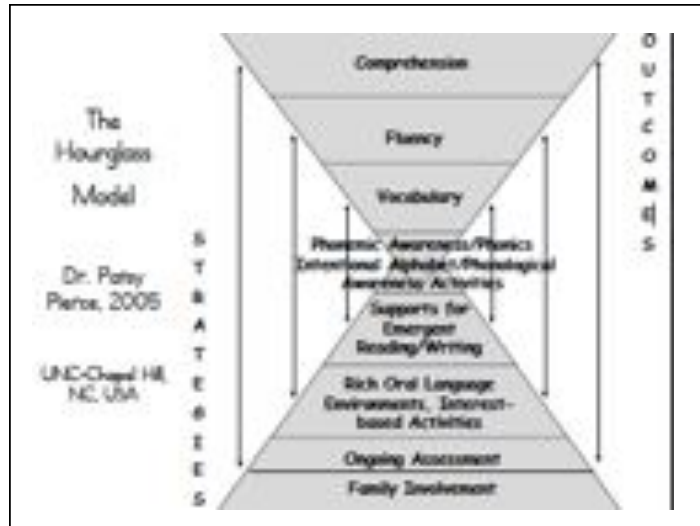
National Early Literacy
Panel (NELP, 2005)

- Oral Language/AAC
- Alphabetic Code/
Phonological
Awareness
- Print Knowledge/
Concepts

5 Research-Supported Interventions

Areas supported by research for promoting **early literacy development** (NELP Report)

- **Code Focused Interventions** (breaking alphabetic code – phonological awareness!)
- **Shared Reading Interventions** (reading books to / with children)
- Parent & Home Programs
- Preschool & Kindergarten Programs
- **Language Enhancement Programs** (writing, also during shared reading)



Why Interactive Play Centers??

- Play is 'the business of childhood'
- Supports language and interaction
- Easy to embed literacy

Musselwhite, 1985: *Adaptive Play for Special Needs Children*

What Is Shared Reading?

"The interaction that occurs when a child and adult look at or read a book together."




Ezell & Justice, 2005

Why Songboards??

- **Auditory supports**
 - melody supports memory
- **Visual supports**
 - props, symbols, words
 - makes learning more concrete
- **Preferred Activity**




Visual Supports:
Concepts About Print

- Left to right
- SWEEP
- Concept of words




Why Music??

- **Offers auditory supports**
 - gets student's attention
 - often a preferred activity
 - pulls in 'right brain' learning
 - helps students focus on rhythm, rhyme, alliteration, etc.

- **Students can physically manipulate:**
 - **symbols** 
 - **graphics** 
 - **words** 

Song boards

- D.I.Y.
- simple to fancy
- consider shape, choices etc.



Why Music??

- Offers visual supports
- Useful for students:
- on the autism spectrum
 - with cognitive delays
 - with auditory processing problems

WHAT IS IT SONG LAYOUT (Musselwhite, 2002)

Affix box to songboard here

Authentic Purpose For:

Labeling
Yes / No
Deny / Confirm

see: What Is It song Songboard, Figure 2 Symbolic for Children (Musselwhite, 2002, p. 56)

Add symbol guesses here

Yes / No and It is / not are back-to-back symbols

I Feel: Story-Song

I Feel Happy

a Story-Song
by Caroline Ramsey Musselwhite

I feel happy

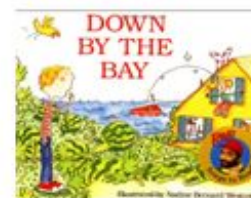
see me laugh

I feel mad

see me stomp

- Supporting students who struggle with expressing or identifying their emotions
- We overlay support unto their emotions

- Story retelling with melody helps students develop an 'ear print' for the text



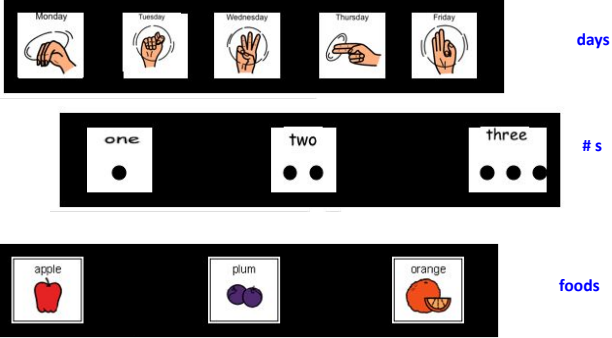
Plan A: Use books from songs

Plan B: Sing Simple Books
"Dirty, dirty, dirty socks"

- Repetition
- Making it Visible
- Rhythm
Rhythm
Rhythm!!



Hungry Caterpillar: supports on tri-fold




days

s


foods

Tri-Fold Literacy Choice Boards
<http://www.augresources.com/vindex.html?cat55.htm>

Repetition with Variety








Circle Time: Highly Scripted - Songs



Old Forms/
New Functions

Old Functions /
New Forms!!

Who's On the Bus at HALLOWEEN?

black cats 	hiss hiss hiss	spiders 
ghosts 	boo boo boo	spin spin spin
witches 	tee hee hee	all through the town 

Wheels on the Bus . . . New!


Musselwhite, 2006

Intro So, have YOU sung "Wheels on the Bus" lately? If you're working with students age 9 or less, chances are that the answer is YES! But are you getting tired of the "same old, same old"? If the answer is YES, here's a way to re-do the "Wheels" to support learning month by month.

Who is This For? This activity is for students age 3-9. If you are working with older students . . . PLEASE, find another song that is more age-appropriate!

Why Will This Help My Students? Re-writing "Wheels On the Bus" to reflect monthly themes can serve a variety of purposes:
 - repetition with variation! This is a powerful way for students to learn "new functions" (changing themes, introducing new symbols, etc.)
 - teaching secondary and symbols for each month:
 - October: Halloween words (black cat, spiders, ghosts, etc.)
 - November: Thanksgiving words (pigeon, turkey!)
 - December: Christmas words (tree, Santa, reindeer)
 - February: Valentine's words (cupid, boys, girls)
 - April: spring words (bunnies, chicks)







How Do I Prepare This Song? Students will enjoy having changes to an "old familiar" song.
 Directions:
 1) Print symbols and cut out
 2) Use spray mount to affix symbols to keyboard (optional)
 3) Laminate symbols
 4) Affix letters (initial / final) to back of each symbol



Tip of the Month!

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Repetition with Variety: Wheels on the Train

whistle 	whoo, whoo, whoo	bells 	ding, ding, ding,	wheels 	clickety clack, clickety clack, clickety clack,
brakes 	vroomp, vroomp, vroomp	engineer 	All aboard, All aboard, All aboard	conductor 	Tickets, please Tickets, please Tickets, please

Insert Student's Names Into Songs

- kid-pleaser
- very easy way to start
- Samples:

"Mary Wore the Red Dress"
 "Jack Be Nimble"
 "Mary Had a Little Lamb"



Emergent Writing

Songboards

- **Story construction:** Old forms / new functions
 - a) **Read story** (ex: *Goodnight Moon*)
 - b) **Sing it** 'Goodnight moon, goodnight moon, Goodnight moon. I'll see you when I wake.'
 - c) **Change it** – let students pick items to say goodnight to
 - start with pictures / objects
 - write the labels (preschool)
 - have students help you write labels (K)

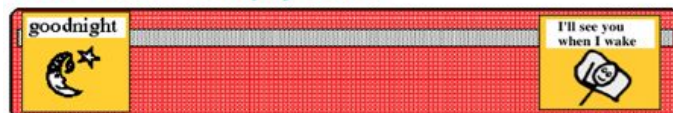
Fill 1 Slot

GOODNIGHT SONG		
Goodnight 	ball 	wall 
socks 	rocks 	blocks 
bunny 	money 	I'll see you when I wake 

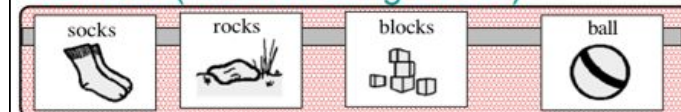
Goodnight **thing**
Goodnight **thing**
Goodnight **thing**
I'll see you when
I wake.

Singing to Learn Songbook

Slot Filler - Empty Slot



Choices (Back of Song Board)



Get the Hat Layout ©Misselwhite, 2005

Tip!
Use light tech displays or high tech devices to enter:
• clothing items
• comments

Back of Songboard is a Mirror

Back of Songboard

©2005 I thought it would be fun to make an interactive songboard. I made the songboard so that the singer can see the words and pictures on the back of the screen. When I typed the words, the words "GET" "PUT" "ON" showed up on the screen. I also typed "very" "pretty" "animal" "descriptor" "repeat" "I guess I'll send it back" on the screen and when I typed the words...

Fill 2 Slots

DEAR ZOO SONG
Children's song for Dear Zoo by Rod Campbell

They sent me a but it's too guess I'll send it back!

rhinoceros	tiger	wolf
loud	stinky	big

They sent me a **animal**.
But it's too **descriptor**.
(repeat)
(repeat)
I guess I'll send it back.

Singing to Learn Songbook

Writing w/ Hot Spots

On the go

What did I see?

A

Was past

Bugs: Writing w/ Hot Spots

caterpillar	spider	cricket
ladybug	fly	bee
worm	butterfly	grasshopper

fluffy	loud	spooky
quiet	grumpy	buzzing
crawling	bouncing	dancing

Emergent Writing

Play Centers

- Add writing into all play centers
 - a) Have writing materials available
 - b) Brainstorm reasons to write
 - c) Scribbling is FINE – no pressure for perfection!
 - d) **Copying is NOT writing!**
 - e) **Tracing is NOT writing!**
 - f) Goal is **FUNCTION** of writing, not **FORM!**

Emergent Writing Samples

Play Center: Farm

- Shopping list for animal food
- Naming one animal each day – kids come up w/ ideas, we model the writing:
 - Materials = laminated tags & dry erase markers & yarn
- Label rooms of barn or building with blocks & labeling
 - Materials = sticky notes
- Animals go to the vet – prescriptions
 - Materials = Prescription pads
- Selling Veggies at a produce stand
 - Materials = receipt; signs for what it is & how much it costs

Get the cat and Put it under, put it under, Put it under
 Get the cat and Put it under, Under the basket!

on in out
 under above next to

Kick It Up A Notch!
Pet Unit

dog house cat bed fish bowl
 bird cage cage hutch

Emergent Writing

Shared Reading

- 1) **Modeling** writing during shared reading
 - Write a note to tell them what you're going to read
 - Write the name of the main character, as they watch

Dear Class,

Today we have a new book!
 It is about zoo animals. The title of the book is 'Dear Zoo.' I hope you like it!

snake

Miss Caroline

Emergent Writing

Shared Reading

Voting during shared reading

- Occasionally, let students vote before or after a story
- Predict what it will be about; vote for favorite animal, etc.

yo	arr
----	-----


Pirate book:

- Vote for what the pirate should say when he goes on the ship

Emergent Writing

Shared Reading

Voting during shared reading

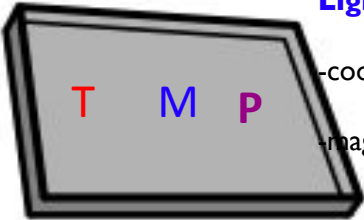


Vote for animals:

- Read a book w/ animals
- Vote for favorite
- Choose / write letters

For Students who Use AAC

Light Tech Supports



- cookie sheet
- magnetic alphabet

Phonemic Awareness: Music & More!

Phonological Awareness

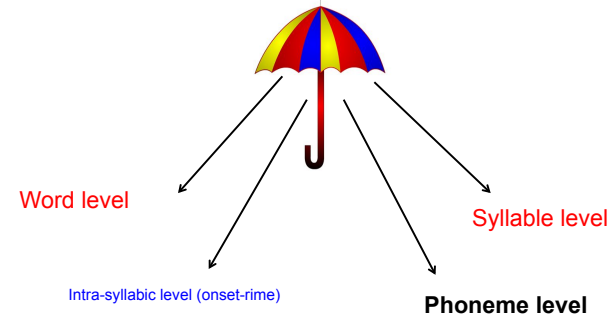
“... a **multilevel** skills of breaking down words into smaller units” (Gillon, 2004; 4)

SUCH AS:

- Syllable level
- Onset-rime level
- Phoneme level

Slide by Martine Smith

Phonological Awareness



Slide by Martine Smith

Definition

Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words

National Reading Panel Report, p. 2-1



What's important is conscious, analytic knowledge

WHY

Correlational studies have identified **phonemic awareness** and **letter knowledge** as two of the best school-entry predictors of how well children will learn to read during their first 2 years in school



Research Findings

PA Training WORKS to Support

- learning phonemic awareness
- learning to read
- learning to spell (for younger students without disabilities)

PA WORKS:

- Across age groups (best for younger students)
- Across SES groups
- Across ability groups



Research Findings

PA Training works BEST when

- teaching is EXPLICIT
- teaching is FOCUSED (1-2 kinds of activities)
- MORE is not always BETTER
 - (5-18 hours most effective)
- LETTERS are included

PA WORKS:

- In small GROUPS
- With teachers or COMPUTERS



WHY Music?

- Sound patterns can be put display using rhyming or alliterative songs

WORD AWARENESS!

Word-by-word singing

Choice boards



Songboards

- words and/or symbols
- 1 symbol / word
- story retelling



Ready Made Resources:

On My Walk CD
RAPS CD
adaptedstories.com

PA:
Word
Level

The Name Song (a)
(arranged by Mary Keene)

clap 	tap 	stretch
growl 	howl 	sing
spell 	tell 	cheer

**PA:
Syllable
Level**

Line Up: beats in name

Line Up Song Layout

If you 	Put starter here	Put adjective here green 	Put action here line up 	now now
If you 	Put starter here name has 	Put adjective here three 	Put action here wash your hands 	now now

Visualize THIS!

**PA:
LETTER
Level**

Bingo Song

Farmer

- Old function
- New form

Phonics Songboard

**PA:
LETTER
Level**

Name Song

Name Song
Tune: ABAO Song

There was a girl with yellow hair,
and Katie was her name - Whee!
K - A - T - I - E,
K - A - T - I - E,
K - A - T - I - E,
And Katie was her name, Whee!

After first line, pull-off letters,
showing the clip symbols.

Poetry Power CD

Transportation Bingo!!



Plane



(to the tune of "Bingo")

There is a vehicle that flies in the sky
And plane is its name, vroom!
P-l-a-n-e, p-l-a-n-e, p-l-a-n-e
And plane is its name, vroom!



Alphabet Song

- helps develop an 'ear print' for letters
- provides a place holder for letters
- some children get 2-4 years of practice before they start school



Alphabet Activities

- Alphabet chart
- Alphabet books (1 a week, including books related to your topic!)
- <http://www.med.unc.edu/ahs/clds>
- Powerpoint book templates

High Tech Alphabet: Apps!!






Interactive Alphabet


What's our goal??

- auditory - 'place' for each letter
- visual - familiarity with upper & lower case letters



 <p>\$1.99</p>	<p>ABC Wildlife</p> 	<ul style="list-style-type: none"> • Amazing animal videos (about 1 - 2 minutes each) • Interesting factoid for each animal • Some videos are narrated • Constant updates • Fantastic writing prompts! 	
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Pinterest: Accessing the Alphabet




It's on the CD!

Sound Substitution

Phonemic awareness Phun
Sound Substitution
(Musselwhite, 2008)

Tip




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.)

Phunny Phonemics!

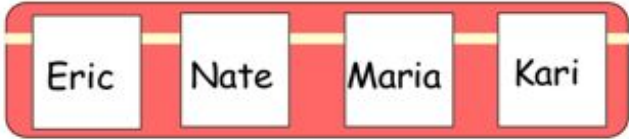
Animated IntelliPics
rhyme +
overlay
+ writing
overlay

Giggley, Goggely, Gee
A gorilla sat on me.



Created by: Dale Gardner-Fox

Choice Board: Printed Names





Literacy 'Flip' - Photo on front /
Name on back

Approximations / Errors are Accepted and CELEBRATED!!

- Students are Allowed to Make Errors:
- Evaluative feedback is given, to help students learn during each activity
 - Ex: Students are trying to figure out whose name rhymes with the nonsense verse, Giggley Goggley, Gathan, a Gorilla galloped to _____
 - *Incorrect Response:* Jenny raises her hand, we say . . . 'Hmmm, Gathan – Jenny? Jenny – Gathan? Not a rhyme!'
 - *Correct Response:* Nathan jumps up – we say . . . 'Let's see, Gathan – Nathan? Nathan – Gathan? It's a rhyme!!'

Sound Sub Preschool: Winter Unit

**Sneaky snowman Snanna,
The snowman sneaked up to Anna . . .
And sneaked a kiss on her ear!**



Sneaky snowman snalan


Great 'Sponge' Activity!



Lining Up:
'Pizza patza peric,
Pizza fell on Eric!'

Giggley!

Lyrice Didi Gathan-Fox
based on Willye Willye Woo by Ruff
Songbook by Caroline Musselwhite



bird nonsense words here

giggley goggley gask

rhyming word goes here

a gorilla cat the

More Rhymes!!

It's on the CD!

 Hippo = Hungry hippo Hason, the hippo high-fived Jason.

 Lion = Lazy lion Lamy, the lion leaped to Amy.

 Tiger = Tired tiger Tennifer, the tiger tip-toed to Jennifer.


 Zebra = Zany zebra Zalan, the zebra zipped to Alan.

 Gorilla = Gorgeous gorilla Gunter, the gorilla grinned at Hunter.

Transfer to Shared Reading

Make a Giggley People Book

- Giggley Goggley Gathan,
A gorilla sat on _____! (Nathan)
- Giggley Goggley Genna,
A gorilla sat on _____! (Jenna)
- Giggley Goggley Gericka,
A gorilla sat on _____! (Ericka)




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

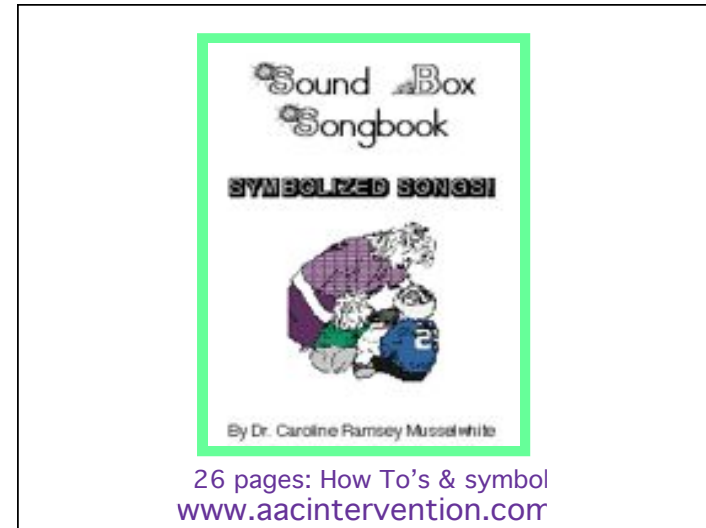
Transfer to Shared Reading

Make a Giggley Things Book

- Giggley Goggley giger,
A gorilla sat on _____! (tiger)
- Giggley Goggley gable,
A gorilla sat on _____! (table)
- Giggley Goggley gat,
A gorilla sat on _____! (cat / mat)



Sound Box Songs



Tri-Fold Choice Board

Purpose: This tri-fold choice board lets the teacher set up several sets of symbols in advance. However, she only shows one set of symbols at a time, so students will not be visually confused or overwhelmed by too many abstract/symbolic symbols at one time. Symbols can be placed on the front or back, giving an aide choice.

How-To:

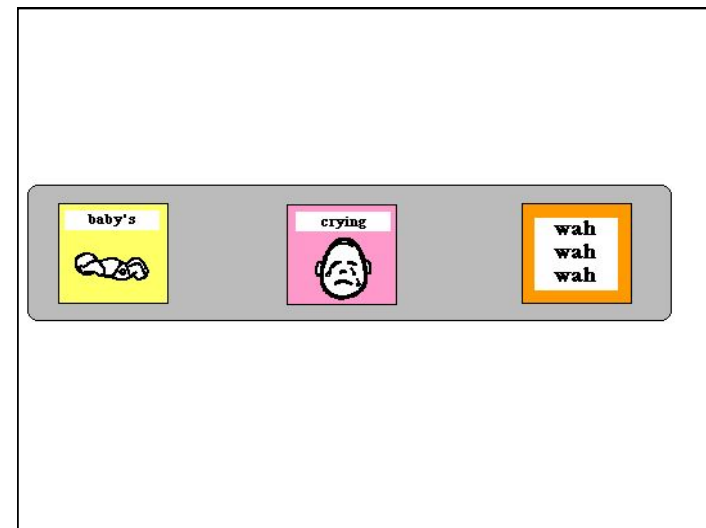
- 1) Cut 3 pieces of **foam core artboard** 18" x 4" each. Cut two pieces of **Velcro™ Fabric** 22" by 24".
- 2) Sew 2 pieces of **Velcro™ fabric** (inside out) on 3 sides, making a tube, then turning it right side out. Sew, then cut up with double-sided Velcro™ fabric, about 1" x 1".
- 3) Place one piece of **artboard** in tube, sew, then repeat with another 2 pieces. Now place top edges together & sew. You will have 1" overlap at top - sew on **male velcro** on the back of the board. You want to be able to add & to fold choice board, then use the velcro to hold it down to secure your choice board.

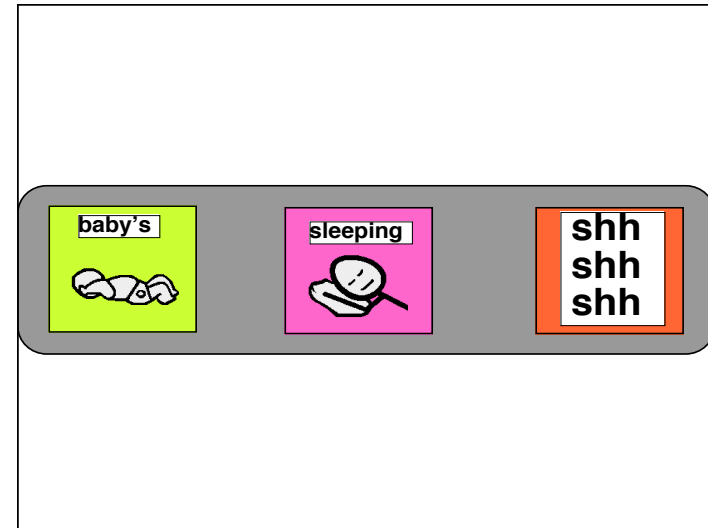
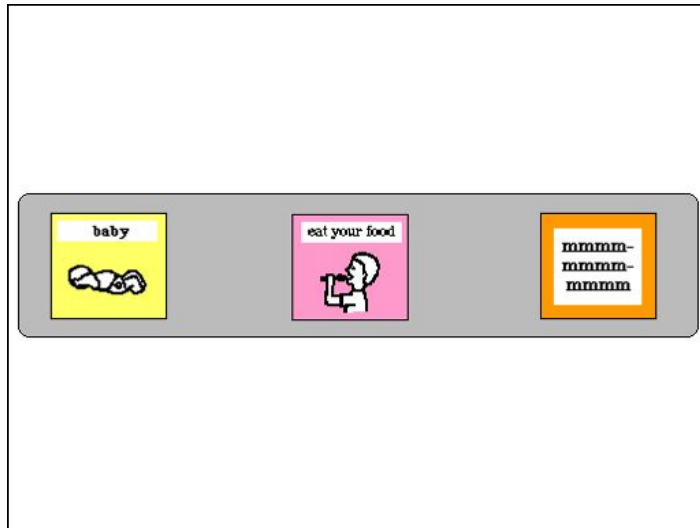
Mini Case Example:

Ms. L has been frustrated by symbol management throughout the day, but especially at Circle Time. She uses the Tri-Fold Choice Board to allow her students to choose what they want to do. She also uses the board to help her students understand the symbols on the board. She also uses the board to help her students understand the symbols on the board. She also uses the board to help her students understand the symbols on the board.

Make It!

- Tempo Loop Fabric / auto headliner (Lockfast)
- foam core art board (Wal-Mart/Michaels)





Sound Box Flipbook

baby's 	sleeping 	shh-shh-shh
<div style="border: 1px solid black; padding: 2px; display: inline-block;">sh</div>	<p style="font-size: small;">BABY'S SLEEPING ("SH") Song Tune: Are You Sleeping Preps: doll, blanket</p> <p style="font-size: x-small;">BABY'S SLEEPING, BABY'S SLEEPING, "Shh-shh-shh, shh-shh-shh, BABY'S SLEEPING, BABY'S SLEEPING, "Shh-shh-shh, shh-shh-shh.</p> <p style="font-size: x-small;">Idea Free Sound Box Songbook by Caroline Musselwhite, 1999 ©2012</p>	


Singing to Learn CD

Phonological Awareness

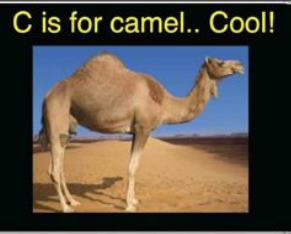
Shared Reading

Choose stories with:

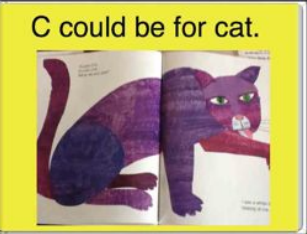
- **Alliteration**
 - *Alligator Arrived with Apples*
 - *Six Sleepy Sheep*
- **Rhyming**
 - *Brown Bear; Hand, Hand, Fingers Thumb*
 - *Fire! Fire! Said Mrs. McGuire*
- **Sound Effects**
 - *On My Walk*
 - *Noisy Monsters; Noisy Zoo*



A to E Book



C is for camel.. Cool!



C could be for cat.

- 1) Picked letter C from Alphabet Flipbook
- 2) Picked pets, then cat from Eye Gaze Flipbook
- 3) Chose cat from her Eric Carle book

Scavenger Hunt Letter Books

- Student writes a letter using alternative pencil
- Co-constructs & conducts an interview social script
 - by Caroline Musselwhite & crew, 1999
 - Go to www.aacintervention.com for more social script info
- Takes photos, records results or takes an item
- Puts in book-tactual book, PowerPoint book