

PATHS SAMPLE PAGES



paths
Phonological Awareness Training for High Schools

PREFACE



PATHS adds to the phonological processing literacy programs that form the 'Literacy for Life' sequence from the School of Health and Rehabilitation Sciences at the University of Queensland. It began as a series of clinical resources specifically designed for phonological awareness, auditory memory and metalinguistic intervention with secondary school students, and has evolved to provide a Classroom Identification Instrument (CII) that is designed to screen students en masse and highlight difficulties for further investigation. The CII is then followed by the fully detailed and resourced PATHS - Support Program and a corresponding student activity book. The latter is drawn from the more descriptive support program manual to ensure the most effective and efficient possible outcomes are achieved.

The program has, therefore, been designed with an emphasis on logical explanations, direct skill learning (or revision), and compensatory strategies. The background information, rules, conventions and activities are the result of the author and her colleagues' experiences in working with students who demonstrate immature written language skills in secondary school. This population, however, is often very scarcely resourced and served in terms of remedial literacy learning. PATHS has, therefore, been written for use by specialist teachers as well as speech pathologists.

In presenting these sample pages of the PATHS - SP, the intent is to provide an overview of how the program works. A session overview is provided for your perusal. The complete plan and resources for Session 5 of the PATHS – SP has also been included. This is intended to give you an overall view of how the process works. Please note, the program itself is meant to be a guide not a 'recipe'. The PATHS - SP, although written as a series of session plans, should not therefore be seen as prescriptive and needing to be followed in strict order or timing. The most beneficial outcomes have, in the author's experience, been achieved when the program has been undertaken at the student's pace. Special emphasis can then be placed only on those skills where the greatest difficulty is being experienced, and the best possible use made of the scant resources and time available for such learning in secondary schools.

Dr. Julie V. Marinac



SESSION OVERVIEWS

SESSION 1

INFORMATION	Understanding the Physical Brain, Processing, Word Origins, Metacognition
ACTIVITY	Vowel Automaticity, Following Rules, Learning Styles, Chaining
SKILL	Consonants, Vowels, Feeling Sounds

SESSION 2

INFORMATION	Active Listening, How your Memory Works,
ACTIVITY	Reading aloud
SKILL	Consonants, Vowels, Magic / Silent 'e'

SESSION 3

INFORMATION	Visual Learning, Nouns, Adjectives, Rules for Spelling Difficult Words
ACTIVITY	Syllable Identification and Use, Creating Icons in Your Head
SKILL	The 2 Vowels Go walking, 's' and 'c' rule, Using Syllables for Spelling

SESSION 4

INFORMATION	Kinaesthetic Learning, From Story to Sound, Making Reading More Meaningful
ACTIVITY	Strategies for Memory Use,
SKILL	The Letter 'y' Rule, Counting Sounds in Words

SESSION 5

INFORMATION	Prefixes, Suffixes, Identifying the Final Sounds in Words
ACTIVITY	Organising Information, Made Up Words to Play With
SKILL	Vowel Helpers, 2 Special Long Vowels

SESSION 6

INFORMATION	Punctuation, Homophones and Homonyms, Trigger Words for Listening
ACTIVITY	Common Symbols, Narrative Planning
SKILL	Adding 's', 'es', and 'es/s', Forming Possessives using 's'

SESSION 7

INFORMATION	Spelling Rule Revision, A Quick List of the Easy Spelling Rules, Core Word Lists, Pronouns
ACTIVITY	Letter Games
SKILL	Genre Writing

SESSION 8

INFORMATION	Words for Science and Maths
ACTIVITY	Chunking, Revision of Strategies
SKILL	Verbs and Auxiliary Verbs

SESSION 9

INFORMATION	Pathways
ACTIVITY	Revision
SKILL	Spelling for Grammar

SESSIONS 10, 11, 12

INFORMATION	Final Comments
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SESSION PLAN

Timings	Tasks	Method of Implementation	Resources
5 minutes	Revision	– Check for problems and go through reading logs.	Reading log
5 minutes	Vowel Automaticity		
5 minutes	Spelling Rules	– ‘w’ and ‘r’ vowel helpers and two special vowels	
5 minutes	Organising Information	– Discuss arranging information in terms of who, where, when, what, why, etc.	
5 minutes	Brain Break		
5 minutes	Made up Words to Play With -	– This acts as a revision and in-depth learning exercise by undertaking non-words transformations for tense, subject-verb and number	
5 minutes	Using Syllables For Meaning	– Revise syllable identification then discuss building the meaning of words through syllables	
10 minutes	Prefixes / Suffixes	– Define, describe and discuss – introduce role and meaning	
5 minutes	Brain Break		
5 minutes	Vowel Automaticity		
5 minutes	Chaining	– Present as whole words	Coloured counters / blocks
10 minutes	Identification - Final Sounds In Words	– Do as a written task but use irregular spelling words and non-words to reduce the use of sight-word spelling knowledge	
5 minutes	Vowel Automaticity		

Comments:



VOWEL HELPERS

'w' as a Vowel Helper

This one can be difficult because sometimes there are often two different ways to say words that use 'w' as a vowel helper.

This happens in:

*I have a **bow** in my hair that is made out of ribbon.*

or

*He will **bow** when he meets the queen.*

And in:

*They made such a **row** that their teacher kept them in.*

or

*They can **row** their boat across the river.*

'w' Vowels are:

- 'aw' saying /or/ - 'draw' 'paw' 'saw' 'straw'
- 'ew' saying /ue/ - 'blew' 'flew' 'new' 'grew'
- 'ow' saying /oe/ - 'flow' 'blow' 'low' 'window'
- 'ow' saying /ou/ - 'flower' 'towel' 'now' 'power'

There isn't really a rule to help us decide if we should use a 'w' helper, so just learn how to spell 'w' helper words off by heart.

Knowing the sounds that these letter combinations can make really just helps us work out what to say when we are reading 'w' helper words.

If you aren't sure which one to use, try both sounds in the word, and go with the word that sounds the best to you.

'r' Changes the Sound That Each of the Following 5 Vowel Letters Say:

- /a/ becomes /ar/ - 'market' 'arm' 'star' 'car'
- /e/ becomes /er/ - 'teacher' 'perfect' 'term' 'her'
- /i/ becomes /ir/ - 'thirteen' 'dirty' 'shirt' 'sir'
- /o/ becomes /or/ - 'forget' 'doctor' 'forty' 'or'
- /u/ becomes /ur/ - 'murmur' 'burn' 'hurt' 'fur'



2 SPECIAL LONG VOWELS

'air' and 'ear'

- 'air' has at least four different ways it can be spelled: 'air', 'ere', 'ear' and 'are'

The change in spelling often shows a change in meaning:

- | | | |
|----------------------------------|---|------------------------------------|
| ▪ <u>hair</u> (on your head) | - | <u>hare</u> (a rabbit-like rodent) |
| ▪ <u>stairs</u> (that you climb) | - | <u>stares</u> (looks at something) |
| ▪ <u>fair</u> (blonde or even) | - | <u>fare</u> (payment for a ride) |
| ▪ <u>pair</u> (two of something) | - | <u>pear</u> (a type of fruit) |
| ▪ <u>bare</u> (wearing nothing) | - | <u>bear</u> (the animal) |
| ▪ <u>wear</u> (put clothes on) | - | <u>where</u> (the place) |

'ear' has three ways that it is often spelled. 'ear', 'ere', and 'eer'

Changing its spelling often changes the meaning too.

- | | | |
|--------------------------------|---|--------------------------|
| ▪ <u>hear</u> (with your ears) | - | <u>here</u> (the place) |
| ▪ <u>dear</u> (costing a lot) | - | <u>deer</u> (the animal) |

Sometimes these /air/ and /ear/ are spelt the same way in two words but they say different sounds and have different meanings:

- | | | |
|-------------------------------------|---|-----------------------------|
| ▪ <u>tear</u> (water from your eye) | - | <u>tear</u> (rip something) |
|-------------------------------------|---|-----------------------------|

Three difficult /air/ words are:

- **their** (means 'belongs to them') – it ends in 'r' like 'her' (belongs to a girl).
- **there** (means 'a place away from me') – it ends in 'here' (a place near me).
- **they're** (the short way to write 'they are') – the apostrophe (') means it is two words shortened into one.



ORGANISING INFORMATION

This section is designed to give the students another strategy to assist them in organising:

- their thoughts;
- information they need; and,
- information they have gained.

By using the diagram on the following page we encourage our students to plan narratives, organise facts for assignments and research more meaningfully. One of the concerns our students often report is difficulty in retaining and organising information especially when the time taken to read and find it is excessively long. One of the most effective strategies to alleviate these concerns may be mind-mapping – particularly if organisation is specifically taught as part of the technique.



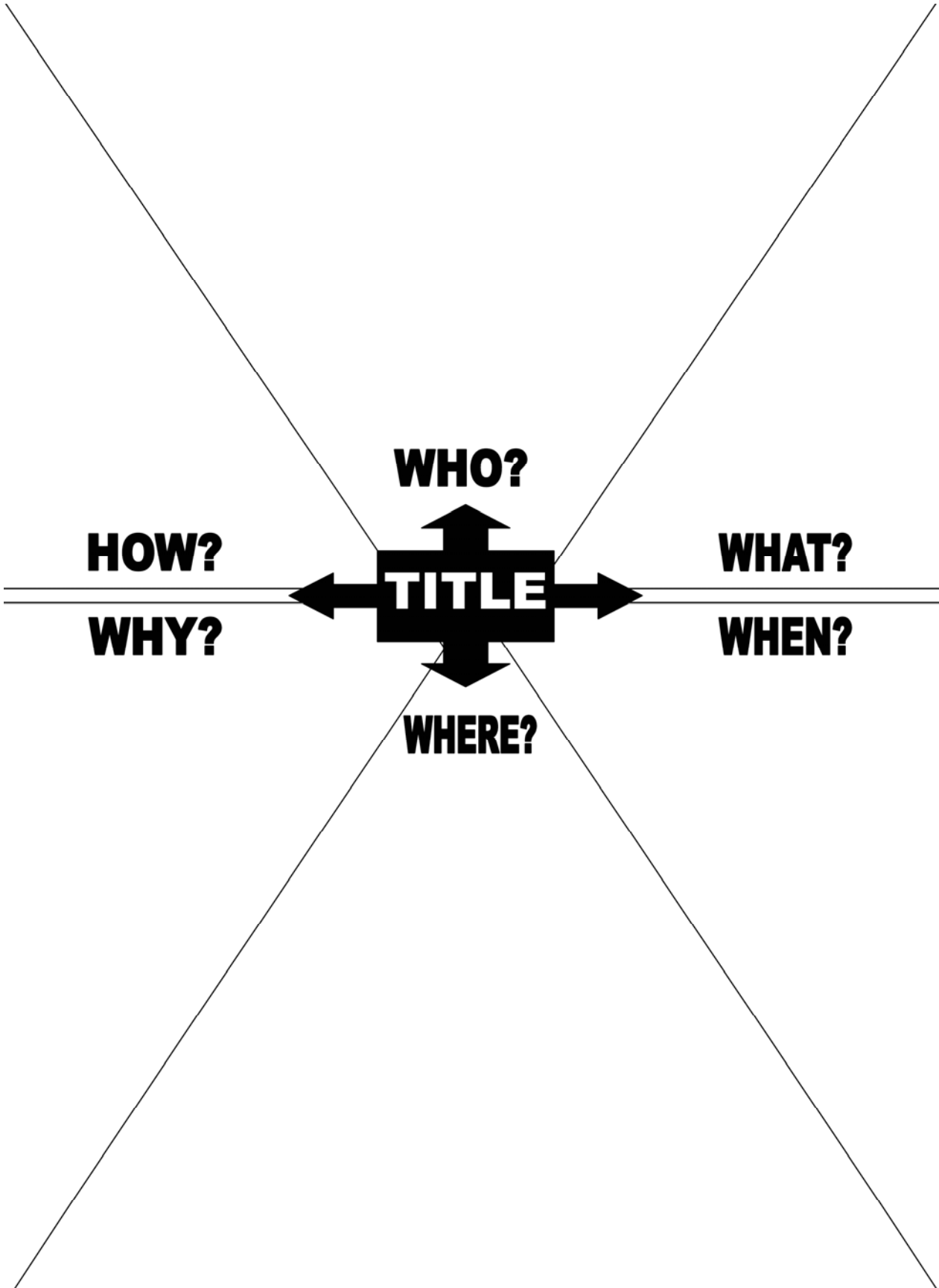
The easiest way to start using the mind map on the following page is to ask your students to put one, two or three words in each section of the diagram. Then use those words in a simple story as a group exercise. When organising facts, some of our students have found it useful to write them down under each section as they read for research, and to colour code those that go together. This is a categorisation exercise, a recognised intervention technique for those who have word retrieval difficulties.

Another hint for students who struggle to research assignments is to encourage them to photocopy useful pages from text books so that they can use a system of coloured high-lighter pens to ‘code’ their information as they read. For example, one of the boys always codes names in red, dates in blue, places in green, and events in yellow. Students can practise this skill using magazine articles or the newspaper. Once again the aim is to give the students an example strategy, and once they understand the concept, to encourage them to adapt it to suit themselves, their academic needs, and their learning styles.

SESSION 5



ORGANISING INFORMATION





SESSION 5



MADE UP WORDS TO PLAY WITH

By this stage of the program, many of our students are losing their fear and anxiety when dealing with words in both written and spoken modes. The following activity is designed to be a fun exercise that strengthens their power over words and, perhaps covertly, builds on their syntactic (i.e., grammatical) knowledge and abilities. For many of our students this may be the first time that words have really been 'fun' so encourage as much gamesmanship as you can.

In addition to the exercise on the following page, you might like to ask your students to:

- Try making up words of their own (they have to spell them the way they would like them to be said)
- Decide what type of word they are and how they should be used.



If the students are enjoying this exercise (and succeeding), you could try asking that they use their made-up words in sentences. Remind them that they might have to change the word or the spelling to allow for different roles in the sentence (e.g., if it is used as a plural or the tense changes).

Other games such as 'SCAMPER' can also be included, or adapted, to extend this activity and to build the students' confidence in the mastery of words.

Don't forget to take a brain break - although this exercise is fun and a game, it requires that the students 'think' so it doesn't count as a brain break in its own right



MADE UP WORDS TO PLAY WITH

Blim - can you...

- use this as the name of an object?
- make it into a plural (more than one)?
- use it as the subject of a simple sentence?
- add some describing words to say what a blim would look like.

Dars - can you...

- use this as the name of an object?
- make it into a single (one only)?
- use it as the subject of a simple sentence?
- add some describing words to say what dars would look like.

Dofe - can you...

- use this as the name of an object?
- make it into a plural (more than one)?
- use it as the subject of a simple sentence?
- add some describing words to say what a dofe would look like.

Eamor - can you...

- use this as the name of an object?
- make it into a plural?
- use it as the subject of a simple sentence?
- add describing words to say what an eamor would look like.

Tikes - can you...

- use this as the name of an object?
- make it into a single (one only)?
- use it as the subject of a simple sentence?
- add some describing words to say what tikes would look like?

Sorber - can you...

- use this as a verb or action word?
- make it into an action that happened yesterday?
- use it in a sentence that starts with “The boy”?
- add a describing word to say what sort of action ‘sorber’ is?

Fallet - can you...

- use this as a verb or action word?
- make it into an action that happened yesterday?
- use it in a sentence that starts with “I”?
- add a describing word to say where you could ‘fallet’





USING SYLLABLES FOR MEANING

This builds on the students' syllabification skills. They are usually quite comfortable when identifying and isolating syllables but now we want them to start using the syllables to assist their reading comprehension and spelling. Yet again, we are building strategies as well as increasing the students' underlying knowledge base.

Tell your students:

The rules for using syllables to help in reading comprehension are:

1. Ask yourself, "Do I know this word?"
2. Divide the words into parts that are either syllables or words that you already know.

– <i>disappearing</i>	-	<i>dis appear ing</i>
– <i>mathematics</i>	-	<i>math e mat ics</i>
– <i>footballer</i>	-	<i>foot ball er</i>
– <i>walked</i>	-	<i>walk ed</i>
– <i>animal</i>	-	<i>an i mal</i>
3. Ask yourself, "Do I know what each part means?"
4. Do you know another word that uses the same parts (e.g., 're' in redo means 'again' so what would it mean in 'remodel)?"

Try to work out what these words mean by dividing them into syllables (some are made up):

<i>return</i>	<i>rewrite</i>	<i>redo</i>	<i>indescribable</i>
<i>renew</i>	<i>revise</i>	<i>undo</i>	<i>underwhelmed</i>
<i>underwater</i>	<i>underground</i>	<i>undermat</i>	<i>transformation</i>
<i>unsew</i>	<i>demystified</i>	<i>resend</i>	

Now try getting your students to make up their own words by joining words, prefixes and suffixes together - remember that they will have to be able to explain what it means.

SESSION 5



PREFIXES YOU CAN USE

Remember that prefixes are just like syllables that are added to the beginning of words to change, or add to, their meaning.

Prefix	Meaning	Examples		
anti	against	antibiotic	antibody	antiseptic
auto	self	automatic	autograph	automobile
bi	two	bicycle	binocular	bilingual
circum	around	circumstance	circumference	circumvent
dia	through	diameter	diagram	diagonal
dis	not	disagree	disappear	disappoint
fore	in front of	foremost	forehead	foreground
hyper	over, beyond, above	hypercritical	hypertension	hyperspace
in	not	incorrect	ineffective	inappropriate
inter	between	intervene	interstate	international
mis	wrong	mistake	mislead	misfire
over	over	overview	overlook	overboard
para	beside	parallel	paragraph	paramedic
post	after	postpone	postscript	postmortem
pre	before	preview	prepare	predict
re	again	return	rejoin	recount
semi	half	semicolon	semicircle	semifinal
sub	under	subway	submarine	subdue
tele	far	telephone	television	teleport
trans	across	transport	translate	transmit
tri	three	tripod	tricycle	triangle
ultra	beyond	ultraviolet	ultimate	ultramodern
un	not	undo	untie	uncomfortable



SUFFIXES YOU CAN USE

Remember that suffixes are just like syllables that are added to the end of words to change, or add to, their meaning, or because of the role they are taking is changing

Suffix	Meaning	Function	Examples	
able	to be	verb to adjective	acceptable	moveable
ible	able to be	verb to adjective	edible	incredible
ance	state of being	verb to noun	repentance	
ence	state of being	verb to noun	dependence	
ant / ent	one who	verb to noun	assistant	student
craft	a skill	verb to noun	handicraft	witchcraft
en / et	little	gives degree	maiden	piglet
en	made of	forms modifier	golden	wooden
er	one who	forms noun	waiter	watcher
ess	female	gives gender	duchess	princess
fold	multiplied by	forms modifier	threefold	bifold
ful	full of	forms modifier	useful	beautiful
fy	to make	forms verb	simplify	beautify
ic	belonging to	forms modifier	metallic	civic
sion / tion	state of being	forms noun	creation	presentation
ing	present tense	forms verb	running	washing
ed	past tense	forms verb	walked	washed
s	number	in verbs and nouns	run / runs	boy / boys
's	possession	added to nouns	boy's	cat's
er	degree	added to adjectives	faster	slower
est	degree	added to adjectives	fastest	slowest
ly	how	forms adverbs	slowly	gently
n't	negative (not)	added to verbs	isn't	hasn't



CHAINING: SET 8

As per previous chaining activities, one sound should change each time.

1. You may need to rehearse these to avoid changing more than one sound.
2. The students use the blocks to represent the sounds they hear.
3. If the sound is the same, the block colour is the same.
4. If the sounds are different, the block colours are different.

Set 8:

This set is said as whole words

trent	trump	runt
rent	tump	grunt
rint	lump	grant
rift	clump	rant
sift	clamp	ant
silt	clap	act
stilt	clapt	ack
stint	slapt	back
stink	slipt	black
slink	sipt	blank
blink	silt	blink
blank	stilt	link
bank	stint	sink
brank	stink	stink
branch	slink	stank
blanch	link	stand
blunch	lank	sand
brunch	blank	sad
crunch	black	sed
crunk	back	sled



IDENTIFYING THE FINAL SOUNDS IN WORDS

Identifying the final sounds in words is quite difficult for some students. This activity gives those students the opportunity to improve their skills.

To begin this activity, ask what sound ends the word 'cat' - only accept the /t/ sound — don't accept the letter 't'. The students should do one column each as an individual task — the others can keep score, etc. Ask each student "What sound does _____ end with?" (the correct sound is in the next column). Aim for at least 10 words.

hat	/t/	dog	/g/	red	/d/	stop	/p/
leg	/g/	back	/k/	big	/g/	feet	/t/
side	/d/	map	/p/	sick	/k/	it	/t/
man	/n/	ten	/n/	in	/n/	on	/n/
lamb	/m/	some	/m/	time	/m/	comb	/m/
leaf	/f/	love	/v/	if	/f/	gave	/v/
off	/f/	leave	/v/	beef	/f/	dive	/v/
kiss	/s/	mop	/p/	cut	/t/	lass	/s/
sit	/t/	zoom	/m/	hook	/k/	chips	/s/
bag	/g/	sock	/k/	paint	/t/	milk	/k/
road	/d/	sheep	/p/	peas	/z/	mug	/g/
same	/m/	shirt	/t/	pants	/s/	nest	/t/
line	/n/	them	/m/	ghost	/t/	hand	/d/
pin	/n/	chain	/n/	fence	/s/	help	/p/
dig	/g/	mouse	/s/	salt	/t/	stamp	/p/
light	/t/	roof	/f/	shake	/k/	end	/d/
kite	/t/	lion	/n/	thumb	/m/	post	/t/
vase	/z/	worm	/m/	think	/k/	nails	/s/
fork	/k/	yard	/d/	this	/s/	race	/s/
face	/s/	hit	/t/	that	/t/	win	/n/



FURTHER INFORMATION

The Phonological Awareness Training for High Schools – Support Program is also supported by other products. These consist of:

- The Classroom Programs (Phonological Awareness, Spelling, Grammar and Punctuation, Key Terms, Breaking Down Assessment)
- Vowel Automaticity Cards
- Various Posters
- On-site PATHS Training Workshops (Where we come to you)
- Workshops at the University (whole day sessions)

Other products provided by the Literacy for Life Applied Research Team:

- SPRITE (Speech Play Reading Introduction for Tiny Elves) – Prep to Year 2
- ELF (Early Literacy Foundations) – Year 1 to Year 3
- PAL (Phonological Awareness for Literacy – Years 3+

To make further enquiries regarding the Phonological Awareness Training for High Schools Program, or any of the other Literacy for Life Applied Research products, please contact:

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