Intensive Multisensory Instruction for SIPPS®

Handbook
Funding for Center for the Collaborative Classroom has been generously provided by:

The Annenberg Foundation
The Atlantic Philanthropies (USA) Inc.
Stephen Bechtel Fund
William and Allison Bennington
Booth Ferris Foundation
The William K. Bowes, Jr. Foundation
The Robert Bowne Foundation, Inc.
The Annie E. Casey Foundation
Center for Substance Abuse Prevention, U.S. Department of Health and Human Services
Chan Zuckerberg Initiative
The Danforth Foundation
The DuBarry Foundation
Einhorn Family Charitable Trust
The Ford Foundation
Google Inc.
William T. Grant Foundation
Evelyn and Walter Haas, Jr. Fund
Walter and Elise Haas Fund
The Horace Hagedorn Foundation
J. David & Pamela Hakman Family Foundation
Hasbro Children's Foundation
The Charles Hayden Foundation
The William Randolph Hearst Foundations
Clarence E. Heller Charitable Foundation
The William and Flora Hewlett Foundation
The James Irvine Foundation
The Jenesis Group
Robert Wood Johnson Foundation
Walter S. Johnson Foundation
Ewing Marion Kauffman Foundation
W.K. Kellogg Foundation
John S. and James L. Knight Foundation
Lilly Endowment, Inc.
Longview Foundation
Louis R. Lurie Foundation
John D. and Catherine T. MacArthur Foundation
A.L. Mailman Family Foundation, Inc.
MassMutual Foundation
The MBK Foundation
Mr. & Mrs. Sanford N. McDonnell
Mendelson Family Fund
MetLife Foundation
Charles Stewart Mott Foundation
William & Linda Musser
National Institute on Drug Abuse, National Institutes of Health
National Science Foundation
The New York Institute for Special Education
New York Life Foundation
Nippon Life Insurance Foundation
NoVo Foundation
Karen and Christopher Payne Foundation
The Pew Charitable Trusts
The Pinkerton Foundation
Kenneth Rainin Foundation
The Rockefeller Foundation
Louise and Claude Rosenberg, Jr. Family Foundation
The San Francisco Foundation
Shinnyo-en Foundation
Silver Giving Foundation
The Spencer Foundation
Spunk Fund, Inc.
W. Clement & Jessie V. Stone Foundation
Stuart Foundation
The Stupski Family Foundation
The Sulzberger Foundation, Inc.
Surdna Foundation, Inc.
John Templeton Foundation
U.S. Department of Education
The Wallace Foundation
Wells Fargo Bank
<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>ACTIVITIES FOR BEGINNING LEVEL</td>
</tr>
<tr>
<td>ACTIVITIES FOR EXTENSION LEVEL</td>
</tr>
<tr>
<td>ACTIVITIES FOR SIPPS PLUS</td>
</tr>
<tr>
<td>ACTIVITIES FOR CHALLENGE LEVEL</td>
</tr>
<tr>
<td>APPENDIX</td>
</tr>
</tbody>
</table>
Intensive Multisensory Instruction for SIPPS suggests enhancements to the basic SIPPS routines that may be used with students with dyslexia or other significant challenges in learning to read. In this Handbook you will find additional multisensory instruction ideas to strengthen the connections among the students’ visual, auditory, and kinesthetic-tactile learning modes. These ideas can be smoothly incorporated into regular SIPPS lessons.
MULTISENSORY INSTRUCTION IN SIPPS

Teachers who use SIPPS are already familiar with the multimodal nature of the routines used in the program. Visual-auditory-vocal links are stressed in all lessons. The chart on pages 50–52 shows the multisensory instruction in each SIPPS lesson component.

INTENSIVE MULTISENSORY INSTRUCTION

Students who have learning challenges may benefit from simultaneous activation of learning modalities that include physical movement and tactile sensations. For these students, Intensive Multisensory Instruction for SIPPS provides variations that can be readily added to the original SIPPS routines. For example, new instruction for phonological awareness activities includes student arm and hand motions. The expanded routines for new spellings and sight words involve tracing and writing. In guided spelling, the students whisper as they write, and they point to each letter as they spell back what they have written. The multisensory additions suggested in this Handbook are summarized in column 3 of the chart on pages 50–52.

Distinctive Features of Intensive Multisensory Instruction for SIPPS

CONTENT

- Phonological awareness is enhanced by simultaneous hand movements.
- Phonics and sight words have added activities for tracing and writing.
- In guided spelling, students spell aloud as they write, and they point to each letter while spelling back what they have written.
- Beginning Level includes air and finger writing for phonics.
- Challenge Level includes tracing and writing of irregular sight syllables.

INSTRUCTION

- These intensive activities are done in addition to the regular SIPPS lesson components.
- Teacher-directed instructional methods are consistent with SIPPS.
- Increased options allow teachers to adapt instruction to the needs of the students.
Minimal additional teacher preparation is necessary. Some activities require materials such as pencils and some make use of *Trace and Write* student books or reproducible pages that are downloaded from the Learning Portal (ccclearningportal.org).

**MATERIALS**

- *Intensive Multisensory Instruction for SIPPS Handbook*
  
  Depending on the level:
  - *Trace and Write: Beginning Level*
  - *Trace and Write: Extension Level*
  - *Trace and Write: SIPPS Plus*
  - *Challenge Level Reproducibles Book*
  - Additional materials and videos available on the Learning Portal

**ASSESSMENT**

The *SIPPS* program includes diagnostic assessments that indicate where each student should be placed. It also provides periodic mastery tests that indicate whether the students are ready to progress to the next lesson. These assessments are not intended for diagnosis of dyslexia or other severe reading challenges.

If you have evidence from a student’s classroom performance that the student is at risk for reading problems or may have dyslexia, follow the procedures specified by your school and your district for diagnosis and support.

When using *Intensive Multisensory Instruction for SIPPS*, you may use the *SIPPS* placement and mastery assessments, but you may need to alter your procedures for administering them in accord with district accommodations. For example, some students with dyslexia are given additional time to take tests.
Using *Intensive Multisensory Instruction for SIPPS* in Your Classroom

Here are some suggestions for preparation and instruction:

- Familiarize yourself with each activity. If you are using SIPPS for the first time, view the routine videos and read the routines in Appendix A of the *Teacher’s Manual* for the level you will teach. The videos are available through 2-D barcodes in Appendix A and on the Learning Portal. You may want to wait to introduce the supplementary activities until you have become proficient at the regular SIPPS routines.

- Some of the activities, such as reviewing sounds and sight words, require teachers to print reproducible pages in advance. The time needed is minimal, and teachers can prepare for several lessons at the same time.

- The effectiveness of these multisensory activities comes from the simultaneous use of learning modalities. Teacher support is the key to the students fully benefiting from the activities. For example, when the students are writing the spelling of a new sound, the teacher needs to support them in saying the sound as they write. When the students trace a sight word, the teacher needs to monitor to ensure that the students spell the word aloud as they trace the letters.

Professional Literature

Clinicians for almost a century have described the benefits of multisensory instruction for students with severe reading problems (Fernald & Keller, 1921; Fletcher, Lyon, Fuchs, & Barnes, 2007, pp. 150-153; Gillingham & Stillman, 1997; Henry, 1998). Despite the decades of clinical investigation and profound insights by Grace Fernald, Dr. Samuel Orton, Anna Gillingham, and other leaders in the field, multisensory instruction has not been the subject of extensive research in education or psychology. The few published studies failed to show a pattern of support for multisensory techniques (Clark & Uhry, 2004, p. 94; Cowen, 2016; Moats & Farrell, 2005; What Works Clearinghouse, 2010). However, evidence from the cognitive and neurological sciences described by Moats and Farrell (2005) may provide a basis for multisensory instruction. In addition, evidence of the benefits of multisensory instruction continues to accumulate from teachers and clinicians, and multimodal teaching has become strongly advocated by such organizations as the International Dyslexia Association (2010) and noted scholars such as Louisa Cook Moats (Moats & Dakin, 2008). Multisensory instruction is now widely recommended for students with dyslexia and other major challenges in learning to read.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONOLOGICAL AWARENESS</td>
<td>3</td>
</tr>
<tr>
<td>Oral Blending of Phonemes: Hand Motions</td>
<td>3</td>
</tr>
<tr>
<td>Segmentation: Hand Motions</td>
<td>5</td>
</tr>
<tr>
<td>Segmentation: Sound Lines</td>
<td>6</td>
</tr>
<tr>
<td>PHONICS AND DECODABLE WORDS</td>
<td>7</td>
</tr>
<tr>
<td>Introduce Spelling-Sound Relationships: Air and Finger Writing</td>
<td>7</td>
</tr>
<tr>
<td>Introduce Spelling-Sound Relationships: Sound, Trace, and Write</td>
<td>9</td>
</tr>
<tr>
<td>Review Spelling-Sound Relationships:</td>
<td></td>
</tr>
<tr>
<td>Air and Finger Writing (optional)</td>
<td>10</td>
</tr>
<tr>
<td>Review Spelling-Sound Relationships:</td>
<td></td>
</tr>
<tr>
<td>Sound, Trace, and Write (optional)</td>
<td>10</td>
</tr>
<tr>
<td>SIGHT WORDS</td>
<td>11</td>
</tr>
<tr>
<td>Introduce Sight Words: Spell and Move</td>
<td>11</td>
</tr>
<tr>
<td>Introduce Sight Words: Say, Trace, and Write</td>
<td>11</td>
</tr>
<tr>
<td>Review Sight Words: Spell and Move (optional)</td>
<td>12</td>
</tr>
<tr>
<td>Review Sight Words: Say, Trace, and Write (optional)</td>
<td>13</td>
</tr>
<tr>
<td>GUIDED SPELLING AND SEGMENTATION</td>
<td>13</td>
</tr>
<tr>
<td>Guided Spelling and Segmentation: Whisper and Write</td>
<td>13</td>
</tr>
<tr>
<td>Guided Spelling and Segmentation: Point and Spell</td>
<td>14</td>
</tr>
</tbody>
</table>
ACTIVITIES FOR BEGINNING LEVEL

This section provides intensive simultaneous multimodal activities to enhance the multisensory instruction in SIPPS Beginning Level. The activities are intended to be used in addition to the regular routines for phonological awareness, phonics, sight words, and guided spelling. They may be easily integrated into the lesson.

You will note that for “Segmentation,” two choices are provided: “Hand Motions” and “Sound Lines”; both activities would not be done in one lesson. The enhanced activities for reviewing phonics and reviewing sight words are optional. You may determine that they are not essential for your students or your time may be limited. When you notice particularly challenging sounds or sight words, you can provide extra practice using the master student pages (BLM4–5). Note that the additions for “Guided Spelling and Segmentation” are incorporated into your regular routine; these are not separate activities.

Phonological Awareness

ORAL BLENDING OF PHONEMES: HAND MOTIONS

This activity incorporates hand movement into oral blending instruction. Using the words in “Oral Blending of Phonemes” in the day’s lesson, the students use the same hand motions on individual visual cues as you do on the visual cue. “Oral Blending of Phonemes” begins in Lesson 8 and appears in most lessons of Beginning Level.

No hand motions are used in Lessons 1–7. In these introductory lessons, the students become accustomed to the visual cue and your hand motions before they begin using the motions themselves.
**Preparation**

Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the list you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words on the list. (For Lesson 8, use the page with three blanks for both lists A and B.)

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

**Process**

Use the routine for “Oral Blending of Phonemes” found in Appendix A, “Routines” on pages 464–466 of the Beginning Level Teacher’s Manual with the addition that follows.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that after you say the sounds, they will repeat the sounds while making the same hand motions on their copies of the visual cue as you make on the board. They will point to the left of the blanks and sweep and pause as they say the phonemes. Then they will point to the left again and sweep to the right as they say the whole word.

**Example**  *(using man)*

*You: “I will say the sounds in a word. Then you will say the sounds while you point to each blank the way I do on the board.”*

› Point to the blanks on the board while sounding “mmāānn.”

› (The students repeat “mmāānn” while pointing on their page to one blank for each sound.)

*You: “Blend.”*

› (The students say “man” while sweeping under the blanks on their page as you do on the board.)

Repeat the instruction with the first word until all the students are able to make the hand motions and say the sounds and word. Then continue with the remaining words on the list.
SEGMENTATION: HAND MOTIONS

This activity incorporates hand movements into segmentation instruction. Using the words in “Segmentation” in the day’s lessons, the students use the same hand motions on an individual visual cue as you do on the visual cue. “Segmentation” begins in Lesson 11 and appears in most lessons of Beginning Level. In each lesson, use either this activity or “Segmentation: Sound Lines,” not both.

Preparation

Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the lesson you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words in the lesson. (For Lesson 11, use the page with two blanks for both list A and list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

Process

Use the routine for “Segmentation” found in Appendix A, “Routines” on pages 469-470 of the Beginning Level Teacher’s Manual with the additions that follow.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that they will repeat each word while making the same hand motions on their copies of the visual cue as you make on the board. They will point the left of the blanks and sweep to the right as they say the word. Then they will point to the left again and stop under each blank as they say each sound.

Example (using am)

You: “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say am.”

> (The students say am while sweeping their hand under the blanks on their page as you do on the board.)

You: “Sound am. Point to one blank for each sound.”

> (The students sound äâmm while pointing to a blank for each sound as you do on the board.)

Repeat the instruction with the first word until all the students are able to make the hand motions and say the word and sounds. Then continue with the remaining words on the list.
SEGMENTATION: SOUND LINES

This activity incorporates the movement of markers into segmentation instruction. Using the words for “Segmentation” in the day’s lesson, the students slide markers up a reproducible page as they segment the sounds in words. “Segmentation” begins in Lesson 11 and appears in most lessons of Beginning Level. In each lesson, use either this activity or “Segmentation: Hand Motions,” not both.

Preparation

Locate the appropriate page of the “Sound Lines” reproducible (BLM2) for the lesson you will be teaching. The number of blanks should correspond to the number of phonemes in the words in the lesson. (For Lesson 11, use the page with two blanks for both list A and list B.) Make a copy for each student. You may wish to laminate the pages or put them in sheet protectors, because the pages are used repeatedly.

Collect markers for the students. (Markers may be tiles, blocks, plastic chips, and so on.) You will need enough markers for each student to have the number corresponding to the number of phonemes in the words in the lesson you are teaching. For example, if the routine uses words with three phonemes, the “Sound Lines” page will have three blanks and each student will need three markers.

Process

Use the routine for “Segmentation” found in Appendix A, “Routines” on pages 469–470 of the Beginning Level Teacher’s Manual with the addition that follows.

Distribute the appropriate “Sound Lines” page and the markers to each student. Ask the students to place the page on their desks with the circles closest to them and to place one marker in each circle.

Tell the students that they will repeat each word after you and then say the sounds, pushing one marker up to the line as they say each sound in the word. The students will start at the left and move their markers in order as they say the sounds. Tell the students that they will move their markers back down to the circles after each word.
Example  \textit{(using in)}

\textit{You: “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say in.”}

\textit{› (The students say in while sweeping their hand under the blanks on their page as you do on the board.)}

\textit{You: “Sound in. Push one marker up to the line as you say each sound.”}

\textit{› (The students sound îînn while moving the left marker up to the line for /i/ and the second marker up to the line for /n/.)}

\textit{You: “Now move your markers back down to the circles.”}

Repeat the instruction with the first word to ensure that the students understand the procedure before going on to the next word. Then continue with the remaining words on the list.

Phonics and Decodable Words

INTRODUCE SPELLING-SOUND RELATIONSHIPS: AIR AND FINGER WRITING

These activities provide large motor and tactile associations for the spelling of sounds. The students write the spelling of the sound in the air, and then they write on their desks with their finger. “Introduce Spelling-Sound Relationships” is introduced in Lesson 1A and appears in most lessons in \textit{Beginning Level}.

Variations are sometimes recommended in the professional literature: tracing letters that have been printed onto a rough surface; tracing letters cut from fabric and glued onto cards; finger writing in a sand tray or on a piece of carpet. You may wish to use one of these alternatives if it is available.

\textbf{Preparation}

Gather the sound cards for the new sounds in the day’s lesson.

\textbf{Process}

Tell the students that you will show a sound card, everyone will say the sound together, and then the students will air write and finger write the spelling for the sound. Use the following steps.
STEP 1: AIR WRITE

› Hold up the card for /s/.

You: “We will say /s/ together and at the same time write the spelling for /s/ in the air. Use your whole arm.”

› (The students write.)

› Hold up the card for /s/.

You: “We will say /s/ together and at the same time write the spelling for /s/ in the air again. This time use just your finger.” The students write.

› Repeat as time allows.

STEP 2: LOOK AND FINGER WRITE

› Hold up the card for /s/.

You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger. Make it fill the whole desk.”

› (The students write.)

› Hold up the card for /s/.

You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger. Make it very small.”

› (The students write.)

› Repeat as time allows.

STEP 3: FINGER WRITE WITHOUT LOOKING

› Hold up the card for /s/.

You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger, but try not to look at the card. If you’re not sure, it’s OK to look at the card. Make it fill the whole desk.”

› (The students write.)

› Hold up the card for /s/.

You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger, but try not to look at the card. If you’re not sure, it’s OK to look at the card. Make it very small.”

› (The students write.)

› Repeat as time allows.
INTRODUCE SPELLING-SOUND RELATIONSHIPS:
SOUND, TRACE, AND WRITE

In these activities the students both trace and write while they say the sounds of the new spellings. “Introduce Spelling-Sound Relationships” is introduced in Lesson 1A and appears in most lessons in Beginning Level.

Preparation
Gather the Trace and Write: Beginning Level student book for each student in the group and identify the appropriate page for the lesson you are teaching. Alternatively, locate the appropriate page of the “Trace and Write: Beginning Level” reproducible (BLM3) and make a copy for each student. The same page is used for “Trace and Write” for both sounds and sight words.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather index cards or something similar for the students to use for the “Cover and Write” step.

Process
Distribute the Trace and Write student books or copies of the “Trace and Write: Beginning Level” page. Distribute the cards and pencils. Tell the students that they will point to a spelling and then sound and trace it at the same time. Use the steps that follow.

STEP 1: TRACE
You: “Point to the spelling for /s/.”

› (The students point to s on their page.)
You: “Say /s/ and trace the spelling for /s/ at the same time.

› Monitor the students’ stroke sequence and guide as necessary.
› Repeat as time allows.

A variation is to have the students trace several times with different colors.

STEP 2: WRITE
You: “Point to the writing line next to /s/.”

› Support the students to identify the correct line.
You: “Say /s/ as you write the spelling for /s/.”

› Students write s.
STEP 3: COVER AND WRITE

You: “Point to the next writing line. Take your card and cover what you have written.”

Support the students.

You: “Say /s/ and write the spelling for /s/ at the same time. Try not to look at what you wrote before, but if you’re not sure, it’s OK to look. Then remove the card and check your work.”

REVIEW SPELLING-SOUND RELATIONSHIPS: AIR AND FINGER WRITING

These activities provide large motor and tactile associations for the spelling of sounds. The students write the spelling of the sound in the air, and then they write on their desks with their finger. “Review Spelling-Sound Relationships” is introduced in Lesson 1A and appears in all lessons in Beginning Level.

Preparation

Gather the sound cards for the review sounds from the day’s lesson.

Process

Tell the students that you will show a sound card, everyone will say the sound together, and then the students will air write and finger write the spelling for the sound as they say the sound. See “Introduce Spelling-Sound Relationships: Air and Finger Writing” on page 5 of this Handbook for the detailed procedure.

REVIEW SPELLING-SOUND RELATIONSHIPS: SOUND, TRACE, AND WRITE

When specific spelling-sound relationships prove especially difficult for the students to master, these activities will strengthen recognition through simultaneous seeing and saying with movement and writing. Use “Sound, Trace, and Write” only for especially challenging sounds, because the activity will add substantially to the length of the regular routine.
Preparation
Make a copy of the blank “Sound, Trace, and Write: Beginning Level Review” reproducible page (BLM4). In the left-hand column, write the spelling for each sound that the students especially need to practice. Then duplicate the page for each student.

Gather a pencil and index card for each student.

Process
You will tell the students which spelling to point to, have them say the sound, and have them trace and write while saying the sound. Use the trace and write process you use for new sounds. See “Introduce Spelling-Sound Relationships: Sound, Trace, and Write” on page 7 of this Handbook for the detailed procedure.

Sight Words

INTRODUCE SIGHT WORDS: SPELL AND MOVE
This activity incorporates movement to increase awareness of each letter in a sight word. The students tap a finger of one hand onto the palm of the other hand as they spell the sight word. “Introduce Sight Words” is introduced in Lesson 1A and appears in most lessons of Beginning Level.

Preparation
Gather the sight word cards for the review words in the day’s lesson.

Process
Have the students read, spell, read, spell, and read each word, tapping their palm with a finger of the other hand as they say each letter on the card.

INTRODUCE SIGHT WORDS: SAY, TRACE, AND WRITE
In these activities the students both trace and write the sight words while they spell the words aloud.

Preparation
Gather the Trace and Write: Beginning Level student book for each student in the group and identify the page that corresponds to the lesson you will be teaching. Alternatively, locate the appropriate page of the “Trace and Write: Beginning Level” reproducible (BLM3) for the lesson you are teaching. If you
have not already made copies for the students to use in “Introduce Spelling-sound Relationships: Sound, Trace, and Write,” make a copy for each student. Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

**Process**

Distribute the *Trace and Write* student books or copies of the “Trace and Write: Beginning Level” page. Tell the students that they will point to a word and read it, and then trace it while saying the name of each letter as they write. Use the steps that follow (using *see* as an example):

***STEP 1: TRACE***

*You:* “**Number 1. Point to see. Read.**”

*Students:* “*see*”

*You:* “**Trace see. Say the name of each letter as you trace it.**”

› Monitor the students’ stroke sequence and guide as necessary.

*You:* “**Read and spell what you traced. Point to each letter as you spell.**”

*Students:* “*see, s-e-e*”

› Repeat as time allows.

A variation is to have the students trace several times with different colors.

***STEP 2: WRITE***

*You:* “**Write see. Say the name of each letter as you write it.**”

› Monitor the students’ handwriting.

*You:* “**Read and spell what you wrote. Point to each letter as you spell.**”

*Students:* “*see, s-e-e*”

**REVIEW SIGHT WORDS: SPELL AND MOVE**

In this activity, movement is linked to the reading and spelling of review sight words. This is the same procedure suggested for introducing sight words.

**Preparation**

Gather the sight word cards for the review sight words in the day’s lesson.
Process
Have the students read, spell, read, spell, and read each word, tapping once on their palm as they say each letter in the word.

**REVIEW SIGHT WORDS: SAY, TRACE, AND WRITE**
When specific sight words prove especially difficult for the students to master, these activities will strengthen recognition through simultaneous seeing and saying with movement and writing. Use “Say, Trace, and Write” only for especially challenging words, because the activity will add substantially to the length of the regular routine.

**Preparation**
Make a copy of the blank “Say, Trace, and Write: Beginning Level Review” reproducible page (BLM5). In the left-hand column, write the sight words that the students especially need to practice. Then make a copy for each student.

Gather a pencil for each student.

**Process**
For each word on the “Say, Trace, and Write” page, use the same trace and write process suggested for introducing new sight words. See “Introduce Sight Words: Say, Trace, and Write” on page 9 of this Handbook for the detailed procedure.

**Guided Spelling and Segmentation**

**GUIDED SPELLING AND SEGMENTATION: WHISPER AND WRITE**
Incorporating additional oral spelling will strengthen the recognition and writing of decodable words and sight words.

**Process**
The master routines for “Guided Spelling and Segmentation” are found in Appendix A, “Routines” on pages 494-504 of the *Beginning Level Teacher’s Manual*. Add to the routines as follows:

- For sounds and decodable words: Have the students whisper each sound as they write the letter(s) for it.
For sight words: Have the students whisper the name of each letter as they write it.

GUIDED SPELLING AND SEGMENTATION: POINT AND SPELL

In this activity the students point to each letter while spelling aloud during Guided Spelling and Segmentation. The visual-vocal link is strengthened, and the students make a more accurate check of what they have written.

Process

The master routines for “Guided Spelling and Segmentation” are found in Appendix A, “Routines” on pages 494–504 of the Beginning Level Teacher’s Manual. Add to the checking step in the routines as follows:

- In lessons 1-12, “Dictation of Sounds,” you ask, “What sound did you write?” Have the students point to what they have written as well as say the sound.
- In lessons 13-55, “Dictation of Decodable Words,” you say, “Read and sound what you wrote.” Have the students point to each letter (or group of letters, for sounds that can be spelled with combinations of letters) they have written as they say the sound it represents.
- When checking a sight word, you say, “Read and spell what you wrote.” Have the students point to each letter they have written as they say its name.
PHONOLOGICAL AWARENESS .................................................. 18
  Oral Blending of Phonemes: Hand Motions .......................... 18
  Segmentation: Hand Motions .............................................. 19
  Segmentation: Sound Lines .................................................. 20

PHONICS AND DECODABLE WORDS ..................................... 21
  Introduce Spelling-Sound Relationships: Sound, Trace, and Write . 21
  Review Spelling-Sound Relationships:
    Sound, Trace, and Write (optional) .................................. 23

SIGHT WORDS ........................................................................ 24
  Introduce Sight Words: Spell and Move ............................... 24
  Introduce Sight Words: Say, Trace, and Write ...................... 24
  Review Sight Words: Spell and Move (optional) .................... 25
  Review Sight Words: Say, Trace, and Write (optional) .......... 26

GUIDED SPELLING .............................................................. 26
  Guided Spelling: Whisper and Write .................................... 26
  Guided Spelling: Point and Spell. ....................................... 27
ACTIVITIES FOR EXTENSION LEVEL

This section provides intensive simultaneous multimodal activities to enhance the multisensory instruction in SIPPS Extension Level, Lessons 1-40. The activities are intended to be used in addition to the regular routines for phonological awareness, phonics, sight words, and guided spelling. They may be easily integrated into the lesson.

Not all students who require intervention will need all the activities suggested. Use only the activities that are appropriate for a particular group of students. For some routines, two different possible activities are described. Use the one that most supports the particular group.

If your students need intensive multisensory instruction on the sounds and sight words covered in the 15 review lessons of Extension Level, they would be more appropriately placed in Beginning Level.

You will note that there is just one phonological awareness activity in each lesson of Extension Level. In the lessons that include segmentation, you have a choice between “Hand Motions” and “Sound Lines”; both activities would not be done in one lesson. The enhanced activities for reviewing phonics and reviewing sight words are optional. You may determine that they are not essential for your students or your time may be limited. Reproducible pages for the review “Trace and Write” activities include spellings or sight words that have been recently introduced. Note that the additions for Guided Spelling are incorporated into your regular routine; these are not separate activities.
Phonological Awareness

ORAL BLENDING OF PHONEMES: HAND MOTIONS

This activity incorporates hand movement into oral blending instruction. Using the words in “Oral Blending of Phonemes” in the day’s lesson, the students make the same hand motions on individual visual cues as you do on the visual cue. “Oral Blending of Phonemes” begins in Lesson 1 of Extension Level.

Preparation

Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the list you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the list. (For Lesson 1, use the page with four blanks for both list A and list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

Process

Use the routine for “Oral Blending of Phonemes” found in Appendix A, “Routines” on pages 386-387 of the Extension Level Teacher’s Manual with the addition that follows.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that after you say the sounds, they will repeat the sounds while making the same hand motions on their copies of the visual cue as you make on the board. They will point to the left of the blanks and sweep and pause as they sound the phonemes. Then they will point to the left again and sweep to the right as they say the whole word.

Example (using snap)

You: “I will say the sounds in a word. Then you will say the sounds while you point to each blank the way I do on the board.”

› Point to the blanks on the board while sounding “ssnnāāp.”
 › (The students repeat “ssnnāāp” while pointing on their page to one blank for each sound.)
   
   **You:** “**Blend.**”

 › (The students say “snap” while sweeping under the blanks on their page as you do on the board.)

Repeat the instruction with the first word until all the students are able to make the hand motions and say the sounds and word. Then continue with the remaining words on the list.

**SEGMENTATION: HAND MOTIONS**

This activity incorporates hand movement into segmentation instruction. Using the words in “Segmentation” in the day’s lesson, the students will make the same hand motions on individual visual cues as you do on the visual cue. “Segmentation” begins in Lesson 17 of *Extension Level*. In each lesson, use either this activity or “Segmentation: Sound Lines,” not both.

**Preparation**

Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the lesson you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words in the lesson. (For Lesson 17, use the page with five blanks for list A and the page with four blanks for list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

**Process**

Use the routine for “Segmentation” found in Appendix A, “Routines” on pages 388-389 of the *Extension Level Teacher’s Manual* with the addition that follows.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that they will repeat each word while making the same hand motions on their copies of the visual cue as you make on the board. They will point to the left of the blanks and sweep to the right as they say the word. Then they will point to the left again and stop under each blank as they say each sound.
Example  *(using flutes)*

*You:* “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say *flutes*.”

› (The students say *flutes* while sweeping their hand under the five blanks on their page as you do on the board.)

*You:* “Sound *flutes*. Point to one blank for each sound.”

› (The students sound /ff/ /ll/ /ɔʊ/ /t/ /ss/ while pointing to a blank for each sound as you do on the board.)

Repeat the instruction with the first word until all the students are able to make the hand motion and say the word and sounds. Then continue with the remaining words on the list.

**SEGMENTATION: SOUND LINES**

This activity incorporates the movement of markers into segmentation instruction. Using the words for “Segmentation” in the day’s lesson, the students slide markers up a reproducible page as they segment the sounds in words. “Segmentation” begins in Lesson 17 of *Extension Level*. In each lesson, use either this activity or “Segmentation: Hand Motions,” not both.

**Preparation**

Locate the appropriate page of the “Sound Lines” reproducible (BLM2) for the lesson you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words in the lesson. (For Lesson 17, use the page with five blanks for list A and the page with four blanks for list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors, because the pages are used repeatedly.

Collect markers for the students. (Markers may be tiles, blocks, plastic chips, and so on.) You will need enough markers for each student to have the number corresponding to the number of phonemes in the words in the lesson you are teaching. For example, if the routine uses words with five phonemes, the “Sound Lines” page will have five blanks and each student will need five markers.
Process

Use the routine for “Segmentation” found in Appendix A, “Routines” on pages 388–389 of the Extension Level Teacher’s Manual with the additions that follow.

Distribute the appropriate “Sound Lines” page and markers to each student. Ask the students to place the page on their desks with the circles closest to them and to place one marker in each circle.

Tell the students that they will repeat each word after you and then say the sounds, pushing one marker up to the line as they say each sound in the word. The students will start at the left and move their markers in order as they say the sounds.

Example  (using feeds)

*You:* “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say feeds.”

*›* (The students say feeds while sweeping their hand under the blanks on their page as you do on the board.)

*You:* “Sound feeds. Push one marker up to the line as you say each sound.”

*›* (The students sound /ff/ /ē / /d/ /zz/ while moving the left marker up to the line as they sound /ff/, moving the second marker up as they sound /ē/, and so forth.)

*You:* “Now move your markers back down to the circles.”

Repeat the instruction with the first word to ensure that the students understand the procedure before going on to the next word. Then continue with the remaining words on the list.

Phonics and Decodable Words

INTRODUCE SPELLING-SOUND RELATIONSHIPS: SOUND, TRACE, AND WRITE

In these activities the students both trace and write while they say the sounds of the new spellings. “Introduce Spelling-Sound Relationships” is introduced in Lesson 1 and appears in most lessons in Extension Level.
Preparation

Gather the *Trace and Write: Extension Level* student book for each student in the group and identify the appropriate page for the lesson you are teaching. Alternatively, locate the appropriate page of the “Sound, Trace, and Write: Extension Level” reproducible (BLM6) and make a copy for each student.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather the sound cards for the new sounds in the day’s lesson.

Process

Distribute the *Trace and Write* student books or copies of the “Sound, Trace, and Write: Extension Level” page and pencils. Tell the students that they will point to a spelling and sound and trace it at the same time. Then they will sound and write the spelling. Use the steps that follow (using *u_e* as an example) to introduce each part of the activity.

1. TRACE

*You:* “Number 5, *use.* Read the word.”

*Students:* “*use*”

*You:* “Point to the spelling for /ʊ/.”

› (The students point to *u* and *e* in *use* on their page.)

*You:* “Say /ʊ/ and trace the spelling for /ʊ/.

› Monitor and guide as necessary. Be sure the students are tracing just the boldface letters and saying the sound as they trace.

› Repeat as time allows.

A variation is to have the students trace several times with different colors.

2. WRITE

*You:* “Point to the writing line next to *use.*”

› Show the students the correct line.

› Hold up the card for *u_e*.
You: “Say /ū/ as you write the spelling for /ū/. Write as it is on this card, with a straight line between u and e. The line reminds us that a word has a consonant in that space.”

› (The students write u_e.)
You: “Point to the next writing line.”

› Support the students.
You: “Say /ū/ as you write the spelling for /ū/.”

› (The students sound and write u_e.)

**REVIEW SPELLING-SOUND RELATIONSHIPS: SOUND, TRACE, AND WRITE**

These optional activities will strengthen recognition through simultaneous seeing and saying with movement and writing. The “Sound, Trace, and Write: Extension Level Review” reproducible page includes the most recently introduced sounds. Both the preparation and the activities themselves will add substantially to the length of the regular routine.

**Preparation**

Make copies of the “Sound, Trace, and Write: Extension Level Review” reproducible page (BLM7) for the lesson you are teaching.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather the sound cards for the sounds on the “Sound, Trace, and Write” page that you have duplicated for this lesson.

**Process**

You will tell the students which spelling to point to, have them say the sound, and have them trace and then write while saying the sound. Use the trace and write process you use for new sounds. See “Introduce Spelling-Sound Relationships: Sound, Trace, and Write” on page 19 of this Handbook for the detailed procedure.
Sight Words

INTRODUCE SIGHT WORDS: SPELL AND MOVE
This activity incorporates movement to increase awareness of each letter in a sight word. The students tap a finger of one hand onto the palm of the other hand as they spell the sight word. “Introduce Sight Words” is introduced in Lesson 1 and appears in most lessons of Extension Level.

Preparation
Gather the sight word cards for the new words in the day’s lesson.

Process
Have the students read, spell, read, spell, and read each word, tapping their palm with a finger of the other hand as they say each letter in the word.

INTRODUCE SIGHT WORDS: SAY, TRACE, AND WRITE
In these activities the students both trace and write the new sight words while they spell the words aloud.

Preparation
Gather the Trace and Write: Extension Level student book for each student in the group and identify the page that corresponds to the lesson you will be teaching. Alternatively, locate the appropriate page of the “Say, Trace, and Write: Extension Level” reproducible (BLM8) and make a copy for each student.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Process
Distribute the Trace and Write student books or copies of the “Say, Trace, and Write: Extension Level” page. Tell the students that they will point to a word and read it and then trace and write the word saying the name of the letter as they write it. Use the steps that follow (using their as an example).
1. TRACE
You: “Number 1. Point to *their*. Read.”
Students: “their”
You: “Trace *their*. Say the name of each letter as you trace it.”
› Monitor and guide as necessary.
You: “Read and spell what you traced. Point to each letter as you spell.”
Students: “their, t-h-e-i-r”
› Repeat as time allows.
A variation is to have the students trace several times with different colors.

2. WRITE
You: “Point to the writing line next to *their*.”
› Show the students the correct line.
You: “Write *their*. Say the name of each letter as you write it.”
› Monitor the students’ handwriting.
You: “Read and spell what you wrote. Point to each letter as you spell.”
Students: “their, t-h-e-i-r”

**REVIEW SIGHT WORDS: SPELL AND MOVE**
In this activity, movement is linked to the reading and spelling of review sight words. This is the same procedure suggested for introducing sight words.

**Preparation**
Gather the sight word cards for the review sight words in the day’s lesson.

**Process**
Have the students read, spell, read, spell, and read each word, tapping their palm with a finger of the other hand as they say each letter in the word.
REVIEW SIGHT WORDS: SAY, TRACE, AND WRITE
These optional activities will strengthen recognition through simultaneous seeing and saying with movement and writing. The “Say, Trace, and Write: Extension Level Review” reproducible page includes the most recently introduced words. The activities will add substantially to the length of the regular routine.

Preparation
Locate the appropriate page of the “Say, Trace, and Write: Extension Level Review” reproducible (BLM9) for the lesson you are teaching and make a copy of that page for each student.

Gather pencils for the students.

Process
For each word on the review “Say, Trace, and Write” page, use the same process suggested for introducing new sight words. See “Introduce Sight Words: Say, Trace, and Write” on page 22 of this Handbook for the detailed procedure.

GUIDED SPELLING: WHISPER AND WRITE
Incorporating additional oral spelling into Guided Spelling will strengthen the recognition and writing of decodable words and sight words.

Process
The master routines for Guided Spelling are found in Appendix A, “Routines” on pages 409-413 of the Extension Level Teacher’s Manual. Add to the routines as follows:

- For decodable words: Have the students whisper each sound as they write the letter(s) for it.
- For sight words: Have the students whisper the name of each letter as they write it.
GUIDED SPELLING: POINT AND SPELL

In this activity the students point to each letter while spelling aloud during Guided Spelling. The visual-vocal link is strengthened, and the students make a more accurate check of what they have written.

Process

The master routines for “Guided Spelling” are found in Appendix A, “Routines” on pages 409–413 of the Extension Level Teacher’s Manual. Add to the checking step in the routines by having the students point to each letter as they spell the word back.
PHONOLOGICAL AWARENESS .............................. 31
  Oral Blending of Phonemes: Hand Motions .................. 31
  Segmentation: Hand Motions .................................. 33
  Segmentation: Sound Lines .................................... 34

PHONICS AND DECODABLE WORDS ...................... 35
  Introduce Spelling-Sound Relationships, Lessons 1–15:
    Air and Finger Writing ........................................ 35
  Introduce Spelling-Sound Relationships:
    Sound, Trace, and Write ...................................... 37
  Review Spelling-Sound Relationships:
    Sound, Trace, and Write (optional) ........................ 38

SIGHT WORDS .............................................. 39
  Introduce Sight Words: Spell and Move ....................... 39
  Introduce Sight Words: Say, Trace, and Write .............. 39
  Review Sight Words: Spell and Move (optional) ........... 40
  Review Sight Words: Say, Trace, and Write (optional) ... 41

GUIDED SPELLING ........................................ 41
  Guided Spelling: Whisper and Write ......................... 41
  Guided Spelling: Point and Spell ............................ 42
This section provides intensive simultaneous multimodal activities to enhance the multisensory instruction in SIPPS Plus. The activities are intended to be used in addition to the regular routines for phonological awareness, phonics, sight words, and guided spelling. They may be easily integrated into the lesson.

You will note that for “Segmentation,” two choices are provided: “Hand Motions” and “Sound Lines”; both activities would not be done in one lesson. The enhanced activities for reviewing phonics and reviewing sight words are optional. You may determine that they are not essential for your students or your time may be limited. Reproducible pages for the review “Trace and Write” activities include spellings or sight words that have been recently introduced. Note that the additions for Guided Spelling are incorporated into your regular routine; these are not separate activities.

### Phonological Awareness

**ORAL BLENDING OF PHONEMES: HAND MOTIONS**

This activity incorporates hand movement into oral blending instruction. Using the words in “Oral Blending of Phonemes” in the day’s lesson, the students make the same hand motions on individual visual cues as you do on the visual cue. “Oral Blending of Phonemes” begins in Lesson 1 of SIPPS Plus.
Preparation
Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the list you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the list. (For Lesson 1, use the page with three blanks for list A and for list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

Process
Use the routine for “Oral Blending of Phonemes” found in Appendix A, “Routines” on pages 480–481 of the *SIPPS Plus Teacher’s Manual* with the addition that follows.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that after you say the sounds, they will repeat the sounds while making the same hand motions on their copies of the visual cue as you make on the board. They will point to the left of the blanks and sweep and pause as they sound the phonemes. Then they will point to the left again and sweep to the right as they say the whole word.

Example  *(using snap)*

You: “I will say the sounds in a word. Then you will say the sounds while you point to each blank the way I do on the board.”

› Point to the blanks on the board while sounding “ssnnăăp.”

› (The students repeat “ssnnăăp” while pointing on their page to one blank for each sound.)

You: “Blend.”

› (The students say “snap” while sweeping under the blanks on their page as you do on the board.)

Repeat the instruction with the first word until all the students are able to make the hand motions and say the sounds and word. Then continue with the remaining words on the list.
SEGMENTATION: HAND MOTIONS

This activity incorporates hand movement into segmentation instruction. Using the words in “Segmentation” in the day’s lesson, the students make the same hand motions on individual visual cues as you do on the visual cue. “Segmentation” begins in Lesson 1 of SIPPS Plus. In each lesson, use either this activity or “Segmentation: Sound Lines,” not both.

**Preparation**

Locate the appropriate page of the “Phonological Awareness Visual Cue” reproducible (BLM1) for the lesson you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words in the lesson. (For Lesson 1, use the page with three blanks for list A and for list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

**Process**

Use the routine for “Segmentation” found in Appendix A, “Routines” on page 482 of the SIPPS Plus Teacher’s Manual with the addition that follows.

Distribute the “Phonological Awareness Visual Cue” page to each student. Tell the students that they will repeat each word while making the same hand motions on their copies of the visual cue as you make on the board. They will point to the left of the blanks and sweep to the right as they say the word. Then they will point to the left again and stop under each blank as they say each sound.

**Example** *(using flutes)*

*You:* “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say flutes.”

› (The students say *flutes* while sweeping their hand under the 5 blanks on their page as you do on the board.)

*You:* “Sound flutes. Point to one blank for each sound.”

› (The students sound /ff/ /ll/ /oo/ /t/ /ss/ while pointing to a blank for each sound as you do on the board.)
Repeat the instruction with the first word until all the students are able to make the hand motions and say the word and sounds. Then continue with the remaining words on the list.

SEGMENTATION: SOUND LINES

This activity incorporates the movement of markers into segmentation instruction. Using the words for “Segmentation” in the day’s lesson, the students slide markers up a reproducible page as they segment the sounds in words. “Segmentation” begins in Lesson 1 of SIPPS Plus. In each lesson, use either this activity or “Segmentation: Hand Motions,” not both.

Preparation

Locate the appropriate page of the “Sound Lines” reproducible (BLM2) for the lesson you will be teaching. The number of blanks on the page should correspond to the number of phonemes in the words in the lesson. (For Lesson 1, use the page with three blanks for list A and for list B.) Make a copy for each student.

You may wish to laminate the pages or put them in sheet protectors because the pages are used repeatedly.

Collect markers for the students. (Markers may be tiles, blocks, plastic chips, and so on.) You will need enough markers for each student to have the number corresponding to the number of phonemes in the words in the lesson you are teaching. For example, if the routine uses words with three phonemes, the “Sound Lines” page will have three blanks and each student will need three markers.

Process

Use the routine for “Segmentation” found in Appendix A, “Routines” on page 482 of the SIPPS Plus Teacher’s Manual with the addition that follows.

Distribute the appropriate “Sound Lines” page and markers to each student. Ask the students to place the page on their desks with the circles closest to them and to place one marker in each circle.

Tell the students that they will repeat each word after you and then say the sounds, pushing one marker up to the line as they say each sound in the word. The students will start at the left and move their markers in order as they say the sounds. Tell the students that they will move their markers back down to the circles after each word.
Example  (using feeds)

You: “I will say a word. You repeat the word and sweep your hand under the blanks on your page the way I do on the board. Say feeds.”

› (The students say feeds while sweeping their hand under the blanks on their page as you do on the board.)
You: “Sound feeds. Push one marker up to the line as you say each sound.”

› (The students sound /ff/ /ē / /d/ /zz/ while moving the left marker up to the line as they sound /ff/, moving the second marker up as they sound /ē/, and so forth.)
You: “Now move your markers back down to the circles.”

Repeat the instruction with the first word to ensure that the students understand the procedure. Then continue with the remaining words on the list.

Phonics and Decodable Words

INTRODUCE SPELLING-SOUND RELATIONSHIPS, LESSONS 1–15: AIR AND FINGER WRITING

These activities provide large motor and tactile associations for the spelling of sounds. The students write the spelling of the sound in the air, and then they write on their desks with their finger. “Air and Finger Writing” is suitable to be used in Lessons 1–15 of SIPPS Plus.

Variations are sometimes recommended in the professional literature: tracing letters that have been printed onto a rough surface; tracing letters cut from fabric and glued onto cards; finger writing in a sand tray or on a piece of carpet. You may wish to use one of these alternatives if it is available.

Preparation

Gather the sound cards for the new sounds in the day’s lesson.

Process

Tell the students that you will show a sound card, everyone will say the sound together, and then they will air write and finger write the sound. Use the steps that follow (using /s/ as an example) to introduce air and finger writing.
STEP 1: AIR WRITE

› Hold up the card for /s/.

   You: “We will say /s/ together and at the same time write the spelling for /s/ in the air. Use your whole arm.”

› (The students write.)

› Hold up the card for /s/.

   You: “We will say /s/ together and at the same time write the spelling for /s/ in the air again. This time use just your finger.”

› (The students write.)

› Repeat as time allows.

STEP 2: LOOK AND FINGER WRITE

› Hold up the card for /s/.

   You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger. Make it fill the whole desk.”

› (The students write.)

› Hold up the card for /s/.

   You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger. Make it very small.”

› (The students write.)

› Repeat as time allows.

STEP 3: FINGER WRITE WITHOUT LOOKING

› Hold up the card for /s/.

   You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger, but try not to look at the card. If you’re not sure, it’s OK to look at the card. Make it fill the whole desk.”

› (The students write.)

› Hold up the card for /s/.

   You: “Say /s/ and at the same time write the spelling for /s/ on your desk with your finger, but try not to look at the card. If you’re not sure, it’s OK to look at the card. Make it very small.”

› (The students write.)

› Repeat as time allows.
INTRODUCE SPELLING-SOUND RELATIONSHIPS: 
SOUND, TRACE, AND WRITE

In these activities the students both trace and write while they say the sounds of the new spelling. “Introduce Spelling-Sound Relationships” is introduced in Lesson 1 of SIPPS Plus.

Preparation

Gather the Trace and Write: SIPPS Plus student book for each student in the group and identify the page that corresponds to the lesson you will be teaching. Alternatively, locate the appropriate page of the “Sound, Trace, and Write: SIPPS Plus” reproducible (BLM10) and make a copy for each student.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather the sound cards for the new spellings you introduced in the day’s lesson.

Process

Distribute the pencils and the Trace and Write student books or copies of the “Sound, Trace, and Write: SIPPS Plus” page. Tell the students that they will point to a spelling and then sound and trace it at the same time. Then they will sound and write the spelling. Use the steps that follow (using /ū/ as an example) to introduce each part of the activity.

1. TRACE

You: “Number 5, use. Read the word.”

Students: “use”

You: “Point to the spelling for /ū/.”

› (The students point to u and e in use on their page.)

You: “Say /ū/ and trace the spelling for /ū/.

› Monitor and guide as necessary. Be sure the students are tracing just the boldface letters and saying the sound as they trace.

› Repeat as time allows.

A variation is to have the students trace several times with different colors.
2. WRITE
You: “Point to the writing line next to use.”

› Show the students the correct line.

› Hold up the card for u_e.
You: “Say /ū/ as you write the spelling for /ū/. Write as it is on this card, with a straight line between u and e. The line reminds us that a word has a consonant in that space.”

› (The students write u_e.)
You: “Point to the next writing line.”

› Support the students as needed to identify the correct line.
You: “Say /ū/ as you write the spelling for /ū/.”

› (The students sound and write u_e.)

REVIEW SPELLING-SOUND RELATIONSHIPS: SOUND, TRACE, AND WRITE

These optional activities strengthen recognition through simultaneous seeing and saying with movement and writing. The “Sound, Trace, and Write: SIPPS Plus Review” reproducible page includes the most recently introduced sounds.

Preparation

Make copies of the “Sound, Trace, and Write: SIPPS Plus Review” reproducible page (BLM11) for the lesson you are teaching.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather the sound cards for the sounds that are reviewed on the “Sound, Trace, and Write” page that you have duplicated for this lesson.
Process
You will tell the students which spelling to point to, have them say the sound, and have them trace and then write the sound while saying the sound. Use the “Sound, Trace, and Write” procedure you use for new sounds. See “Introduce Spelling-Sound Relationships: Sound, Trace, and Write” on page 35 of this Handbook for the detailed procedure.

Sight Words

INTRODUCE SIGHT WORDS: SPELL AND MOVE
This activity incorporates movement to increase awareness of each letter in a sight word. The students tap a finger of one hand onto the palm of the other hand as they spell the sight word. “Introduce Sight Words” is introduced in Lesson 1 of SIPPS Plus.

Preparation
Gather the sight word cards for the new sight words in the day’s lesson.

Process
Have the students read, spell, read, spell, and read each word, tapping their palm with a finger of the other hand as they say each letter in the word.

INTRODUCE SIGHT WORDS: SAY, TRACE, AND WRITE
In these activities the students both trace and write the new sight words while spelling the words aloud.

Preparation
Gather the Trace and Write: SIPPS Plus student book for each student in the group and identify the page that corresponds to the lesson you will be teaching. Alternatively, locate the appropriate page of the “Say, Trace, and Write: SIPPS Plus” reproducible (BLM12) and make a copy for each student.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.
Process
Distribute the Trace and Write student books or copies of the “Say, Trace, and Write: SIPPS Plus” page. Tell the students that they will point to a word and read it, and then trace or write it as they say the letter names. You might use the steps that follow (using their as an example):

1. TRACE
   You: “Number 1. Point to their. Read.”
   Students: “their”
   You: “Trace their. Say the name of each letter as you trace it.”
   › Monitor and guide as necessary.
   You: “Read and spell what you traced. Point to each letter as you spell.”
   Students: “their, t-h-e-i-r”
   › Repeat as time allows.
   A variation is to have the students trace several times with different colors.

2. WRITE
   You: “Point to the writing line next to their.”
   › Support the students to identify the correct line.
   You: “Write their. Say the name of each letter as you write it.”
   › Monitor the students’ handwriting.
   You: “Read and spell what you wrote. Point to each letter as you spell.”
   Students: “ their, t-h-e-i-r”

REVIEW SIGHT WORDS: SPELL AND MOVE
In this optional activity, movement is linked to the reading and spelling of review sight words. This is the same procedure suggested for introducing sight words.

Preparation
Gather the sight word cards for the review sight words in the day’s lesson.

Process
Have the students read, spell, read, spell, and read each word, tapping their palm with a finger of the other hand as they say each letter in the word.
**REVIEW SIGHT WORDS: SAY, TRACE, AND WRITE**

These activities will strengthen recognition through simultaneous seeing and saying with movement and writing. The “Say, Trace, and Write: SIPPS Plus Review” reproducible page includes the most recently introduced words. The activity will add substantially to the length of the regular routine.

**Preparation**

Locate the appropriate page of the “Say, Trace, and Write: SIPPS Plus Review” reproducible (BLM13) for the lesson you are teaching and make a copy of that page for each student.

Gather pencils for the students.

**Process**

For each word on the review “Say, Trace, and Write” page, use the same process suggested for introducing new sight words. See “Introduce Sight Words: Say, Trace, and Write” on page 37 of this Handbook for the detailed procedure.

**GUIDED SPELLING: WHISPER AND WRITE**

Incorporating additional sounding and oral spelling into Guided Spelling will strengthen the recognition and writing of decodable words and sight words.

**Process**

The master routines for “Guided Spelling” are found in Appendix A, “Routines” on pages 512–517 of the SIPPS Plus Teacher’s Manual. Add to the routines as follows:

- For decodable words: Have the students whisper each sound as they write the letter(s) for it.
- For sight words: Have the students whisper the name of each letter as they write it.
GUIDED SPELLING: POINT AND SPELL

In this activity the students point to each letter while spelling aloud during Guided Spelling. The visual-vocal link is strengthened, and the students make a more accurate check of what they have written.

Process

The master routines for Guided Spelling are found in Appendix A, “Routines” on pages 512–517 of the SIPPS Plus Teacher’s Manual. Add to the checking step in the routines by having the students point to each letter as they spell the word back.
SIGHT SYLLABLES ........................................ 45
   Sight Syllables: Say, Trace, and Write (for irregular sight syllables) ... 45

GUIDED SPELLING ........................................ 48
   Guided Spelling: Whisper and Write .................................. 48
   Guided Spelling: Point and Spell ...................................... 48
This section provides intensive simultaneous multimodal activities to enhance the multisensory instruction in SIPPS Challenge Level. The activities are intended to be used in addition to the regular routines for irregular sight syllables and guided spelling. They may be easily integrated into the lesson.

The “Say, Trace, and Write” activity incorporates both new and review syllables. Note that the additions for Guided Spelling are incorporated into your regular routine; these are not separate activities.

If your students need intensive multisensory instruction on the material covered in the optional Single-syllable Phonics strand, they would be better placed in Extension Level or SIPPS Plus.

Several of the core activities in Challenge Level are experience-based rather than mastery-based. “Morphemic Transformations,” “Reading by Syllables,” and “Reading Entire Words” provide extensive guided practice with the complex strategies for flexible identification of syllables in words. The most appropriate multisensory instruction for experience-based syllabication instruction is the visual-vocal-auditory approach found in the regular Challenge Level routines.

### Sight Syllables

**SIGHT SYLLABLES: SAY, TRACE, AND WRITE (FOR IRREGULAR SYLLABLES)**

These activities will strengthen recognition through simultaneous seeing and saying with movement and writing. The students both trace and write as they read the syllables. About twenty of the lessons in Challenge Level include irregular sight syllables. From Lesson 11 though Lesson 35 the students write four new and review irregular sight syllables in each lesson. The reproducible pages are available on the Learning Portal or in the Challenge Level Reproducibles book.
Preparation

Locate the appropriate page of the “Say, Trace, and Write: Challenge Level” reproducible and make a copy for each student. Be sure to locate the page for the list (A(BLM14), B(BLM15), or C(BLM16)) you are using with this group of students.

Gather pencils for the students. If you wish to vary this activity by having the students trace with different colors, gather colored pencils for each student.

Gather a blank card for each student to use during the “Cover and Write” step.

Process

Distribute copies of the “Say, Trace, and Write: Challenge Level” page, pencils, and blank cards. Tell the students that they will point to a syllable and read it, and then trace or write it while saying the name of each letter in the syllable.

Some sight syllables that the students have learned are part of a syllable, for example, er in winner. Others are roots that often appear across several syllables in a word, such as meter in barometer or port in transportation.

Note that you read each word to the students. The students are not expected to read the words in the “Say, Trace, and Write” activity independently. Instead they focus on the irregular sight syllables in gray in the words. The words in “Say, Trace, and Write” show the students how the irregular syllables appear in a variety of words.

When the irregular syllable has a meaning that has been taught, remind the students of the meaning and define the word in which it appears. For example, “Meter means ‘measure.’ A thermometer measures temperature.”

Use the steps that follow (using the syllable er as an example) to introduce each part of the activity.

1. TRACE

You: “Number 1, winner. Read the word.”

Students: “winner”
You: “Point to er. Read.”

Students: “er”

You: “Trace er. Say the name of each letter as you trace it.”

› Monitor and guide as necessary.

› (The students trace er while saying “e-r.”)

You: “Read and spell what you traced. As you spell, make a small dot under each letter.”

Students: “er, e-r.”

› Repeat as time allows.

A variation is to have the students trace several times with different colors.

2. WRITE

You: “Point to the writing line next to er.”

› Show the students the correct line.

You: “Write er. Say the name of each letter as you write it.”

› (The students write er.)

You: “Read and spell what you wrote. As you spell, make a small dot under each letter.”

Students: “er, e-r.”

3. COVER AND WRITE

You: “Point to the next writing line. Take your card and cover what you have written.”

You: “Say er and then write er. Try not to look at what you wrote before, but if you’re not sure, it’s OK to look. Say the name of each letter as you write. Then uncover your work and check.”

› Demonstrate for the students.

› (The students write and check.)
Guided Spelling

GUIDED SPELLING: WHISPER AND WRITE
Incorporating additional oral spelling will strengthen the recognition and writing of syllables.

Process
The master routine for “Guided Spelling” is found in Appendix A, “Routines” on pages 545-553 of the Challenge Level Teacher’s Manual. Add to the routine by having the students whisper the name of each letter as they write it.

GUIDED SPELLING: POINT AND SPELL
As the students spell back the word they have written, they make a small dot under each letter. The visual-vocal link is strengthened, and the students make a more accurate check of what they have written.

Process
The master routine for “Guided Spelling” is found in Appendix A, “Routines” on pages 545-553 of the Challenge Level Teacher’s Manual. Add to the checking step in the routine by having the students use their pencil to point under each letter they have written and make a small dot as they spell back chorally.
Simultaneous Multisensory Instruction in SIPPS and Intensive Multisensory Instruction for SIPPS

<table>
<thead>
<tr>
<th></th>
<th>visual; “look”</th>
<th>kinesthetic-tactile, movement; “move”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ear</td>
<td>auditory; “listen”</td>
<td>kinesthetic-tactile, feeling; “touch”</td>
</tr>
<tr>
<td>mouth</td>
<td>kinesthetic-tactile, vocal; “say”</td>
<td>kinesthetic-tactile, writing; “write”</td>
</tr>
</tbody>
</table>

This chart shows the learning modalities simultaneously activated in each lesson component of SIPPS (column 2) and the intensive multisensory supplement (column 3).

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>SIPPS</th>
<th>INTENSIVE SIPPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /></td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /></td>
</tr>
<tr>
<td>Spelling-Sound Relationships</td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /></td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /> <img src="%E2%9C%93" alt="Writing" /></td>
</tr>
<tr>
<td>Sight Words</td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /></td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /> <img src="%E2%9C%93" alt="Writing" /></td>
</tr>
<tr>
<td>Reading a Story/ Rereading a Story</td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /></td>
<td></td>
</tr>
<tr>
<td>Guided Spelling and Segmentation</td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /></td>
<td><img src="%E2%9C%93" alt="Visual" /> <img src="%E2%9C%93" alt="Auditory" /> <img src="%E2%9C%93" alt="Kinesthetic-Tactile" /> <img src="%E2%9C%93" alt="Vocal" /> <img src="%E2%9C%93" alt="Writing" /></td>
</tr>
</tbody>
</table>

© Center for the Collaborative Classroom
<table>
<thead>
<tr>
<th>EXTENSION</th>
<th>SIPPS</th>
<th>INTENSIVE SIPPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Spelling-Sound Relationships</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Polysyllabic Words</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Sight Words</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Guided Spelling</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Reading Decodable Stories</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Spelling-Sound Relationships</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Polysyllabic Words</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Sight Words</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Guided Spelling</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Reading a Selection</td>
<td>✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix: SIPPS Intensive Multisensory Instruction for SIPPS®

<table>
<thead>
<tr>
<th>Challenge</th>
<th>SIPPS</th>
<th>INTENSIVE SIPPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabic Transformations</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Morphemic Transformations</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Sight Syllables</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Reading by Syllables</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Reading Entire Words</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Guided Spelling</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Berninger, V.W., & Wolf, B.J. (2009). Teaching students with dyslexia and

Baltimore: Paul H. Brookes.

Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). Road to the
code: A phonological awareness program for young children. Baltimore:
Paul H. Brookes.


what-is-structured-literacy/

Fernald, G.M., & Keller, H. (1921). The effect of kinaesthetic factors in the
development of word recognition in the case of non-readers. Journal of
proxy.lib.csus.edu/stable/127524560

disabilities: From identification to intervention. New York: Guilford.

training for children with specific disability in reading, spelling, and penmanship

with learning disabilities: A review. Learning Disability Quarterly, 22 (2),
ldqa/22/2

Gray, E.S. (2008). Understanding dyslexia and its instructional implications:
A case to support intense intervention. Literacy Research and Instruction, 47
(2), 116-123.


