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BASIC PHONICS

TUTOR™

Beginning Consonant Blends & Digraphs

Robert G. Forest

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PATIENT TUTOR™

BASIC PHONICS

Beginning Consonant Blends & Digraphs

Robert G. Forest

CURRICULUM ASSOCIATES

Basic Phonics: Beginning Consonant Blends and Digraphs is a computer program designed for special-needs students in grades 2-8 who require basic instruction in phonics. The program is designed to help students recognize, practice, and reinforce beginning consonant blends and digraphs through picture, word, letter, and sentence clues.

The words used in the **Beginning Consonant Blends and Digraphs** program are high-frequency words. Most words appear in *The Dale List of 769 Easy Words* and the *Dolch Basic Sight Vocabulary of 220 Words.*

The **Basic Phonics: Beginning Consonant Blends and Digraphs** computer program is contained on one disk and is compatible with the Apple® II computer series (including Apple® II+, IIe, and IIc). The program requires 64K memory and runs on a single disk drive.

- provides a pretest and a post test for student placement
- tutors the students through interactive activities
- provides high-interest activities in an easy-to-use format
- focuses on the development of a single concept
- employs high-frequency words
- requires minimal student keyboarding
- provides immediate feedback
- uses clues for correcting errors
- presents four levels of difficulty
- offers scoring for student record keeping and motivation
- requires minimal teacher involvement

Basic Phonics: Beginning Consonant Blends and Digraphs includes four levels of difficulty: Picture Clues, Word Clues, Letter Clues, and Sentence Clues. Word Clues and Sentence Clues have two parts—

one for blends and one for digraphs.

- **Picture Clues: Blends**—Students identify the beginning consonant blend of two words by using picture clues.
- **Word Clues: Blends**—Students identify a word that begins with the same consonant blend as three clue words.
- **Letter Clues: Blends**—Students identify the consonant blend that begins three clue words.
- **Sentence Clues: Blends**—Students identify the beginning consonant blend that is missing from a word in a clue sentence.
- **Word Clues: Digraphs**—Students identify a word that begins with the same consonant digraph as three clue words.
- **Sentence Clues: Digraphs**—Students identify the beginning consonant digraph that is missing from three words in a clue sentence.

The placement of a student in one or more of these four levels is determined through observation and analysis of testing information. (See below.)

TO BEGIN

First, you must determine which students will benefit from the **Beginning Consonant Blends and Digraphs** program. The following sources of information can help you make this decision:

- observations made in the classroom as the student participates in reading and language activities
- test results obtained through the "Substitutes Initial Blend and Digraph Sounds" assessment in the Word Analysis section of the *BRIGANCE® Comprehensive Inventory of Basic Skills*
- formal and informal tests administered by the classroom teacher, the reading teacher, or the special-needs teacher

Next, you must decide at which level each student should be placed. Generally, students at the beginning of the reading continuum will start with Picture Clues. Students experiencing difficulty with the *BRIGANCE®* "Substitutes Initial Blend and Digraph Sounds" assessment will also start at this level.

Students not needing visual clues will begin with Word Clues (completing both blends and digraphs) or the more difficult Letter Clues. Students needing only a review of beginning consonant blends and digraphs will work with Sentence Clues: Blends and Sentence Clues: Digraphs.

If you require additional information before assigning a student to a level, administer the pretest included with this Teacher's Guide. The pretest, which is printed on blackline masters, contains sample exercises from the four levels of difficulty.

Administering the Pretest
For the best results, administer the pretest individually. Read the directions to the student to make sure he or she understands what is expected. It is recommended that you remain with the student during the testing session. Stop when the student has made two errors in a section, except as noted below under **Placing the Student**.

Scoring
Score 1 point for each of the numbered test items. Maximum number of points for each section is 4.

Pretest Answers

A		B		C		D	
1a.	br	1b.	blew	1c.	st	1d.	fl
2a.	st	2b.	step	2c.	pl	2d.	gr
3a.	sn	3b.	knife	3c.	fr	3d.	sh
4a.	fl	4b.	chair	4c.	cl	4d.	th

Placing the Student
Assign the student to start **Beginning Consonant Blends and Digraphs** at the level where two errors occurred, with the following considerations. In test sections B and D the first two items relate to consonant blends and the final two items relate to consonant digraphs. If the student has difficulty with:
- items B1 and/or B2, assign Word Clues: Blends.
- items B3 and/or B4, assign Word Clues: Digraphs.
- items D1 and/or D2, assign Sentence Clues: Blends.
- items D3 and/or D4, assign Sentence Clues: Digraphs.

Advise the student to complete all levels that follow from the starting point.

The student who makes one error in each or any of the sections may, as a precaution, be assigned to Sentence Clues for both Blends and Digraphs. The student who scores 16 points on the pretest does not need remediation. The student may be assigned, however, to any or all parts of the program for review.

NOTE: If there is still a question about placement after reviewing the pretest, have the student complete two or three exercises from each level in the program. To determine the appropriate starting

point, note where the student begins responding hesitantly rather than automatically.

INTRODUCTION TO STUDENTS

Getting Started

Guide the students through the program once so that they can see how easy it is to use. Work directly at the computer with a small group of students at a time. Let the students take turns working at the keyboard.

Loading the Program

Begin by teaching the student how to load the program.

1. Hold the disk on its label between the thumb and forefinger.
2. Put the **Beginning Consonant Blends and Digraphs** disk in the disk drive with the label face up and pointing toward the student.
3. Close the door to the disk drive.
4. Turn on the screen and the computer.
5. Make sure the CAPS LOCK key is down (on).

Selecting a Level

After the program is loaded in the computer, the title screen appears. Then the student types his or her first name. (The name must be typed in capital letters.) If two students work together, both names can be typed in. Type the first name, follow with a slash, and then type in the second name. (Example: MEG/BEN)

NOTE: If the name is typed incorrectly, have the student press the ESC key to retype.

To continue, the student presses RETURN and waits for the following menu to appear:

BEGINNING CONSONANT BLENDS AND DIGRAPHS
Picture Clues—Blends
Word Clues—Blends
Letter Clues—Blends
Sentence Clues—Blends
Word Clues—Digraphs
Sentence Clues—Digraphs
Next Student

Across the top of the screen, it reads

SPACE BAR to move   RETURN to choose

These two messages will also appear at the top of every screen in the exercises. The student uses the SPACE BAR to move the cursor to a choice. When the cursor is at the appropriate choice, the student presses RETURN.

Completing Exercises

Once the level has been selected, the first exercise in the sequence

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appears. The student makes all responses by using the two-command system—SPACE BAR and RETURN. These two keys and the ESC key (see **Scoring**) are the only keys that will be accepted as commands. The student cannot make errors by accidentally hitting the wrong key.

Throughout the program the student will be prompted to say the words. It is recommended that the computer be placed in a section of the classroom where the students can voice words softly without disturbing other members of the class.

Getting Feedback

The student receives immediate feedback with every response. If an answer is not correct, the student is told this and shown the correct answer. The student presses RETURN and the exercise is repeated. If an answer is correct, the student is congratulated and a smiling face appears on the screen. For visual reinforcement, the correct answer is shown again. Then the student presses RETURN to continue with the next exercise.

Scoring

Anytime during the program, the student can press the ESC key to find out how he or she is doing. A partial score shows how many exercises the student has completed in the level and how well the student did on the first try and the second try. (If the student has gotten an exercise correct on the first try, the score for the second try will never appear.) After the score displays, the student can press RETURN to continue the exercises in the level or can press ESC to return to the main menu.

NOTE: If the student exceeds two tries in an exercise, no credit is given even if the student responds correctly on the third try.

When all the exercises in a level are completed, a final score displays automatically. The student is shown which level has been completed as well as the score for the first and second tries.

TEACHING STRATEGIES

Directed Instruction

Some students may not be able to read and follow the directions on screen or may lack the confidence to work alone. They require the support of the teacher. You must decide which students are capable of proceeding in the program with or without direct supervision.

To reinforce auditory discrimination skills along with visual discrimination skills, the student should hear the correct pronunciation of each word. This is accomplished by assigning an aide or student helper to say the words with the student.

Paired Learning

Some students learn and work effectively with partners. If you wish, assign pairs of students, with similar reading needs, to work through a level together. Paired partners can discuss the answers before initiating the computer responses. The student pairs can also take turns responding orally to the questions. By saying the letters and words aloud, students reinforce their discrimination of consonant sounds.

Record Keeping

You may wish to have the student tell you when a final score appears on the screen so that you can maintain a record of student progress. A final score appears at the conclusion of each program level. This score will help you to decide whether or not the student is ready to move on to the next level.

Post Test

At the conclusion of the **Beginning Consonant Blends and Digraphs** program, present the post test to the student. The post test, included with this Teacher's Guide, is similar to the pretest. The post test results indicate the student's success with the program.

Administering the Post Test

For the best results, administer the post test individually. Read the directions to the student to make sure he or she understands what is expected. Remain with the student during the testing session.

Scoring

Score one point for each of the numbered test items. Maximum number of points for each section is 4.

Post Test Answers

A		B		C		D	
1a.	tr	1b.	swan	1c.	sw	1d.	st
2a.	dr	2b.	spy	2c.	br	2d.	br
3a.	cl	3b.	why	3c.	st	3d.	kn
4a.	cr	4b.	ship	4c.	pl	4d.	wh

Helping the Student

The student who makes more than one error in any of the post test sections should be directed to rework the program level involved. You may opt to sit with the student during the review to observe where the errors are occurring. A student having serious problems may need to be assigned to readiness materials that are more teacher directed.

Completing the Program

Students who successfully complete the program should be directed to begin work on **Basic Phonics: Ending Consonant Blends and Digraphs.**
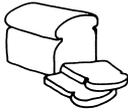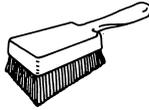
NAME: _____ DATE: _____

A. Look at the two pictures in each row.
Say the words. Write the two letters that begin each word.

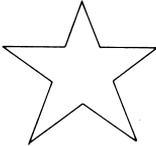**1a.** bread brush _____

2a. star stop _____

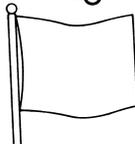**3a.** snowman sneaker _____

4a. flower flag _____

SCORE _____

8

B. Say the three words in the first row. Find the word in the second row that begins with the same two letters. Write the word.

1b. blow   blue   black

bring   snap   blew   _____

2b. storm   stay   start

step   twig   slow   _____

3b. knew   know   knee

shy   knife   the   _____

4b. chain   chin   cheese

shop   chair   know   _____

SCORE _____

9

C. The three words in the first row are missing the same two letters. Find the letters in the second row. Write the letters.

1c.   _and   _ay   _op

        st   sp   _____

2c.   _ace   _ease   _ay

        pl   sm   _____

3c.   _og   _om   _ee

        fr   pr   _____

4c.   _ub   _ock   _am

        sm   cl   _____

SCORE _____

D. Two words in the sentence are missing the same two letters. Choose and write the correct letters.

1d. The __y __ew into the house. _____

cr   fl

2d. The __apes were __een. _____

st   gr

3d. Did __e have a __arp knife? _____

ch   sh

4d. I __ink __at I saw her. _____

th   kn

SCORE _____

NAME: _____ DATE: _____

A. Look at the two pictures in each row.
Say the words. Write the two letters that begin each word.

1a.   tree   train   _____

2a.   dress   drum   _____

3a.   cloud   clock   _____

4a.   crown   crab   _____

SCORE _____

12

B. Say the three words in the first row. Find the word in the second row that begins with the same two letters. Write the word.

1b. swim   swing   sweep

drop   swan   stoop   _____

2b. spot   spin   speak

slow   drill   spy   _____

3b. where   when   white

chop   why   show   _____

4b. she   shop   shot

chain   that   ship   _____

SCORE _____

BEGINNING CONSONANT BLENDS AND DIGRAPHS POST TEST

C. The three words in the first row are missing the same two letters. Find the letters in the second row. Write the letters.

1c.   _eet   _ing   _im

        pl   sw   _____

2c.   _oom   _eak   _own

        br   dr   _____

3c.   _one   _ore   _op

        sp   st   _____

4c.   _ay   _ease   _an

        tr   pl   _____

SCORE _____

D. Two words in the sentence are missing the same two letters. Choose and write the correct letters.

1d. I can __art and __op the clock. _____

       cr   st

2d. Bake the __ead until it's __own. _____

       dr   br

3d. I __ow my __ee is dirty. _____

       sh   kn

4d. We read about the __ite __ale. _____

       ch   wh

SCORE _____

PATIENT TUTOR™ FIELD TEST PARTICIPANTS

ILLINOIS

Chicago
- Arai School
  Michele R. Krieger, Reading
    Laboratory Teacher
- Clinton School
  Virginia Hamilton, Computer
    Coordinator
- District #2
  Ilene McKenna, Learning Disabilities
    Instructional Intervention Teacher
- McPherson School
  Susan Azhakh, M.S.L.D. Resource

INDIANA

Floyd Knobs
- Lafayette
  Pegge Ritterskamp, Teacher

Greenville
- Greenville Elementary School
  Nancy Bierman, First Grade Teacher
  Nancy Merry, First Grade Teacher
  Nancy Platt, First Grade Teacher

New Albany
- Fairmont Elementary
  Diane Fravert, Reading Resource
    Teacher
- Galena Elementary
  Amy Welker, First Grade Teacher
- Hazelwood Junior High School
  Claudia Snider, Reading Specialist
- Lillian Emery
  Sharon Green, Resource — LD/EMH
- Mt. Tabor Elementary School
  Deborah Sitlinger, Special Education
    Teacher
  Geraldine Walts, Grade Four —
    Learning Disabilities
- New Albany Floyd County Schools
  Terry A. South, School Psychologist

New Albany   continued
- Pine View
  Betty Robson, Third Grade Teacher
  Ellen Ruth, Reading Resource Teacher
- S. Ellen Jones Elementary
  Doris C. Huber, Reading Resource
    Teacher
- Silver Street Elementary
  Joyce D. Lenz, Reading Resource
    Teacher
- Slate Run School
  Janat Murren, Teacher
- Special Education
  Rosemary Young, School Psychologist

MASSACHUSETTS

Wellesley
- Hunnewell Elementary
  Karen Davis, Reading Laboratory
    Teacher

Winchester
- Ambrose School
  Judith Ann Hawkes, Special-Needs —
    Resource Room
- Muraco School
  Barbara M. Tilden, Special-Needs
    Specialist

TEXAS

La Marque
- La Marque Junior High School
  H. D. White, Resource Language Arts
    Teacher

Texas City
- Lamar Elementary
  Daphyn Gindratt, Special Education
    Resource K-4
  Theresa Jernigan, Computer
    Coordinator and Teacher