

## Resources for Phonemic Awareness and Early Literacy

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Phonemic awareness and its application in speech-language pathology has been an area of increasing interest. This article will provide a brief summary of the relevant literature followed by reviews of selected resources. The resources included were not developed for speech-language pathologists, but all have good applicability to our work with speech and language disorders including phonemic awareness difficulties.

### Language, Phonemic Awareness, Expressive Phonology and Reading — Relationships and Issues

The early identification of reading disorders has been an area of significant research. One of the most consistent findings has been the relationship between phonemic awareness and reading ability (Bradley, 1992; Bradley & Bryant, 1983; Bryant, MacLean, Bradley, & Crossland, 1990; Spector, 1992; Stanovich, Cunningham, & Cramer, 1984; Wagner & Torgesen, 1987). Much research has focused on methods of identifying those "at risk" for reading failure before formal reading instruction begins. Bryant, MacLean, and Bradley (1990) revealed a significant predictive relationship between preschool phonemic awareness abilities (rhyming and alliteration at four years of age), and reading ability two years later, while controlling for the effects of general language ability, intelligence, and social background. Spector's (1992) study provided additional support for the predictive power of phonological awareness measures.

Another line of research has looked at the relationships between language disorders and reading ability (Bishop & Adams, 1990; Catts, 1989; Catts, 1993; Kamhi & Catts, 1989; Wagner & Torgesen, 1987),

leading to the belief that "in many cases, reading disabilities are language-based disorders (Catts, 1997, p. 86)." Catts (1997) outlined two categories of risk factors. One of these included delays in oral language development and the other, problems with phonemic awareness.

The relationship between phonemic awareness and phonological disorder has only recently been investigated (Bird, Bishop, & Freeman, 1995; Catts, 1993; Clark-Klein, 1991; Evans, Maschmeyer & McFarlane, 1996; Tulloch, Traynor, & McFarlane, 1997), indicating that children with moderate to severe phonological disorders experience great difficulty when required to perform the phonemic awareness tasks of rime matching, onset matching, and onset segmentation and matching. Clients with expressive phonology difficulties and language delays are at risk for associated phonemic awareness and literacy problems. Thus, the inclusion of phonemic awareness skills as an integral part of assessment and intervention for expressive phonological disorders is critical.

### Intervention Issues and Strategies

Perhaps the most positive finding of the research on phonological awareness is that intervention results in improvements in phonemic awareness skills (Alexander, Andersen, Heilman, Voeller, & Torgesen, 1991; Ball & Blachman, 1988; Cunningham, 1990; Lundberg, Frost, & Peterson, 1988). Additionally, reading benefits have been found as a result of phonemic awareness intervention (Ball & Blachman, 1988; Bradley & Bryant, 1983; Bradley, 1988; Lundberg, Frost, & Peterson, 1988). The following published resources will provide direction for speech-language pathologists who

wish to incorporate phonemic awareness into their speech and language intervention.

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## Letterland

**Publisher:** Letterland International,

**Email:** sales@letterland.com

**Web Site:** letterland.com

**Available in Canada through:**

**Linda Drecun**, Educan, P.O. Box 55181, 1800 Sheppard Avenue East, Toronto, ON M2J 5B9

**Tel:** (416) 494-5406,

**Fax:** (416) 492-2202

**Pam Southwell**, Magic Puddle Productions, 13210 - 232nd. St., **Maple Ridge**, B.C., V4R 2S7

**Tel:** (604) 467-8376

**Fax:** (604) 467-9176

**Prices:** Prices listed may fluctuate slightly based on exchange rates.

*Letterland* is a comprehensive teaching system designed to increase reading success. It is intended for use with children ages three to seven plus. It has been used in England for over 20 years and is used in over 50% of primary schools in that country. Developer Lyn Wendon created the program out of her experiences with children having reading difficulties. It emphasizes the use of characters and narratives to form a meaningful framework for reading instruction. All aspects of reading are taught through metaphors, stories, and songs. The program includes a wide range of materials for use in the home and classroom, including teaching manuals, workbooks, audio and videotapes, story books, computer software and games. Although designed for use by teachers in classrooms, it is also an excellent resource for speech-language pathologists.

*Letterland* is an imaginary place where characters hide in the written word. Each alphabet letter is animated with an alliterative character (Clever Cat, Munching Mike). These characters are used to solve many of the difficulties encountered by beginning readers. The animation of each letter cues the young reader to examine the

letter in left to right orientation, reducing difficulties with letter shape and orientation. For example, the faces on the letter look to the right and the feet point to the right. The alliterative labels assist children with letter-sound correspondence. Increased interest in literacy experiences is facilitated by the stories and songs about each of the characters.

*Letterland* materials are organized into three groups: Early Years Program (ages three to four), Program One (ages four to six), and Program Two (ages five to seven plus). Each program has a wide range of materials for use in the classroom and home. The materials reviewed focus on the Early Years Programs. A brief description of the materials is followed by suggestions for use by speech-language pathologists. The materials reviewed represent a small sample of the vast array available but will provide an indication of the depth and breadth of the program.

## Description of Materials

### ***Early Years Handbook (Wendon, 1997), \$52.00***

This teaching manual provides instructions for teaching preschool children and includes an audiotape. Clear instructions are provided for introducing each of the alphabet characters and the manual includes a list of activities for reinforcing each letter through stories, games, crafts, and songs. The emphasis at this level is on the letter-sound correspondence of individual sounds, letter formation in print, and the use of letters and sounds in words and stories. The audiotape is designed for the teacher and provides an example of teaching format and content for each letter. A transcript of the cassette is included in the handbook. This resource includes wonderful strategies for explaining "why" letters make the sounds they do, how upper and lower case letters are related, and even why the vowels make more than one sound. For example, "A" (Annie Apple) is a smiling apple with a face inside the lower case "A". She is used to teach the short vowel. The

capital A shapes are called apple stands and show the apples piled up on the crossbar inside the letter. The long vowel is introduced as Mr. A., the Apron Man who takes care of Annie Apple and her friends. His apron holds many apples, effectively creating the connection between the two sounds and two print patterns. Many resources pair characters with letter and sounds. Letterland is unique in that the characters are imbedded into the grapheme, thus the characters hide within the print, offering a direct link between the character and the letter shape.

This manual would provide an excellent resource for speech-language pathologists working in preschool settings. It provides an extraordinary guide to incorporation of phonemic awareness intervention or prevention programs in the preschool years for children "at risk" for reading difficulties. The approach to teaching each sound could easily be incorporated in articulation and phonological intervention, providing valuable literacy and narrative experience in addition to traditional sound production practice. As the program includes extensive story exposure and generation of expressive language, it could also be used as part of general language stimulation and intervention for expressive language delays.

***Letterland ABC (Wendon & Carlisle, 1985), \$25.50***

This hard cover storybook introduces Letterland as the imaginary world of letters. Each alphabet character is presented through a short story. The colorful pictographs are displayed as well as sample words in upper and lowercase letters. The stories are interesting and allow for continued exposure to the phonemic awareness skills of letter-sound correspondence and alliteration. The short stories also could be used to provide auditory bombardment to targeted sounds during phonological intervention.

***Alphabet Songs Cassette, Handwriting Songs Cassette, \$10.25 each***

These cassettes help children learn the sounds for each letter and how each letter is formed in print. They are all sung to familiar children's songs. The songs for print learning are extremely creative, using the animation of each sound as cues for letter formation. For example, the following rhyme for "W" (Wicked Water Witch):

When you draw the Witch's wells,  
where she works her wicked spells,  
whizz down and up and then....,  
whizz down and up again.

***Early Years Workbooks (Wendon, 1997), \$12.00 for the set of four books***

The books include two to four pages of activities for each letter, including recognition of the letter, print practice, production of the letter sound, and selection of words beginning with the appropriate sounds. Again, this resource will be useful to speech-language pathologists for use as home practice for specific articulation goals and for early literacy exposure in the classroom or home.

***Parent's Guide (Manson, 1998), \$18.00***

This resource is intended for parents and introduces the Letterland approach and the characters. It is colorful, easy to read and well organized. It provides excellent suggestions for games and activities to reinforce literacy in the home. The emphasis is on play-based activities to encourage an interest and excitement for print and reading. This resource could also be used by speech-language pathology assistants or volunteers as a quick and specific instruction and orientation to early literacy training.

***Bedtime Stories (Fidge, 1997), \$25.50***

This is a lovely collection of additional stories involving the Letterland characters. Each story takes about five minutes to read and offers continued exposure to alliteration and sound-letter correspondence. This resource would also be ideal for auditory exposure for specific articulation sound tar-

gets. The stories could also be used as the basis for role-play and naturalistic activities for many articulation, phonological, and expressive language goals.

***Letterland Links, \$37.75 to \$48.00 per set (One set for each grade level)***

***Letterland At Home Books, \$8.00 per book (Ages two - four)***

***Letterland Storybooks, \$125.00 for 20 hard cover titles***

Letterland Links and At Home Books are "early readers" which provide exposure to print recognition with visual support. These books includes suggestions for teachers and parents. Letterland Storybooks are alphabet books to be read to children. All are interesting and colourfully illustrated. Speech-language pathologists will find these to be a terrific resource for auditory bombardment, and sentence and conversational level sound production practice, in addition to the intended literacy purposes.

**Other Resources**

The immense array of available materials precludes a full description. A wide range of workbooks, flashcards, wall friezes, character pictographs, puzzles, videos, and computer software is available. The Letterland catalogue organizes these materials by developmental stage.

**Suggestions and Recommendations**

The materials available through Letterland are economical and have a multitude of uses. Most phonemic awareness resources are designed for children above the age of five. Letterland is unique in providing resources for children as young as three and extending into the early elementary grades. They are the most valuable resources I have seen for preschool children. The materials provide a structured, exciting method for introducing early literacy skills and continuing the instruction through the early school years. Through this program, instruction in literacy, print, and pho-



nemic awareness does not rely on meta-linguistic skills or complex vocabulary. All instruction is done through narrative and natural experience. The materials have immense potential for integration into individual and group intervention for phonemic awareness, articulation, phonology, and expressive language. One of the great strengths of the manuals, audiotapes, and accompanying materials is their high degree of structure, making it appropriate for use by speech-language pathology assistants and families. The wide range of materials saves time in developing activities for use in the home or by aides and assistants.

We have used these materials with preschool children presenting with moderate to severe disorders of phonology with great success. They were captivated by the characters and stories and often spontaneously began including print during activities focusing on sound production practice. We also had tremendous success using the materials with a 10-year-old client with significant language and phonemic awareness delay. This client had little success in previous reading instruction through the school. She had a very negative perception of reading and was unwilling to even attempt sound-letter correspondence. After brief exposure (six to eight weeks, twice weekly lessons) to the Letterland materials, she demonstrated good skills in identifying initial sounds and consistent awareness of sound-symbol correspondence. More importantly, she demonstrated a willingness to engage in literacy experiences. Based on experience with these two very different client types, I would highly recommend the use of the materials.

So far, this review has focused on Letterland resources for the Early Years Programs. Similar teaching manuals and materials are available for older children. The resources described below continue the narrative form of instruction and teach more complex conventions of print and spelling.

***Phonemic Awareness in Young Children: A Classroom Curriculum (1997)***

**Authors:** M. Adams, B. Foorman, I. Lundberg, and T. Beeler

**Publisher:** Paul H. Brookes

**Available from:** General Distribution Services, 325 Humber College Blvd., Toronto, ON, M9W 7C3

**Phone:** 1-800-387-0141

**Price:** \$38.00

This resource is intended for classroom teachers in a kindergarten setting. It is based on a program developed in Denmark in the late 1980s. The manual provides a brief review of the literature surrounding phonemic awareness and provides specific lesson plans for games in the following areas: Listening, Rhyming, Words and Sentences, Awareness of Syllables, Initial and Final Sounds, Phonemes, and Introducing Letters and Spellings. Each section includes five to nine games. The resource also includes a procedure for assessing phonemic awareness and a wide range of appendices. The games in each area are described and suggestions for use by speech-language pathologists are provided.

**Resource Description**

Each of the activities or games in this resource includes a clearly stated objective, a brief but complete description of the activity, and suggestions for variations. Most activities require minimal preparation and few materials. The Listening games focus on active attentive listening to speech and nonspeech sounds. For example, the children are asked to listen for nonsense words imbedded in a familiar story or rhyme, and listen for subtle environmental sounds such as a ticking clock. These listening games will provide exposure to focused auditory attention and may indicate which children have the prerequisite attention for some of the later games focusing on phonemic awareness experiences.

The Rhyming games offer exposure to poetry, songs, and jingles and activities focused on rhyme generation.

There are no suggestions for explicitly "teaching" rhyme or for breaking the task into small steps for children having difficulty. As such, these experiences would offer good practice for the majority of children in kindergarten who already understand rhyme but will not meet the needs of those children experiencing difficulty. The section on Words and Sentences presents experiences in learning the "vocabulary" of reading. The activities assist children in dividing sentences into component words, recognizing long and short words, and other related skills. These activities provide introduction to some of the meta-linguistic skills used in literacy instruction.

The activities in Awareness of Syllables provide exposure to the rhythm of language, syllable segmentation, and syllable blending. Initial and Final Sounds activities assist with alliteration and segmentation skills. Activities include identifying sounds which begin and end words, phoneme deletion tasks, and phoneme addition tasks. The section for Phonemes provides experiences in breaking up syllables into phonemes and blending phonemes into syllables. The tasks move from words with two sounds to words with four sounds. Consonant clusters are included. The final section, Letters and Spellings, provides an introduction to conventions of print. This is the only section which focuses on print. The rest of the activities focus on the spoken word.

The appendices offer useful supplemental information. The program is intended to be taught over a 26-30 week period during the kindergarten year. The appendices include a suggested instructional timetable and a chart for tracking lessons. A schedule for review during first grade is also included. A list of suggested materials and additional resources is provided. For the older, or more advanced student, an appendix of advanced language games and suggestions is included as well as an annotated bibliography of rhyming stories.



## Suggestions and Recommendations

The activities in this resource are appropriate for the target population and offer exposure to a wide range of phonemic awareness activities. The resource would be useful for students who are developing normally and who can acquire the targeted skills through exposure. Instructions for remedial work or for breaking the tasks into smaller steps are not provided. This limits the usefulness of the resource for children experiencing significant difficulties in developing phonemic awareness skills. I do think the resource would provide terrific home programming and classroom activity suggestions for students who had received specific instruction and needed additional practice. It would also provide structure for a "preventative" program. Use of this program in kindergarten classrooms could result in the identification of children at risk for reading difficulties. These children could then receive more focused instruction.

### *Phonemic Awareness and Phonics Kit*

**Authors:** M. Adams, C. Bereiter, J. Hirshberg, V. Anderson, and M. Roit (1995)

**Publisher:** Open Court Literacy Resources, Collections for Young Scholars

**Available through:** McGraw-Hill Ryerson School Division, 300 Water Street, Whitby, ON L1N 9B6

**Phone:** 1-800-565-5758

**Fax:** 1-800-463-5885

**Price:** \$401.63

### Resource Description

*The Phonemic Awareness and Phonics Kit* is a collection of resources designed for early literacy instruction in Grades 1 - 2. This self-contained kit includes manuals and materials for a variety of multi-sensory literacy experiences and lessons. The kit contains a teacher manual (Phonemic Awareness and Phonics Guide), Phonics Minibooks Take-Home Stories, Step-by-Step Practice Stories, Activity

Sheets, Learning Framework Cards, Phonemic Awareness Cards, Phonics Cards (for individual lessons), Sound/Spelling Cards, Letter Cards, (25 sets), Individual Sound Cards (4 sets), Alphabet Flashcards, Outlaw Word Flash Cards, and Phonics Audiocassette. The review will focus on the teaching manuals and instructional resources and include a description of the materials provided.

*The Phonemic Awareness and Phonics Guide* provides a succinct overview of the materials and intended use. It includes a description of the philosophy of the Open Court resources. This philosophy supports explicit teaching of phonemic awareness and phonics. Sounds and spellings are introduced in the context of actions and pictures. It emphasizes continued exposure to developmentally appropriate reading materials to encourage confidence. As a speech-language pathologist, I was impressed by the approach, which does not assume prior knowledge or ability. The program includes opportunities for repetition and remedial instruction for students who are having difficulty, ensuring they have prerequisite skills before moving on to more complex tasks. The program emphasizes oral segmentation and blending. The program also includes suggestions for developing a "workshop" or activity learning centre, in which students can practise their emerging skills in small groups or individually. The workshop instructions include a terrific list of games and motivating activities. The teaching instructions are well-organized and explicit, providing excellent direction for the order of lesson presentation and listing the stories which support each lesson.

The Learning Framework Cards are conveniently contained in a separate file box. These provide an overview of teaching procedures and helpful hints for the user. This box also contains instructions for individual lessons in Phonics and Phonemic Awareness. Each lesson includes specific teaching procedures and suggestions for follow-up activities. The lessons in

the Phonics Cards initially look like traditional phonics instruction. However, the inclusion of Practice Stories and picture representation offers meaningful experience to accompany the more decontextualized instruction. This is of real benefit for the speech-language pathologist who may adapt these materials for other purposes. For example, instruction for the letter/sound "g", pairs the printed letter with a picture of a gopher. The sound is introduced with the following story:

Gary's a gopher. He loves to gulp down food. /g/ /g/ /g/ /g/ /g/, gulps the gopher. Gary the gopher gulps down grass because it tastes so good. /g/ /g/ /g/ /g/ /g/, gulps the gopher. Gary the gopher gulps down grapes - gobs and gobs of grapes. /g/ /g/ /g/ /g/ /g/, gulps the gopher. Gary the gopher gulps down green bean and says once more, /g/ /g/ /g/ /g/ /g/, he's such a hungry gopher! Gary the gopher gobbles in the garden until everything is gone. What sound does Gary the Gopher make?

Once the letter and sound have been introduced, the lesson card directs the teacher to the appropriate practice activities and worksheets. Blending activities present the sound in initial, medial, and final position of words and in clusters. Each lesson also includes recommendation for a practice story. These stories are not necessarily directly related to the most recent lesson, but include exposure to beginning reading with high levels of visual support. These materials provide an excellent, structured approach to phonics instruction. The 123 Phonics lessons are a comprehensive teaching program, including exposure to individual letter/sound relationships and more complex spelling conventions such as digraphs, r-coloured vowels, short and long vowels, and diphthongs. The kit provides all materials necessary to conduct the lessons. Although intended for use as a comprehensive classroom literacy program, selected lesson cards could be used for individual remediation. These phonics lessons can also be easily adapted for



articulation and phonology intervention. Use of these materials for auditory bombardment, and sound production practice has the side benefit of print exposure.

The second set of lesson cards focuses on phonemic awareness. The 30 lessons provide structured exposure to oral blending and segmentation. The instructions and activities include stories and songs, to provide a meaningful context for instruction. For example, one of the blending activities tells the story of a d - o - g. The children can use context and cloze techniques to assist with blending words within the story. The lessons also provide activities for rhyme and alliteration.

The kit includes a wide range of teaching materials. The Individual Sound Spelling Cards provide pictures for each sound (i.e., gopher for g). The Phonics Audiocassette contains short stories for each of the sound cards. There are many packages of playing card-sized letter cards for use in the classroom or for individual sessions. The Outlaw Flash Cards contain large print for 137 high-frequency words. The Step-by-Step Practice Stories and Phonics Mini-books are intended to be photocopied and folded into small books for each student to keep and read. These stories include letters and instructions for parents. The stories are short and offer good visual support for the young reader.

### Suggestions and Recommendations

I was most impressed by the comprehensive packaging of this resource. All the materials provided are well organized, and printed on sturdy, laminated cards. They offer a terrific resource for specific instruction in phonics and phonemic awareness. The materials are easily adaptable for use in articulation and phonological intervention. I have also found many of the suggested activities and experiences ideal for home practice or for use by speech-language pathology assistants. The creative speech-language pathologist would also find ways of using resources such as the Practice

Stories and Mini-books during intervention for narrative and other expressive language goals. This resource kit would be ideal for use in classroom collaboration between a teacher and speech-language pathologist. The multiple uses of the materials would allow for great integration of instruction, solidifying speech, and language goals in addition to literacy goals.

### *Pathways to Literacy (1990)*

**Author:** B. Lieberman

**Publisher:** Barnell Loft, Macmillan/McGraw-Hill

**Available through:** McGraw-Hill Ryerson, School Division, 300 Water Street, Whitby, ON L1N 9B6

**Phone:** 1-800-565-5758

**Fax:** 1-800-463-5885

**Price:** \$95.16 (Teachers Resource Book), \$195.71 (Set of 30 Wall Charts)

### Resource Description

*Pathways to Literacy: A Literature-based Planning & Resource Guide* is designed for phonics instruction in Grades 1 - 2. It is intended to provide a bridge between whole language and phonics instruction. Phonics are introduced in the context of poems, rhymes, or short stories, providing contextual support for instruction. The teachers resource book includes 43 phonics lessons and 13 readiness review activities. Each of the readiness and phonics lessons includes suggestions for relevant children's literature and a variety of engaging activities.

The readiness activities offer teaching suggestions for visual, auditory, and visual-motor readiness. The inclusion of the readiness lessons greatly increases the applicability of the resource. Many of the suggested books and activities could be conducted in the preschool years, and would provide a strong foundation for specific literacy instruction during the school years.

The phonics lessons teach initial consonants, final consonants, vowels, consonant clusters, and digraphs. Each lesson is structured around a theme, including a poem or short story

used to illustrate the target letter. The poem or story is illustrated and printed on the large, colourful wall charts. The target letter is printed in a different colour to draw attention to it. In addition to the illustrated story or poem, suggestions are included for a variety of theme-based read-aloud, and predictable books. The lessons include a variety of interesting and motivating activities. For example, the lesson for initial consonant "m", uses "Little Miss Muffet" as the illustrated rhyme and spiders as the theme. The finger-play "Eensy, Weensy Spider" is used as a warm-up to the lesson. Activities during the lesson include auditory exposure to the sound in isolation, words, and connected speech. Upper and lowercase print are demonstrated. Children are given the opportunity to identify words which contain the target sound. Suggestions are included for incorporating the concept into other aspects of the curriculum such as art, science, and social studies.

### Suggestions and Recommendations

This resource would be useful for speech-language pathologists working in elementary school settings. The most obvious application is specific remediation for phonemic awareness deficits. As with many of the other materials reviewed, this resource could easily be adapted for articulation and phonological intervention. The poems and short stories for each target sound provide an excellent framework for sound practice in words and conversation. The large wall charts with illustrations of the stories and poems could be used as a part of theme-based units in preschool settings. Many of the activities and book lists could be shared with parents who want additional practice in the home.

### *Animated Literacy Resources (1993 & 1995)*

**Author:** J. Stone

**Publisher:** J. Stone Creations, P.O. Box 2335 Grossmont Station, La

Mesa, CA, 91943 – 2336, USA.

**Tel:** (619) 465-8278

**Price:** The Basic Animated-Literacy Handbook and Tapes: \$84.95 US (Includes 3 manuals and 3 song tapes)

Animated Literacy is a collection of resources designed for literacy instruction for children ages four through nine. The program uses literature, story-telling, singing, and movement to engage and motivate children as they learn to appreciate books and learn the basics of early literacy. Jim Stone developed the materials during his extensive teaching career. Animated Literacy includes three basic components: (a) Animated Alphabet, illustrated characters for each of the letter sounds; (b) Pattern Reading, Writing and Singing Activities; and, (c) the Draw to Read and Write Book. Each of these components will be described briefly, followed by recommendations for use by speech-language pathologists.

### Description of the Materials

The *Animated Literacy* manual provides an excellent review of current literature, debate, and trends in reading instruction. It also provides a sound rationale for the development of the program and outlines Mr. Stone's teaching background. *Animated Literacy* pairs illustrated characters with letter sounds and gestures. For example, Mimi Mermaid, who moves her magic mop illustrates the letter "M". These characters are grouped into themes, forming units of instruction. The letter sounds introduced in themes are designed to facilitate creation of simple words before all sounds are taught. Each unit encourages the use of available literature and includes suggested books. A wide variety of multimodal tasks are used such as storytelling, singing, and sound/word play. Techniques for teaching segmentation and blending are also provided. Concise lesson plans outline the procedures for each of the 170 lessons, which cover consonants, blends, digraphs, "r" controlled vowels, and diphthongs. Ample review is provided during the lesson sequence, allowing students to consolidate learning. The manual also contains

parent information letters and homework calendars. These are simple, brief experiences for parents and children to share. Finally, reward stickers featuring the characters are provided.

The two companion manuals, *Pattern Reading, Writing & Singing Activities* and *The Draw to Read and Write Book*, provide additional support for the literacy lessons. Pattern songs are used to provide opportunities for key word or sound substitutions. For example, "Frère Jacques" is used for sound substitution activities (i.e., ding, dang, dong; ping, pang, pong, etc.). Other sounds are used for word substitution activities with nouns, verbs, pronouns, prepositions, and other word classes. The activities encourage development in a wide range of phonemic awareness, expressive language, and literacy areas. The pattern songs and stories include print frames in which the substituted sounds or words can be changed. This manual is full of excellent teaching strategies and motivating, varied activities. *The Draw to Read and Write Book* addresses print production. Again, the emphasis is on motivating activities, beginning with drawing the Animated Literacy characters, and progressing to traditional print. Rhymes and songs are included in the lessons, creating a meaningful context for the instruction. The resource includes individual pages for each sound where children can practice drawing the characters, the target letter, or letters and words containing the target. Homework activities and charts for tracking progress are also included. Finally, the Animated Literacy program includes audiocassette tapes of the Animated Alphabet Song, and the Traditional Pattern Songs, and a variety of additional materials to support instructions, including a Spanish version of the materials.

### Suggestions and Recommendations

This engaging resource has been suggested for use as a component of intervention for phonological disorders and has achieved some renown in this area. It has also been used successfully in early education programs and

headstart classrooms. Speech-language pathologists and educators are drawn to the creative, engaging, motivating approach to simultaneous acquisition of phonics, narratives, literature appreciation, and associated language skills. The manuals provide a wealth of information and activities that could be easily incorporated into a variety of speech and language intervention plans. There is so much information that I occasionally found it difficult to find the information I was looking for. I solved this problem by adding post-it flags as manual dividers. The animation is simple, black and white line drawings. The addition of colour would make the resource more visually appealing.

I would recommend this resource for speech-language pathologists working in early elementary or early education settings. It will provide many materials and activities pertinent to a wide range of individual and group treatment programs as well as suggestions for home practice and involvement of the family.

