



FIRSTPATH
AUTISM



Lesson Guide

37. Pre-Reading / Phonics and Blends



Overview

Teaches:	This lesson helps to pave the way for beginning reading skills by teaching the child the individual sounds that each letter makes and (after those are mastered) combining them into simple blends.
Before beginning:	<ul style="list-style-type: none">• The child should be very familiar and successful with (if not at mastery level with), Sight Words and Word-Object Match lessons.• Mastery of Phonics (i.e., sounds for individual letters) precedes Blends.
Why it's important:	This lesson has great importance, as it is a skill critical to learning to read and sound out/decode unfamiliar words when reading.
Materials needed:	Materials for this lesson can include a variety of both 2D and 3D materials such as magnets, flashcards, alphabet blocks, etc. For basic Phonics, visual materials are not required, but will likely be a helpful teaching technique. For Blends, the letter combinations will need to be visually present, and can be on flashcards, white board, paper, chalk board, etc.
Generalization activities:	Some ideas for generalization activities for this lesson include library trips, story time, playing school, letter puppets, books, modified Scrabble, and other activities which promote reading and the use of sounds in words, letters, and blends.



Steps

Prepare

1. The teacher should provide a working environment that is relatively free of noise and has minimal or no distractions present.
2. The teacher should have completed a reinforcer assessment, as well as have various other highly preferred rewards ready and available for the child to earn.
3. Have all data sheets, materials, and pen/pencil ready.
4. The teacher should make sure that the child is using appropriate eye contact, is ready to attend to the teacher, and is not engaging in any other activities.
5. Have data collection ready.

Teach: Phonic Sounds: Letter Makes Sound (“Letter ‘A’ says_____.”)

1. The teacher writes a letter on the board and asks, “What sound does this letter make?” or “Letter A says_____”.
2. The teacher waits 3-5 seconds for the child to respond.
3. The teacher provides feedback to the child's response:

Correct Response: The teacher provides the student with social praise and delivers reinforcer (if applicable).

Incorrect or No response: The teacher provides corrective feedback while demonstrating or prompting the correct response.

4. Record data
5. Begin again at step 1.



EXAMPLES: Letter Makes Sound

Correct response	Incorrect response	No response
Teacher: (Writes the letter 'A' on the board) and says, "What sound does this letter make?" Child: "Aaaa". Teacher: "Great job, 'A' does say, 'aaaaa'."	Teacher: (Writes the letter 'A' on the board) and says, "What sound does this letter make?" Child: "Bbb". Teacher: "Try again, 'A' says 'Aaaa'." (Child does not receive reinforcer at this time; Teacher begins new trial.)	Teacher: (Writes the letter 'A' on the board) and says, "What sound does this letter make?" Child: (No response.) Teacher: "Try again. We're learning letter sounds. Let's try again so you can earn___." (Child does not receive reinforcer at this time; Teacher begins new trial.)

Teach: Phonic Sounds: Sounds from Letter ("What letter says, 'Aaaaaa'?")

1. The teacher asks the child, "What letter says, 'Aaaaa'?"
2. The teacher waits 3-5 seconds for the child to respond.
3. The teacher provides feedback to the child's response:

Correct Response: The teacher provides the student with social praise and delivers reinforcer (if applicable).

Incorrect or No response: The teacher provides corrective feedback while demonstrating or prompting the correct response.

4. Record data
5. Begin again at step 1.

EXAMPLES: Sounds from Letter

Correct response	Incorrect response	No response
------------------	--------------------	-------------



Teacher: (Teacher says "aaaaa" and asks the child, "What letter says, 'Aaaaa'?") Child: "A". Teacher: "Good job, 'A' does say, 'aaaaa'."	Teacher: (Teacher says "aaaaa" and asks the child, "What letter says, 'Aaaaa'?") Child: "U". Teacher: "Oops! 'U' does not say 'aaaa'. Letter 'A' says, 'aaaaa'. Let's try again!" (begin new trial; withhold reinforcement until child gives correct response or makes significant progress)	Teacher: (Teacher says "aaaaa" and asks the child, "What letter says, 'Aaaaa'?") Child: (No response.) Teacher: "Uh-oh! We're talking about letter sounds...listen close! Let's try again!" (Reminds the child of reinforcement he/she is working for, and re-starts trial.)
--	---	---

Teach: Blends (2-Letter Combinations)

1. The teacher presents 2 mastered letters that create a blend, such as "A" and "T" for the blend "-AT". This may be presented by writing the letter on a board/paper, or using cards.

NOTE: When choosing targets, pay special attention to blends that are often used in "word families" and that are useful in teaching rhymes also. Examples are the "-at" family (bat, sat, mat, rat, cat, etc.), the "-op" family (mop, pop, top, hop, etc.), the "-ed" family (bed, red, fed, etc.), and more. This makes other lessons much easier by reinforcing the same concepts across lessons.

2. The teacher waits 3-5 seconds for the child to respond.
3. The teacher provides feedback to the child's response:

Correct Response: The teacher provides the student with social praise and delivers reinforcement (if applicable).

Incorrect or No response: The teacher provides corrective feedback while demonstrating or prompting the correct response.

4. Record data
5. Begin again at step 1.

EXAMPLES: Blends (2-Letter Combinations)



Correct response	Incorrect response	No response
Teacher: (Presents two letters, for example "A" and "T" to make "-AT".) The teacher asks, "What do these letters say together?" Child: "-AT." Teacher: "Good job, 'A' and 'T' together say "-AT".	Teacher: (Presents two letters, for example "A" and "T" to make "-AT".) The teacher asks, "What do these letters say together?" Child "-AM." Teacher: "Good try, but 'A' and 'T' say "-AT". Let's try again." (Does not deliver reinforcement at this time; starts new trial.)	Teacher: (Presents two letters, for example "A" and "T" to make "-AT".) The teacher asks, "What do these letters say together?" Child: (No response.) Teacher: "Uh-oh!" (Teacher reminds student of potential reinforcer, demonstrates correct answer, and then starts new trial.)

TYPICAL ORDER OF LEARNING TARGETS:

1. Individual phonics: Letter Makes Sound
2. Individual phonics: Sound from Letter
3. Blends
4. Generalization activities utilized to further growth in reading skills.