



Lindamood-Bell® Workshop

The Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech

Developing Phonemic Awareness

Course Description

This course explores the sensory-cognitive processes basic to phonemic processing, decoding, spelling and reading in context. Class members will learn the role of phonemic awareness in: 1) tracking sounds and letters within words, 2) decoding, 3) spelling, and 4) development of fluency in contextual reading. The class will learn to develop phoneme awareness for all ages of students. Study and supervised practice allows class members to learn to respond to the response to develop sensory-cognitive functions, and integrate the steps into any curriculum, phonics program, reading program, or language arts program. In addition to demonstration and practice in developmental techniques, class members participate in evaluating their own phonemic awareness—an individual's own phonemic processing is basic to full understanding and use of the assessment and instructional techniques presented. Discussion, demonstration, and supervised practice in techniques are utilized to teach class members questioning techniques to stimulate integration of auditory, visual, and articulatory cues. Application of this processing is applied to decoding and spelling. Information and techniques are gained through discussion, demonstration, video, reading, and supervised practice.

Course Objectives

1. Understand the sensory-cognitive factors that underlie the development of language and literacy processing.
2. Understand the gestalt of the learning process through the Dual Coding Theory of cognitive development.
3. Understand the factors that underlie development of reading and spelling.
4. Understand the reading process as an integration of auditory, visual, and language processes.
5. Understand how articulatory motor feedback augments and supports phonemic awareness.
6. Introduction to questioning techniques to promote discovery and problem solving, as the basis of concept formation for students.
7. Introduction to techniques to stimulate conceptualization and sequencing of phonemes within syllables.
8. Introduction to techniques to integrate decoding with sight vocabulary, use of context, and comprehension for independence and self-correction in spelling and reading.
9. Introduction to techniques for developing awareness of syllables within multisyllable words.

Text

Lindamood, Patricia and Lindamood, Phyllis. *The Lindamood® Phoneme Sequencing Program for Reading, Spelling, and Speech*, 4thed. Austin, TX: Pro-Ed, 2011.

Assignments and Evaluation Procedures

1. Class participation, including discussion of assigned reading, role-playing with other participants, and interaction with demonstration students
2. Individually demonstrated facility in applying the specific teaching principles and techniques covered in the course
3. Quality of completed class work and homework, such as lesson plans
4. Quizzes

Class Schedule

19.5 hours