LocuTour® MULTIMEDIA

Literacy:
Rules, Rules, Rules!

Client Manager Enabled

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Excerpt from the Full Literacy Manual

LOCUTOUR™
MULTIMEDIA
COGNITIVE REHABILITATION

Rules, Rules, Rules!
Groups 1-55

Objective

The student will learn to read words by identifying the vowel sound, sounding out the word, and identifying the rule.

How to Play

There are two ways to play *Rules*. If you choose to play hierarchically, you will have isolated sounds presented first, then simple to more complex words and rules. It is in an "easier to harder" format. Button "1" is the first and easiest group of sounds and words. Button "55" is the most difficult. When you play Conceptual Level, a concept can be chosen and words representing the concept will be presented. Refer to the list on the next page for a list of rules and button correspondence.

Isolated Sounds: The student repeats the sound, says the letter name, finds the target letter in a field of letters, and identifies whether the sound is a consonant or a vowel.

Single Syllable Words: The student finds the vowel, sounds out the word, repeats the word after the voice stimulus, spells the word, and identifies the rule. When the student clicks on *Find the Vowel*, the vowel letters will be highlighted in red. When the button called *What's the Rule?* is clicked, the consonant letters that match the rule will turn blue. If the *Sound it Out* button is chosen, all letters that are not pronounced will be grey. Green letters indicate that more than one rule is operating or that there is a need to "notice" the exception. When a consonant and a vowel is part of the rule the green color is used.

Multisyllable Words: The student repeats the word, finds the vowels, says the syllables, says the word, spells the word, and identifies the rule. If the student clicks on *Say the Syllables*, all letters that are not pronounced will turn grey, and the vowels will be highlighted in red to demonstrate that every syllable contains a vowel.

Rule Card: The student repeats, then memorizes the rule.

Response Options

Click on a button to listen to a vowel, sound, word, or rule again. **Isolated Sounds:** When you click on *Say the Sound,* the computer will produce the letter sound. You will hear the letter name if you click on *Say the (Letter) Name*. If you click on *Find the Sound* your student will play a scanning game in which he is to find three target letters in a field of letters. Click on *Return* to go back to the screen with the isolated sound. The *What's the Rule?* button will name the target as a consonant or vowel. **Single Syllable Words:** If you choose *Find the Vowel,* the computer will say the vowel sound then turn the letter or letters of the vowel red. When you click on *Sound It Out,* the computer will segment the word into its individual sounds. You will hear the whole word by clicking on *Say the Word*. Clicking on *Spell the Word* will get a letter-by-letter spelling. Finally, a common spelling rule will be heard when *What's the Rule?* is chosen. **Multisyllable Words:** Click on *Find the Vowels* to direct the computer to say the vowels and highlight them. The computer will break the word into syllables when the *Say the Syllables* button is chosen. The next three buttons are the same as in *Single Syllable Words*. **Rule Card:** Choose *What's the Rule?* and the computer will give you an important spelling rule.

The *left arrow* allows you to repeat the previous screen. The up arrow key, or the *up arrow* on the *volume* button, increases the volume and the *down arrow* decreases the volume. *H* takes you to the *Help* screen. *X* allows a quick exit from the program. The *Print* button allows you to print a homework page. Refer to *I Like Keys* for more keyboard shortcuts.

Monitoring and Self-Monitoring: The student or clinician can determine if the student's target sound production should be scored Spontaneous Correct(C), or Incorrect(I) and/or Imitative Correct(C), or Incorrect(I). Use the "Record and Play" features to record and listen to the student's production of the target. Alternate between the model and the student's recorded sounds. Stress the importance of the concept that, "Contrast aids perception." Listen for the samenesses and differences between the two productions. Have the student monitor his own speech and determine accuracy using the *CI* buttons. Compare the student's perception of accuracy with your own. You may use the *CI* buttons each time the student says the target sound to keep a running tally of accuracy.

Recording Options Use the mouse to click on the VCR-like controls. The round red button records your voice. The red rectangular button stops the recording (or the playback) and the green triangular button plays the sound. If the buttons are gray they are not available. The "R" key begins a recording, the "S" key stops the recording, and the "P" key plays the recording. You must have a microphone connected to record speech.

Options *Random/Sequential*

When the random option is chosen the screens display in a randomly chosen order within the group. They will continue to play in this order for subsequent trials at the same level. To reset the random sequence, start a new trial by clicking on the large button above the level buttons or start by pressing the spacebar. *Option R* will toggle the random feature on and off.

Screens *Choose Target, Hierarchical Level, Contextual Level, Lesson Number*

Game Results By Trial: Group, Spontaneous Correct and Incorrect, Imitative Correct and Incorrect, Pictures, and Average Time.

Rationale This task is intended for students in Rancho Levels VII and above and requires the ability to attend to an auditory stimulus. This task is designed to reinforce automatic reading recognition skills based on a foundation of phonemic processing.

Applications There really are some rules to the English language. This game is appropriate for adults or children. Learning the "metalinguistics" of English helps organize the seemingly random process of reading and spelling.

Concept Groupings	Group Number(s)
Consonant/vowel practice in isolation and in VC, CV, & CVC syllables	1-6, 9-11
"Two vowels go walking..."	7, 8, 9
Alternative vowel spellings- VC, CV, CVC, VCC, CCV, CCVC, and CCCV	12-15
CVCC and CCVC patterns	16
"Y" practice	17, 20
Open/Closed syllables	18, 19
"X"	21
"QU"	21
"C" practice	22
"G" practice, contrasted with the /j/ sound	23, 24
Blockers (ck, dge, tch)	25, 26
Silent letters +ph (kn, wr, mb, rh, gn, bt, ps, lm, lk, sch)	27, 28, 29, 33
Double the final sound	30
"GH", "GHT", "H"	31, 32
"R-Controlled Vowels"	34
"LE" endings	35
"ED"	36
"IE" and "EI"	37, 38
Spelling the sounds, /s/ and /z/	39, 40
More open/closed practice with double consonants	41
More "E" rule practice	42 through 46
Plural/singular	47 through 51
Schwa	52
Suffixes (tion, sion, ture, tive, cial, ous)	53
Prefixes (pre, re, mis, trans, hyper, un, non, ex, in, sub)	54
Single syllables	1 through 17
Single and Multisyllables	18 through 55