

Irisly English Learning Teacher Guide • 教师指南

A 12-week, individualized beginning-English program for a 12-year-old learner using a cochlear implant

Age-respectful communication • American English models • Accessible reading • UFLI reference map • Progress monitoring

Created as supplemental educational material—not diagnosis, hearing evaluation, speech-language therapy, or a guaranteed treatment outcome.

01 • What success looks like / 目标

Functional communication comes first. The student can ask for help, request repetition, make choices, identify familiar objects, and understand short English texts using any effective communication mode: spoken words, pictures, gestures, writing or AAC.

优先训练可用于真实生活的表达，而非只追求机械读音。鼓励口语，也允许指图、手势、文字及辅助沟通；不要把口语表现作为唯一成功标准。

Safeguards / 注意事项

- Confirm preferred communication method, device arrangements and listening goals with family and qualified CI/audiology/SLP team.
- Use a calm, low-noise space and visible facial expressions; keep captions/pictures available. Do not raise volume unexpectedly or insist on unusually slow distorted speech.
- Do not score sound perception from online synthetic voices alone. A hearing check, including Ling sounds, is conducted following professional guidance, not diagnosed by this kit.
- If the student becomes overwhelmed, stop, offer a choice of a break, and resume with lower demands.

02 • Baseline assessment / 首课观察

Spend 15–20 minutes observing, not testing under pressure. Mark I = independent, S = supported, N = not yet observed. Record the communication mode and environment.

Domain	Prompt	Record (I/S/N)
Access	Does the learner respond comfortably with their usual device/settings?	_____
Communication	Can they greet, refuse, request help or choose?	_____
Understanding	Can they match a spoken/ written word to a picture?	_____
Imitation	Can they copy a comfortable modeled word or gesture?	_____
Print skills	Can they recognize letters and CVC words?	_____
Sentence use	Can they use or construct a short complete sentence?	_____
Story	Can they identify a character, object or event?	_____
Self-advocacy	Can they ask for repetition, slower pace, captions or a break?	_____

Baseline note: Date _____ | Setting _____ | Device/visual access confirmed _____ | Preferred mode _____ | Reinforcers/interests _____

03 • A practical 60-minute lesson / 一小时课程

Time	Activity	Teacher language
0–5 min	Welcome; check access and learner choice.	“Hello, Irisly. Are you ready? Would you like a picture or a word?”
5–15 min	Listen + picture discrimination (with supports).	“Look. Listen. Point to the book. Good—this is a book.”
15–25 min	Explicit word and sound introduction.	“Watch my mouth. Listen: /m/. Now try, or point if you prefer.”

25–35 min	Interactive flip-card / dice / choice game.	“Pick a card. Shall we listen again?”
35–45 min	Very short original story + what/where/who.	“I’ ll read once. Now you choose the picture.”
45–52 min	Communicative task in real context.	“Ask for a break / help / water. You choose how.”
52–60 min	Success recap and home modeling.	“You asked for help. That worked!”

When a parent joins, consider a **5–10 minute parent coaching segment** at the end rather than teaching an adult beginner and the child as two separate students during the same hour. 成人零基础英语建议另开课程。

04 • Structured literacy plus listening / 教学方法

Functional speech: teach useful phrases with natural intonation, visual modeling, positive repetition and real-world choice-making. **Beginning decoding:** check letter-sound familiarity, blend only previously established patterns, then apply to short decodable text. **Comprehension:** point → choose → answer with support → independent response.

UFLI provides an 8-step explicit phonics routine (phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, connected text). It is a **supplemental systematic literacy reference**, not a cochlear-implant rehabilitation protocol. The UFLI PDF lesson numbers are not assumed equivalent to Irisly’ s 12-week levels.

For an auditory task, trial the sound at a comfortable rate, offer a repeat, and support with picture, print or gesture as needed. Observe and document access separately from vocabulary knowledge.

05 • Monitoring progress / 进度记录

Each week track 5 indicators, independently vs with support: (1) responds/understands target words, (2) communicates a need, (3) reads/identifies print, (4) understands a short story, (5) uses a repair strategy. Compare the same supported task again in Weeks 4, 8 and 12.

Rubric: 0 = not yet observed; 1 = modeled/assisted; 2 = prompted; 3 = independent. Record communication mode (speech, pointing, AAC, writing) and whether auditory cues were paired with visual support. No clinical interpretation.

06 • Twelve-week teaching sequence / 12周计划

Wk	Everyday topic	Sound practice	Functional objective
1	Hello & My Voice	m /m/	Express a greeting or request using words, gesture, pointing, or AAC.
2	Listen, Look, Repeat	s /s/	Choose a communication repair phrase rather than shouting.
3	My School Bag	t /t/	Identify useful classroom objects and name two.
4	Feelings & Choices	n /n/	Express a feeling and a related need.
5	I Need Something	short a /æ/	Make a clear, age-respectful request in real contexts.
6	Color & Object Detective	short i /ɪ/	Combine one descriptive word with one noun.
7	Find Your Way	short o /ɑ/	Use language to navigate a familiar room.
8	Action Mission	p /p/	Use action words in requests and short descriptions.
9	Food & Preferences	c /k/	State a preference using like / do not like.
10	My Daily Routine	f /f/	Sequence two everyday activities with picture support.

11	Small Stories, Big Ideas	l /l/	Answer literal who/what/where with visual or verbal responses.
12	My English Adventure	review	Demonstrate functional communication across at least 3 practiced topics.

01 • Hello & My Voice

Sound: m /m/

Learning goal

Express a greeting or request using words, gesture, pointing, or AAC.

Target vocabulary / 关键词

hello, yes, no, help, stop, again

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice hello & my voice. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: hello. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** Hello! / My name is Irisly. / Please help me. / Say it again, please.
- 4. Story:** I say hello. My teacher says hello. We smile and start.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Respond to 3 of 5 modeled requests in any supported mode.

Home practice / 家庭练习

Greet a family member; use help and again in daily life.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

02 • Listen, Look, Repeat

Sound: s /s/

Learning goal

Choose a communication repair phrase rather than shouting.

Target vocabulary / 关键词

listen, look, read, slow, repeat, ready

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice listen, look, repeat. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: listen. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** I am ready. / Please speak slowly. / I can look and listen. / Please repeat that.
- 4. Story:** I hear a voice. I look at the picture. I ask, “Again, please.”
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Initiate a repeat or slow request at least once with a prompt.

Home practice / 家庭练习

Practice “Please speak slowly” with a family member.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

03 • My School Bag

Sound: t /t/

Learning goal

Identify useful classroom objects and name two.

Target vocabulary / 关键词

book, bag, pen, desk, teacher, paper

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice my school bag. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: book. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** This is my book. / The pen is in my bag. / I have paper. / Where is my book?
- 4. Story:** I take my bag to class. I open my book. I write with a pen.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Point to 4 of 6 objects; independently label 2 using preferred communication.

Home practice / 家庭练习

Find three school objects and use “This is my ...” .

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

04 • Feelings & Choices

Sound: n /n/

Learning goal

Express a feeling and a related need.

Target vocabulary / 关键词

happy, tired, okay, worried, excited, confused

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice feelings & choices. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: happy. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** I am happy. / I feel tired. / I need a break. / I do not understand.
- 4. Story:** Today I feel tired. I say, “I need a break.” My teacher listens.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Choose 3 of 6 feeling words and use a complete phrase twice.

Home practice / 家庭练习

Pick one feeling each day; say “I feel ...” .

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

05 • I Need Something

Sound: short a /æ/

Learning goal

Make a clear, age-respectful request in real contexts.

Target vocabulary / 关键词

water, break, bathroom, hungry, thirsty, please

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice i need something. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: water. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** May I have water, please? / I need a break. / I am thirsty. / Where is the bathroom?
- 4. Story:** I want some water. I ask politely. I say thank you.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Request one preferred item with words, gesture, or AAC three times.

Home practice / 家庭练习

Practice one real-life request before a meal.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

06 • Color & Object Detective

Sound: short i /ɪ/

Learning goal

Combine one descriptive word with one noun.

Target vocabulary / 关键词

red, blue, green, black, cup, key

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice color & object detective. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: red. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** The cup is blue. / I see a green bag. / The key is here. / What color is it?
- 4. Story:** I see a blue cup. I see a red book. I find a green bag.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Describe 3 objects by color or category with supports.

Home practice / 家庭练习

Find and describe three objects at home.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

07 • Find Your Way

Sound: short o /ɑ/

Learning goal

Use language to navigate a familiar room.

Target vocabulary / 关键词

left, right, here, there, door, window

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice find your way. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: left. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** The door is there. / The book is here. / Go left, please. / I see the window.
- 4. Story:** I look for the door. I go to the left. I find the window.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Follow or communicate two one-step location commands.

Home practice / 家庭练习

Practice here/there while pointing to objects.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

08 • Action Mission

Sound: p /p/

Learning goal

Use action words in requests and short descriptions.

Target vocabulary / 关键词

open, close, sit, stand, read, write

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice action mission. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: open. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** Please open the book. / I can read. / I can write. / Please close the door.
- 4. Story:** I open my book. I read one sentence. I close my book.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Complete or indicate 4 of 6 familiar actions with supports.

Home practice / 家庭练习

Use two action words during a daily routine.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

09 • Food & Preferences

Sound: c /k/

Learning goal

State a preference using like / do not like.

Target vocabulary / 关键词

apple, rice, bread, milk, banana, favorite

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice food & preferences. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: apple. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** I like apples. / I do not like milk. / Rice is my favorite. / May I have bread, please?
- 4. Story:** I see apples and bananas. I choose an apple. It is my favorite.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Make 2 choices and communicate the reason with prompts.

Home practice / 家庭练习

Say one like and one do-not-like at snack time.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

10 • My Daily Routine

Sound: f /f/

Learning goal

Sequence two everyday activities with picture support.

Target vocabulary / 关键词

morning, afternoon, evening, today, first, next

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice my daily routine. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: morning. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** First, I get ready. / Next, I go to school. / Today is a new day. / I read in the evening.
- 4. Story:** First, I wake up. Next, I eat breakfast. Then, I go to school.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Place 2 or 3 routine steps in a sensible order.

Home practice / 家庭练习

Describe “first” and “next” in two home activities.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

11 • Small Stories, Big Ideas

Sound: l /l/

Learning goal

Answer literal who/what/where with visual or verbal responses.

Target vocabulary / 关键词

who, where, what, because, then, finally

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice small stories, big ideas. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: who. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** Who is in the story? / Where are they? / Then we read. / Finally, we finish.
- 4. Story:** Maya has a blue bag. She takes the bag to school. Then she reads a book.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Answer 2 out of 3 story questions with appropriate supports.

Home practice / 家庭练习

Retell the Maya story with three pictures or sentences.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

12 • My English Adventure

Sound: review

Learning goal

Demonstrate functional communication across at least 3 practiced topics.

Target vocabulary / 关键词

hello, please, help, read, feel, choose

Teacher script / 可朗读英文教师台词

- 1. Welcome:** “Hello, Irisly. Today we will practice my english adventure. You can listen, point, say the word, or use your own way to answer.”
- 2. Model:** “Look at the picture. Listen: hello. I will say it again. Now you try, or show me the picture.”
- 3. Useful phrases:** Hello, my name is Irisly. / I can make a choice. / Please help me understand. / I can tell my own story.
- 4. Story:** I say hello to my teacher. I ask a question. I read a short story. I am proud of my progress.
- 5. Check:** “What did you hear? Can you point or tell me? If you need help, say: Please help me.”

Session steps

1. Choose an access mode, model two target words using real objects or meaningful pictures.
2. Listen again using a comfortable speech rate; separate listening access from vocabulary knowledge.
3. Play matching/flip-card and dice challenge in the accompanying HTML.
4. Read the original short story aloud; ask a concrete question and allow choice/pointing.
5. Practice the functional phrase in an everyday role-play; celebrate effective communication.

Quick check / 观察记录

Compare with baseline; count supported and independent skills separately.

Home practice / 家庭练习

Make a mini photo book with three original captions.

Teacher notes: access ____ independent ____ prompted ____ mode ____ next adjustment ____

07 • Four flexible scripts for pronunciation support

Sound awareness (non-clinical)

“I am going to say a sound. You can watch my mouth. Listen once. Now choose the matching picture. Would you like to hear it again? We can take a break whenever you need.”

Word-to-sentence expansion

“You said ‘water.’ Great communication. Listen: ‘Water, please.’ Now: ‘May I have water, please?’ Which one would you like to use today?”

Communication repair

“If you do not understand, it is okay to tell me. Try one: ‘Again, please,’ ‘Please speak slowly,’ or ‘Please show me.’ ”

Short-story retell

“Listen to the story. Let’s find the person, the place and one action. Tell me or point to what happened first. We can look at the words again.”

08 • Audiology/SLP collaboration questions

- What are this learner’s preferred language/communication strategies and current everyday listening goals?
- Are any listening-check routines or sound contrasts recommended? Who performs them?
- What classroom accommodations best support access (noise, distance, captions, FM/DM technology)?
- Which targets are educational practice and which belong in a clinician-directed speech plan?

09 • Links and costs / 免费付费资源索引

Foundations & printable

UFLI Foundations Toolbox [free] — Free official lesson materials; non-commercial conditions
<https://ufl.edu/education/ufl.edu/foundations/toolbox/>

UFLI Printable Resources [free] — Roll and Read, Decodables K/1/2
<https://ufl.edu/education/ufl.edu/foundations/printable-resources/>

Starfall [mixed] — ABCs, phonics and beginner reading
<https://www.starfall.com/>

Reading Rockets [free] — Teaching strategies; phonics and comprehension
<https://www.readingrockets.org/>

Audible graded stories

Storybooks Canada [free] — 5 levels; audio speed control on the site
<https://storybookscanada.ca/how-to/>

Unite for Literacy [free] — Short illustrated / photo books with narration
<https://www.uniteforliteracy.com/>

Monarch Reader [free] — Simple accessible books for diverse communication needs
<https://monarchreader.com/>

Storyline Online [free] — Actor-read stories; use YouTube speed where available
<https://storylineonline.net/>

Little Fox [mixed] — Nine levels animated stories, limited free selection
<https://www.littlefox.com/en/free>

Epic [paid] — Read-To-Me titles, library and paid home access
<https://www.getepic.com/>

Reading Eggs Canada [paid] — Sequenced phonics reading lessons and books
<https://readingeggs.ca/pricing/>

Raz-Kids [paid] — Teacher-managed graded listen/read/quiz books
<https://www.raz-kids.com/>

Vooks [paid] — Animated read-aloud storybooks
<https://www.vooks.com/>

Fathom Reads [mixed] — Read-aloud pace and highlighting options
<https://www.fathomreads.com/>

Book Creator [mixed] — Make personalized picture books; adjustable reading speed
<https://bookcreator.com/>

Libraries

Toronto Public Library Kids [library] — Digital children’ s reading resources; library eligibility applies

<https://tpl.ca/resources/kids/>

Markham Public Library Kids [library] — BookFlix and digital reading resources; library eligibility applies

<https://markhampubliclibrary.ca/kids-subject/books-reading/>

Libby [library] — Free borrowing via a participating library card; audiobooks rate control

<https://www.libbyapp.com/>

Hearing/communication

ASHA Cochlear Implants [free] — Guidance for individualized auditory and language rehabilitation

<https://www.asha.org/Practice-Portal/Professional-Issues/Cochlear-Implants/>

ASHA Child Audiologic Habilitation [free] — How listening and speech-language supports complement education

<https://www.asha.org/public/hearing/child-audiologic-habilitation/>

Hearing First Ling Six Sounds [free] — Listening check guidance; coordinate with CI team

<https://www.hearingfirst.org/b/blog/posts/how-to-practice-daily-listening-checks-with-ling-six-sounds>

VOICE for deaf/hard of hearing children Ontario [free] — Educational resource guide and IEP information

<https://www.voicefordeafkids.com/Educational-Resources>

10 • Recovered materials and source rights

The package includes three previously created interactive HTML files and two original UFLI Kindergarten PDFs supplied in earlier chats. UFLI credit: © 2022 University of Florida Literacy Institute. Official notice permits educational use/adaptation/sharing with attribution but prohibits selling materials or using them commercially. Review its official terms before use in a paid program.

Commercial textbooks mentioned earlier, including Teach Your Child to Read in 100 Easy Lessons by Engelmann et al. (1983) and the different 2019 J. J. Smith title, are listed as references only. Their full texts are not re-packaged here.

HTML audio uses the device/browser's speech synthesizer, not bundled studio human recordings. Voice options, naturalness, word highlighting, audio access and microphone permissions vary by device. Select a US English voice when available and test with the learner; teacher live modeling is the reliable fallback.

Sources reviewed 29 October 2026: UFLI ([ufl.edu/education.ufl.edu](https://ufl.edu/education/ufl.edu)), ASHA (asha.org), Hearing First (hearingfirst.org), Storybooks Canada (storybookscanada.ca), Book Creator (bookcreator.com), VOICE Ontario (voicefordeafkids.com). Website plans and prices can change.