

AOGPE Associate Level Teacher Training Course

Day 1:

Background of people in class
Pretest of knowledge

Dyslexia background and definition
Simulation of Dyslexia
Ben Foss video about dyslexia

Parts of the brain and those involved in the reading process

Orton-Gillingham approach, definition, and rationale
History of OG
AOGPE

Phonetic associations
Phonology and phonemic awareness
-consonants and white card deck
-vowels and salmon drill deck
-different approaches to practicing sounds

Basic phonics
-short vowels
-consonants
-closed syllables
-basic digraphs
-beginning and end blends

Phoneme segmentation and finger spelling

Jewel Box

Simultaneous Oral Spelling- Making spelling a Thought Process

Homework for Day 1:

Evening work:

- Please write summaries for
 - Wilkins, Angela, and Garside, Alice. (1993) *Basic Facts About Dyslexia: What Everyone Ought to Know. (Part I)*
 - Geschwind, Norman. (1982) "Why Orton Was Right."
 - McClelland, Jane. (1989) "Gillingham: Contemporary after 76 Years."
 - Ryan, Michael. (1994) *The Other Sixteen Hours: The Social and Emotional Problems of Dyslexia.*
- Learn phonemes & practice using Phonics Drill Cards (white & salmon drill cards)
- Study dyslexia definitions discussed in class

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Day 2:

Review of questions
Collection of summaries
Quiz of Day 1 material

Simulation of Dysgraphia

Teaching Handwriting

- hand dominance
- eye dominance
- listening/learning position/paper slant
- pencil grip
- manuscript followed by cursive- lowercase and uppercase
- Diana Hanbury King's cursive writing book for beginners

The OG Approach and Multi-sensory Teaching

- The Student Notebook

Beginning Phonics

- Floss Rule for spelling
- Open syllables
- Silent-e syllables
- Flexing between Closed and Silent-e syllables
- Wild and Kind Words
- Old and Ost Words
- Vowel Teams and Diphthongs
 - oo/oo
 - igh/y and then four most common ways to spell i
 - oa/ow and then four most common ways to spell o
 - ai/ay and then four most common ways to spell a
 - ee/ea and then four most common ways to spell e
 - ue/ew and then four most common ways to spell u
 - oi/oy
 - ou/ow
 - au/aw

Vowel-r Syllables- introduction only to the first sound of each

- | | | |
|-----|-----|-----|
| -ar | -or | |
| -er | -ir | -ur |

Homework for Day 2:

- Familiarize yourself with Slingerland's *Phonetic Word Lists for Children's Use*
- Please read and write summaries for:
 - Orton, Samuel T. (1999) *Reading, Writing, and Speech Problems in Children, Part I. A History of the Orton-Gillingham Approach*. Academy of Orton-Gillingham Practitioners and Educators. (2004)
 - Gillingham Manual*, Chapter 9 - Handwriting
- Practice salmon and white cards

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Day 3:

Review of Questions
Collection of summaries
Quiz on Day 2 material

Intermediate phonics:

- 2 sounds of c and g
- 2 sounds of s
- Long spelling patterns: k/ck, ch/tch, and ge/dge
- Games and activities using phonics rules
- How to accommodate 1:1 vs. small group vs. large group

Syllable divisions

- rab-bit division
- silent-e rab-bit division
- ti-ger and cam-el division
- tur-tle division and consonant-le syllable

The concept of a suffix

- Anglo-Saxon suffixes:
 - s, -es, -ed, er, est, -ful, ly, ing, ed, ness, less, hood, -ward

-3 sounds of -ed

- mix in phonology for voiced and voiceless review
- completing assignments
- sorting activities
- incorporation of grammar

Silent-e Spelling rule

- The first of the three great spelling rules

Homework for Day 3:

- Read and write summaries for
 - Gillingham Manual*, Chapter 2 - Reading & Spelling with Phonetic Words
 - Gillingham Manual*, Chapter 3 - Words Phonetic for Reading But Not for Spelling
 - Put Reading First: The Research Building Blocks for Teaching Children to Read*. The Partnership for Reading
- Review Basic Phonics concepts introduced so far
- Review sound deck (phonics drill cards)
- Continue to make word cards for concepts taught

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Day 4:

Review for questions

Collection of summaries

Quiz on Day 3 material including cursive alphabets

Final y at the end of 2 syllable words

-y says e

-y says i

Introduction of the 3 great spelling rules

-review of silent-e spelling rule

-cvc doubling rule

-y rule for spelling

Review of all basic and intermediate phonics

-review of skills inventory list

-Review of workbooks and activities

-Create worksheets and activities

-Present sheets and activities to the group

The five ways to spell /er/ and their reasonings

-review of er/ir/ur spellings

-ar after l in two syllable words

-or for people at the end of two syllable words

3 sounds of ea

2 sounds of ie

2 sounds of ei

i before e generalization

4 rare spelling: eigh, ey, oe, eu

Vowels that say /oo/ and /ou/

Syllable division for li-on words

Oral reading and reading comprehension

-watch videos of students reading

-practice oral reading in pairs

Practice assimilating all of the above

Watch movies about dyslexia

Create cards and word lists

Homework for Day 4:

- Read and summarize *Gillingham Manual*, Chapter 7 - Spelling Situations & Patterns

- Study yellow cards

-Continue to make word cards for concepts taught

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Day 5:

Review for questions

Collection of summaries

Quiz on Day 4 material including cursive alphabets

Review use of all drill packs

Vocabulary using Isabel Beck's book, *Bringing Words to Life*

Teaching Materials:

working with *iPad*, ETC, SLD, Teacher created sheets, organization of materials

Spelling Practice

-Buckingham Ayres list

-instant words

-rote memory

-red words

-spelling graveyards

-Spelling and vocabulary packs

-Various programs derived from OG and their materials- Wilson, PAF

-review and critique order of skills and program vs. approach

Keyboarding- using the Diana Hanbury King's approach

Homework for Day 5:

- Read and summarize June Orton's *A Guide to Teaching Phonics*

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Day 6:

Review questions from Day 5

Collect summaries of readings

Review of previously taught concepts

History of the English Language

- Why words are spelled how they are spelled

- How words entered the language

- Which languages are prevalent and which ones are less common

- Correlation to *English Isn't Crazy*, by Diana Hanbury King

Final stable syllables

- tion, ture, sion, cian

Introduction of Latin elements

- prefixes, roots, and suffixes

- 55% of the English language

- The first 30 prefixes, roots, and suffixes

- How affixes build words and relate to vocabulary

- Create a set of Latin cards and begin working on learning each element

- Dissect lists of Latin based words using criss-cross skills

Brief introduction to Advanced Latin Concepts

- Chameleon Prefixes

- Latin Connectives

- Accenting multi-syllabic words

Homework for Day 6:

Begin to master Latin prefixes, roots, and suffixes

Review phonics notebook

Continue to make word cards for concepts taught

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Day 7:

Collection of Summaries

Questions from Yesterday's work

Grammar and elements of how and when to teach

- nouns
- verbs
- linking verbs
- adjectives
- adverbs

Writing Skills

- subjects and predicates (simple and compound)
- Introduce clauses and phrases (main, subordinate, prepositional)
- simple, compound, and complex sentences
- run-on sentences

Expository Writing

- Generating and organizing ideas
 - webs vs. lists
 - generate lists as a class
- How to write a basic paragraph
 - introductory sentence
 - 3 supporting sentences
 - concluding sentence
- How to write an expanded paragraph
- Types of exposition
 - categorize paragraph types

How to transition from an expanded paragraph to essay writing

Homework for Day 7:

- Read and summarize:
 - Gillingham Manual, Chapter 6 - Expressing Ideas in Writing
 - Gillingham Manual, Chapter 10 - Dictionary Technique
 - King's *Writing Skills - Teacher's Handbook*
- Write practice paragraphs for the following: TBD

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Day 8:

Assessment

- Formal vs. Informal Testing

- IQ Test- WISC IV
 - Description of each subcategory and what the results imply
 - Neuro-Psych Evaluations and write-ups
 - Other Diagnoses

- WIAT and its subcategories

- Diagnostic and Prescriptive teaching
 - Informal Testing- Gallistel-Ellis, Barnell Loft, observations
 - Formal Testing
 - Woodcock Reading Mastery
 - GORT
 - Test of Written Spelling

 - Case Study of students
 - Review one as a class
 - Assign profiles to individuals to prep for mock tutoring

Homework for Day 8:

Prepare a 15 minute phonics lesson teaching a new skill for mock tutoring on Day 9.
Review notes for final assessment.

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Day 9:

Mock Tutoring- Each trainee will present a 10 minute lesson

Group and instructor will provide constructive feedback

- things done well and what to improve upon
- where to go next with this student
- error analysis

The Orton-Gillingham Lesson Plan

- Essential components and determining scope and sequence
- Diagnostic-prescriptive teaching
- Designing and individualized lesson plan based on student performance
- Lesson plan order of activities
 - salmon and white cards
 - alphabet
 - yellow cards
 - review reading words and sentences
 - review spelling words and sentences
 - new skill for reading- both words and sentences
 - new skill for spelling as connected with reading- words and sentences
 - oral reading
- spiraling back to review previously taught concepts
- providing direct instruction of new concepts
- maintaining a detailed record of the student's daily performance as the basis for designing subsequent lessons
 - including work samples and evidence of student correction of errors
 - eliciting the highest level of student performance
- Finish watching videos and creating materials
- Take final assessment