

**Day 1 Objectives:**

- Trainees will learn what Dyslexia is and how it presents itself in a classroom setting.
- Trainees will learn the red flags of Dyslexia.
- Trainees will learn empathy of what it feels like to be Dyslexic via a simulation experience.
- Trainees will learn the percentage of the population that is Dyslexic and what characteristics they have in common.
- Trainees will learn the difference between a consonant and a vowel as well as voiced and voiceless consonants and articulators.
- Trainees will learn a brief overview of normal language development to be able to compare it to children who are not progressing normally.
- Trainees will learn what phonological awareness is, why it is important, and how to scale from the least simplistic to the most advanced aspect of this prerequisite for reading.
- Trainees will learn how to finger spell to segment words into phonemes.
- Trainees will learn to make spelling a cognitive process using simultaneous oral spelling.
- Trainees will learn the short vowels and a multi-sensory approach to teaching those short vowels.
- Trainees will learn how to move from symbol to sound and sound to symbol through associations with the salmon and white cards as well as the yellow cards.
- Trainees will learn consonants with two phonemes.
- Trainees will learn digraphs for both reading and spelling for sh, ch, th, wh, and wr.
- Trainees will learn to differentiate between a digraph and a blend.
- Trainees will learn beginning and end blends including double and triple blends.
- Trainees will learn how a successful day is structured for Dyslexic learners and what true multi-sensory teaching is.
- Trainees will learn what Dysgraphia is and how it presents itself as well as diagnosis and treatment.
- Trainees will participate in a Dysgraphia Simulation to understand the complexity and frustration of being Dysgraphic.
- Trainees will learn how to determine which eye is their dominant eye and the importance of knowing that information when providing "preferential seating" to their students.
- Trainees will learn why a pencil grip is important and way to use various pencil grips.
- Trainees will learn to differentiate between Zaner-Bloser and D'Nealian as well as proper listening learning position for writing.
- Trainees will learn the reasons for why cursive writing is the most effective means of writing for students.
- Trainees will learn Diana Hanbury King method of cursive writing where all letter formations begin on the base line and the importance of applying letter formations into words and phrases.
- Trainees will learn how to customize writing paper for their specific students' needs.

**Materials:**

- Handout of Day 1,
- Decks of salmon/w/y cards for each trainee
- Dysgraphia Simulation sheet, marker, and a mirror for every other trainee.
- The Pencil Grip, The Grotto Grip, and The Writing Claw
- Phonics Box 1 of word and sentence cards
- American English Consonant Chart,
- Email list so Dawn may invite into Google folder

**Classroom Educator Syllabus  
by Dawn M. Nieman/Fellow**

**Day 2 Objectives:**

- Trainees will learn that closed syllables ending in f, l, s, and z are usually doubled for spelling.
- Trainees will learn the “all” family for both reading and spelling.
- Trainees will learn the importance of trace, copy, cover, averted to make phonetic concepts a multi-sensory experience.
- Trainees will learn open, closed, and silent-e syllables and how to differentiate between them.
- Trainees will learn the two sounds of s and how to use them for both reading and spelling.
- Trainees will learn the long spelling rule for k/ck and ch/tch for both reading and spelling.
- Trainees will learn what the “vowel-r” syllable is and how to differentiate for both reading and spelling
- Trainees will learn how to divide a word into syllables when 2 consonants come between two vowels. (rab-bit). Teach for both reading and spelling.
- Trainees will learn the two sounds of “oo” for both reading and spelling.
- Trainees will learn the vowel team “igh/y” for both reading and spelling.
- Trainees will learn the vowel team “oa/ow” for both reading and spelling.
- Trainees will learn the vowel team “ai/ay” for both reading and spelling.
- Trainees will learn the two sounds of y at the end of a word.
- Trainees will learn the history of Samuel Orton, Anna Gillingham, and Bessie Stillman.
- Trainees will learn the 7 tenants of the Orton-Gillingham Approach and how it is different from a program or OG derived program.
- Trainees will learn that differentiated instruction is necessary regardless of age or grade level.
- Trainees will learn the scientific evidence of Dyslexia including chromosomes.
- Trainees will learn about the Academy of Orton-Gillingham Practitioners and Educators and what that organization embodies as well as the various levels and requirements for each level of accreditation.
- Trainees will learn the hemisphere, lobes, and four main sections of the brain which are involved with the reading process.
- Trainees will learn about the modern science aspects of brain scans and recent research.
- Trainees will learn the importance of developing a phonics notebook and keeping records of previously taught phonetic concepts.

**Materials:**

- Handout of Day 2,
- Review Sheet Day 2 using Day 1 Material
- Phonics Boxes 2 and 3 of word and sentence cards plus salmon/white/yellow cards

**Day 3 Objectives:**

- Trainees will learn how to divide a word into syllables when 1 consonant comes between two vowels. (ti-ger, and cam-el). Teach for both reading and spelling.
- Trainees will practice categorizing words by syllable division type.
- Trainees will learn the team “ee/ea” for both reading and spelling.
- Trainees will learn the vowel team “ue/ew” for both reading and spelling.
- Trainees will learn what a diphthong is and how it can be distinguished from a vowel team.
- Trainees will learn the team “oi/oy” for both reading and spelling.
- Trainees will learn the team “ou/ow” for both reading and spelling.
- Trainees will learn the team “au/aw” for both reading and spelling.
- Trainees will learn “ow” in the middle before an l or n for spelling purposes.
- Trainees will learn “aw” in the middle before a k, l, or n for spelling purposes.
- Trainees will learn the two sounds of c and g and how to use them for both reading and spelling.
- Trainees will learn the difference between “ge” and “dge” for reading and spelling.
- Trainees will learn when to use er, ir, and ur for reading and spelling.
- Trainees will learn to divide a word into syllables using the consonant-le syllable division.
- Trainees will learn what a spelling frequency chart is and how to use it for all of the long vowels.
- Trainees will learn how to use games and manipulatives for practice with phonetic concepts taught.

**Materials:**

- Handout of Day 3
- Review Sheet Day 3 using Day 2 Material
- Phonics Boxes 2 and 3 of word and sentence cards plus salmon/white/yellow cards

**Day 4 Objectives:**

- Trainees will learn the meaning and manner of teaching Anglo-Saxon Prefixes including non, un, under, over, mis, fore, mid, and out for both reading and spelling.
- Trainees will learn the meaning and manner of teaching Anglo-Saxon Suffixes including s, es, 3 sounds of ed, ing, er, est, en, ish, some, ly, ful, less, ness, and ess for both reading and spelling.
- Trainees will review phonology for voiced and voiceless consonants to sort the 3 sounds of -ed.
- Trainees will learn to incorporate elements of grammar for use with ing/ed.
- Trainees will learn the Silent-e spelling rule to use when applying suffixes.
- Trainees will learn the c-v-c doubling rule for spelling.
- Trainees will learn the y spelling rule. (party to partied and shy to shyer)
- Trainees will evaluate and compare/contrast various norm and criterion referenced testing.
- Trainees will view video of, participate in group review, and practice review within groups of 2 to review all previously taught phonetic concepts.
- Trainees will practice error analysis activities to begin to learn how to elicit questions from students rather than providing answers.
- Trainees will learn or says /er/ after a w or as a Latin suffix for people.
- Trainees will learn ar says /er/ at the ends of words after the letter l.
- Trainees will learn the three sounds of ea and oe and ey rare spellings.
- Trainees will review phonetic concepts and an overview to teaching skills. Discuss sequence.
- Trainees will learn the syllable division when two vowels are between two consonants (li-on).
- Trainees will practice differentiating between all of the syllable division rules.
- Trainees will learn about the “old, wild and kind” words for both reading and spelling.
- Trainees will continue to practice error analysis.
- Trainees will learn how to execute the oral reading process as well as how to select appropriate leveled books.
- Trainees will watch videos of students completing oral reading to determine if the student has fluency, is guessing, or is demonstrating comprehension.
- Trainees will learn how to create a full Orton-Gillingham lesson plan.
- Trainees will create together a full Orton-Gillingham lesson plan using objective, materials, and procedures.
- Trainees will practice teaching an entire Orton-Gillingham lesson plan within their small groups.
- Trainees will watch videos of tutors teaching a phonetic concept and then practice teaching a phonetic concept in small groups.
- Trainees will ask any final questions.

**Materials Needed:**

- Handout of Day 4
- Review Sheet Day 4 using Day 3 Material
- Phonics Boxes 2 and 3 of word and sentence cards plus salmon/white/yellow cards
- Several controlled text books for trainees to practice oral reading procedure.