Google and OG:

Suite Solutions for Educators

Theresa Collins, ATF/AOGPE

April 5, 2019

THE SOUTHPORT SCHOOL

THE SOUTHPORT COLAB

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http://tinyurl.com/y5d3f5bt

True Confessions

Shiny things.

“Just a teacher” trying to get things done.

SHHH! (I don’t use all these tools!)

Bribes and other malfeasances.

Who Are You? I Really Want to Know!

Classroom teachers

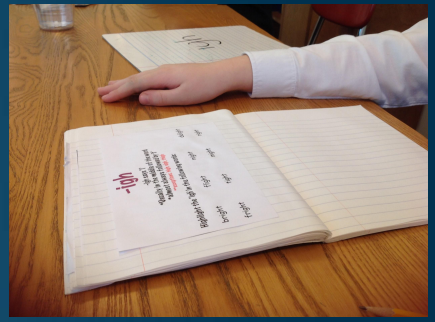
Small group

1-1 interventionists

Fellows or FITs

Ch…ch…ch…ch…changes…

Ch…ch…ch…ch…changes…



The Challenge

Dyslexia awareness/ legislation

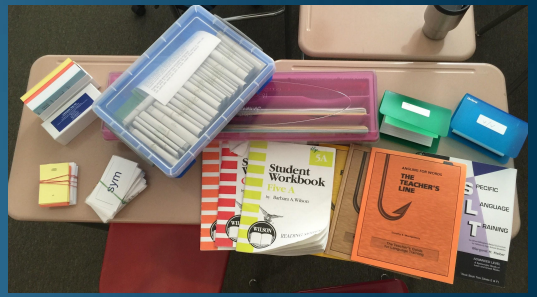
Demand for specialized, multisensory instruction

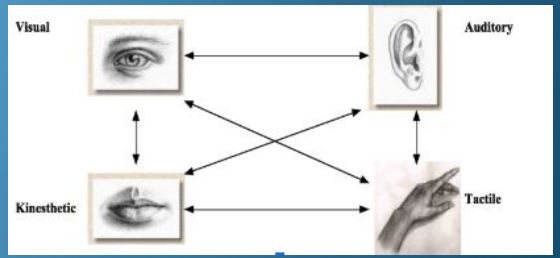
Technology

Scalable Model

Individualized instruction

Why Incorporate Technology





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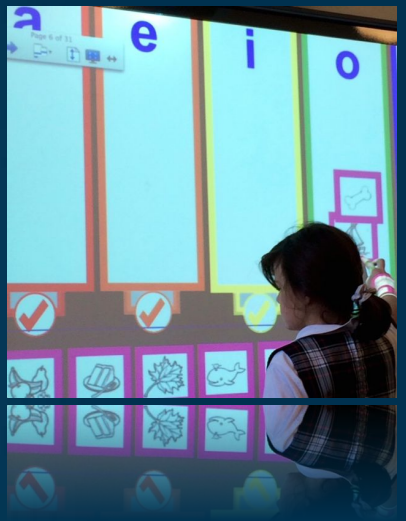

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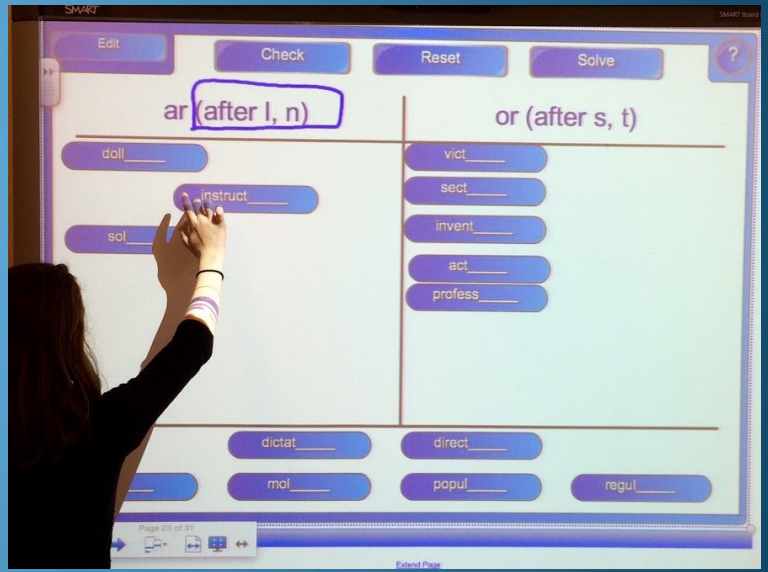


Ch...ch...ch...ch...changes...

When should you use ck instead of k at the ends of words? 1 point

- after vowel teams
- after a consonant
- right after a short vowel
- before a vowel

What would be the best spelling for the pseudoword /laj/ 1 point

- ladge
- lage
- lag

Which spelling rule applies to each of the following words? 7 points

	silent-e rule	y rule	cvc doubling rule
rubbed	☐	☐	☐
delayed	☐	☐	☐
piling	☐	☐	☐
ripest	☐	☐	☐
fanciest	☐	☐	☐
ripped	☐	☐	☐
pried	☐	☐	☐

Key Characteristics of Digital Tools

- Inexpensive and Pervasive
- Scalable
- Democratizing
- Immediate
- Dynamic
- Insensitive to Distance
- Community Friendly
- Less Sensitive to Time
- Service Oriented
- Evolving
- Complementary
- Extensible

(Zucker 2009)

Why Google?

- Collaboration
  - With students, colleagues, etc.
  - Breaks down walls
- “Cloud Computing”
  - Saves automatically (but you can revert to earlier versions)
  - Can be accessed from any device with web access
  - On the go
    - Many can be used off line and will then sync up when your device next accesses the web
  - Crucial for BYOD schools-kids have variety of devices but all can use Google tools
- Inexpensive

Why Google?

- Unlimited storage (for Google Apps for Education accounts)
  - 15GB for traditional Google accounts
- Robust platform
  - Can meet most of your needs in one place
  - Tools work well with each other
  - Without having to learn a lot of additional programs
- Google Suite plus some extra add-ons can enhance multisensory presentation
- Accessibility - students/trainees can receive information in a variety of ways and respond in a variety of ways

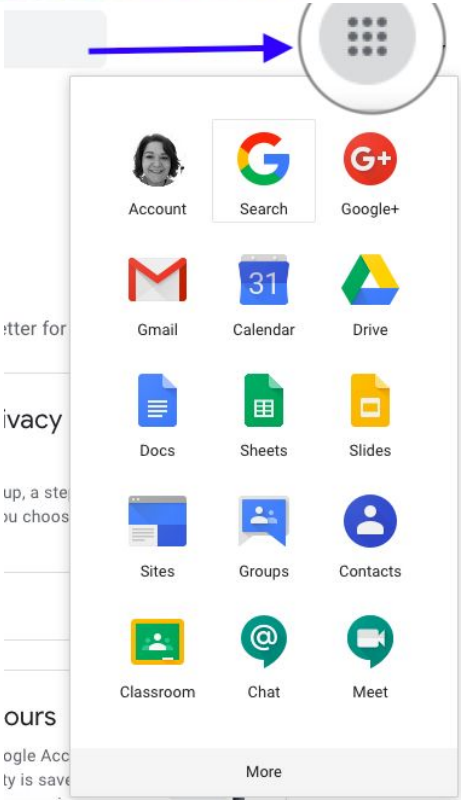
What's in Your Suite?

- G Suite is a collection of business, productivity, collaboration, and education software developed and powered by Google.
- Primary tools include:

Gmail	Forms
Drive	Calendar
Docs	Sites
Sheets	Hangouts
Slides	Keep

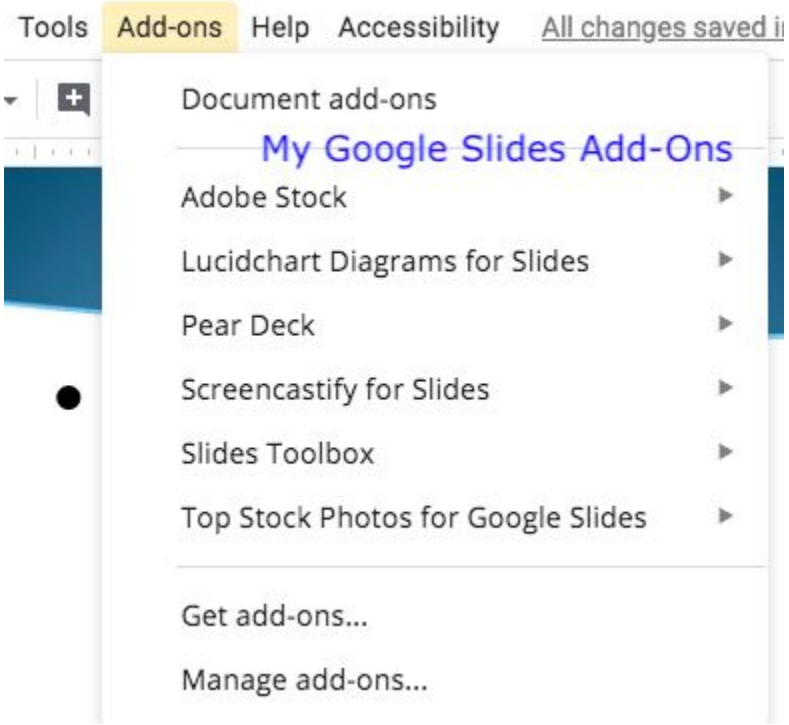
Google Apps

- Your Apps “live” in this “waffle”
- May be different than mine, depending on what your institution makes available
- If you scroll all the way down, you can get more from the G Suite Marketplace



Add-Ons

- Google Add-Ons:
  - Only work with their Google apps (Drive, Forms, etc.)
  - Once you add them, will appear in the menu for their particular Google Apps



Add-Ons

Add-ons Help Accessibility Last edit wa

Document add-ons

My Google Docs Add-Ons

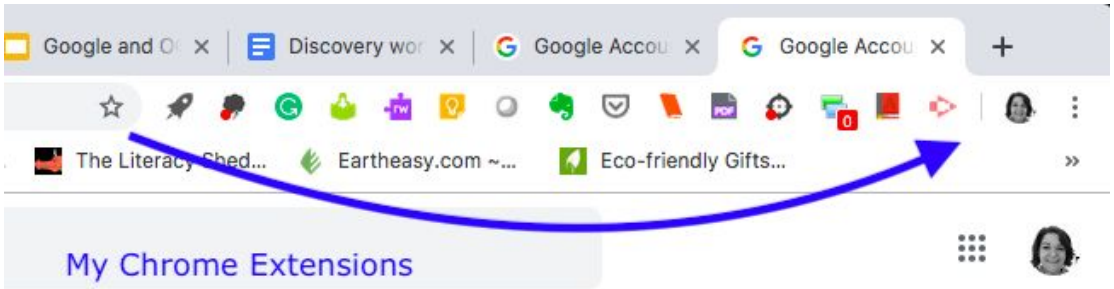
- Change Case ▸
- EasyBib Bibliography Creator ▸
- Extensis Fonts ▸
- HelloSign ▸
- Kaizena (Voice Comments) ▸
- MindMeister ▸
- OrangeSlice: Teacher Rubric ▸
- Word Cloud Generator ▸

Get add-ons...

Manage add-ons...

Extensions

- Chrome Extensions:
  - Modifications to the Chrome Browser
  - Add functionality to Chrome Browser
  - Obtain them from the Google Chrome store
  - You'll find them next to your Chrome search window



G-Suite for the OG Practitioner

Google Docs

Google Docs

- Laying out words for review reading/spelling
- Student notebooks
- Writing templates
- Progress monitoring
- Skills checklist

Google Docs

VC/V Rule
camel division

when 1 consonant comes between 2 vowels, try dividing after the first vowel.

If that doesn't work, then divide after the consonant.

camel

static

robin

rebel

seven

talent	limit	vivid
seven	habit	level
radish	comic	chisel
topic	livid	panic
study	cabin	volume
polish	timid	tribute
visit	menu	tenure
decade	planet	relic

the talent contest	limit her travel	vivid red and white
in seven months	a better habit	a level plank
a white radish	note to the comic	chisel in the concrete
topic to discuss	the livid driver	a panic attack
study for the exam	rested in the cabin	volume of the music
polish the glass door	a timid camel	tribute to the dentist
visit to Boston	the children's menu	the teacher's tenure
a decade later	the closest planet	the lost relic

Google Docs

List: Intermediate	Supporting Sentences

Topic Sentence:	
List: Intermediate	Supporting Sentences
Concluding Sentence:	

Google Docs

Expanded Paragraph Template:

TS	
SS1	
Detail 1	
Detail 2	
SS2	
Detail 1	
Detail 2	
SS3	
Detail 1	
Detail 2	
CS	

Expanded Paragraph Template:

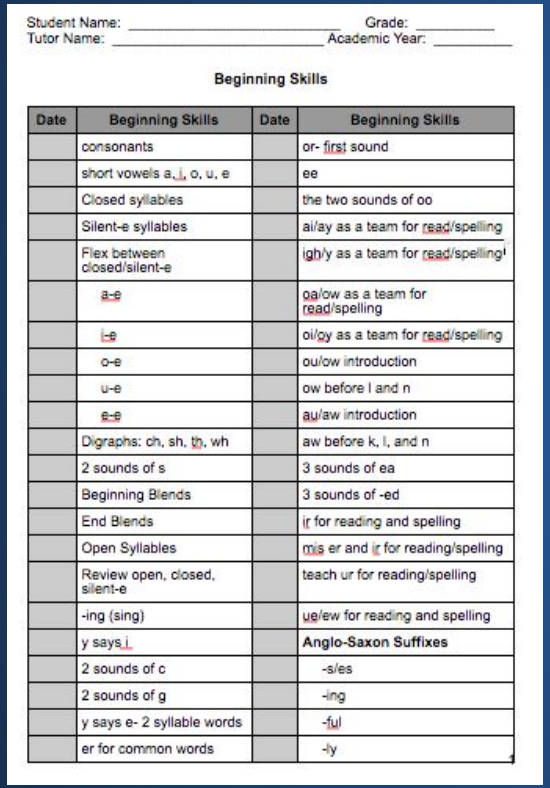
TS	
SS1	
Detail 1	
Detail 2	
SS2	
Detail 1	
Detail 2	
SS3	
Detail 1	
Detail 2	
CS	

Google Docs

Student Name: [redacted]
Academic Year: 2017-2018; 2018-2019
Tutorial Teacher: Plante/Collins; Collins
Gallistel-Ellis Test of Coding Skills

	Reading % correct				
Skills	**9/17**	**1/17**	**5/18**	**9/18**	**1/19**
CVC Closed Syllables	72%	96%	92%	92%	92%
Closed with blends and trigraphs	60%	95%	80%	90%	95%
Silent-e and open	33%	80%	53%	93%	87%
Soft c, g, s, tch, dge	7%	33%	33%	33%	33%
Vowel team syllables, -alk, CVVC	24%	40%	48%	40%	64%
Vowel r syllables, -eer, CVr	0	73%	60%	60%	80%
Short vowel, -ar, with syllabication & doubling/silent-e + AS suffixes	4%	44%	36%	32%	44%
Cle and final stable syllables	N/A	8%	28%	20%	44%
Multisyllabic words	N/A	0%	0%	N/A	4%
Phonetically Irregular words	65%	65%	75%	60%	80%

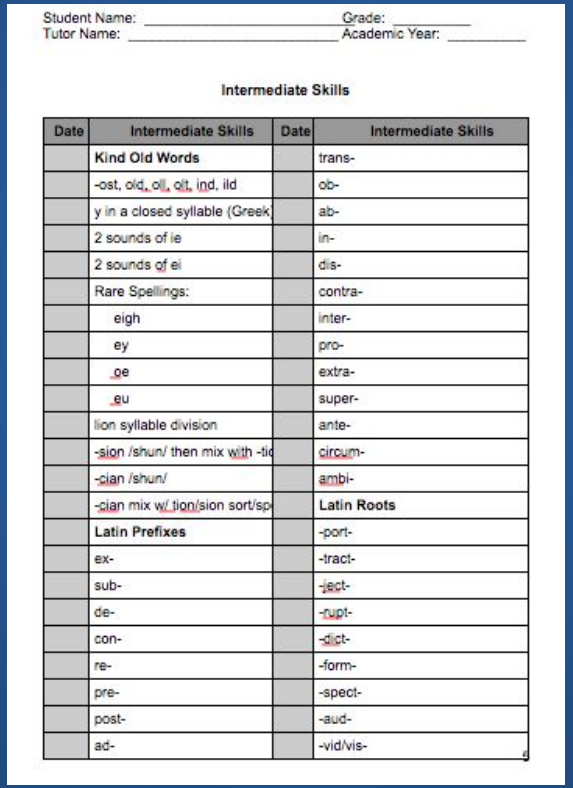
Google Docs



Student Name: _____ Grade: _____
Tutor Name: _____ Academic Year: _____

Beginning Skills

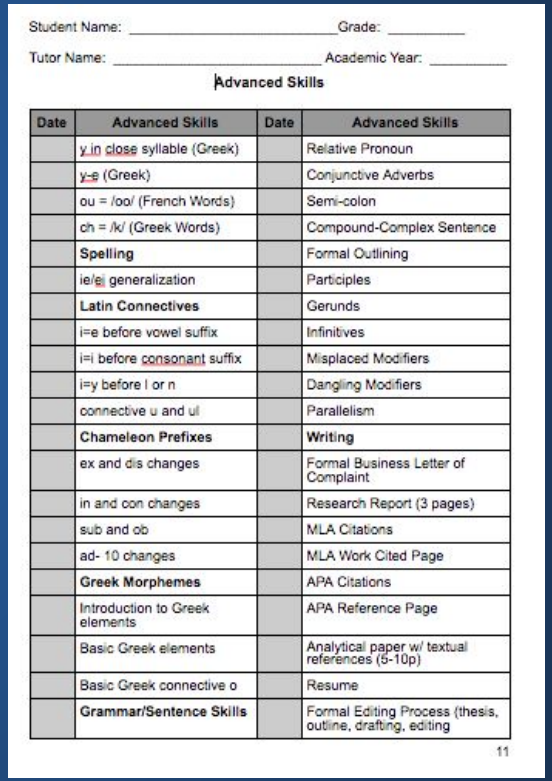
Date	Beginning Skills	Date	Beginning Skills
	consonants		or- first sound
	short vowels a, i, o, u, e		ee
	Closed syllables		the two sounds of oo
	Silent-e syllables		ai/ay as a team for read/spelling
	Flex between closed/silent-e		igh/y as a team for read/spelling
	a-e		oa/ow as a team for read/spelling
	i-e		oi/oy as a team for read/spelling
	o-e		ou/ow introduction
	u-e		ow before l and n
	e-e		au/aw introduction
	Digraphs: ch, sh, th, wh		aw before k, l, and n
	2 sounds of s		3 sounds of ea
	Beginning Blends		3 sounds of -ed
	End Blends		ir for reading and spelling
	Open Syllables		mis er and ir for reading/spelling
	Review open, closed, silent-e		teach ur for reading/spelling
	-ing (sing)		ue/ew for reading and spelling
	y says i		**Anglo-Saxon Suffixes**
	2 sounds of c		-s/es
	2 sounds of g		-ing
	y says e- 2 syllable words		-ful
	er for common words		-ly



Student Name: _____ Grade: _____
Tutor Name: _____ Academic Year: _____

Intermediate Skills

Date	Intermediate Skills	Date	Intermediate Skills
	Kind Old Words		trans-
	-ost, old, oll, olt, ind, ild		ob-
	y in a closed syllable (Greek)		ab-
	2 sounds of ie		in-
	2 sounds of ei		dis-
	Rare Spellings:		contra-
	eigh		inter-
	ey		pro-
	oe		extra-
	eu		super-
	lion syllable division		ante-
	-sion /shun/ then mix with -tio		circum-
	-cian /shun/		ambi-
	-cian mix w/ tion/sion sort/sp		**Latin Roots**
	Latin Prefixes		-port-
	ex-		-tract-
	sub-		-ject-
	de-		-rupt-
	con-		-dict-
	re-		-form-
	pre-		-spect-
	post-		-aud-
	ad-		-vid/vis-



Student Name: _____ Grade: _____
Tutor Name: _____ Academic Year: _____

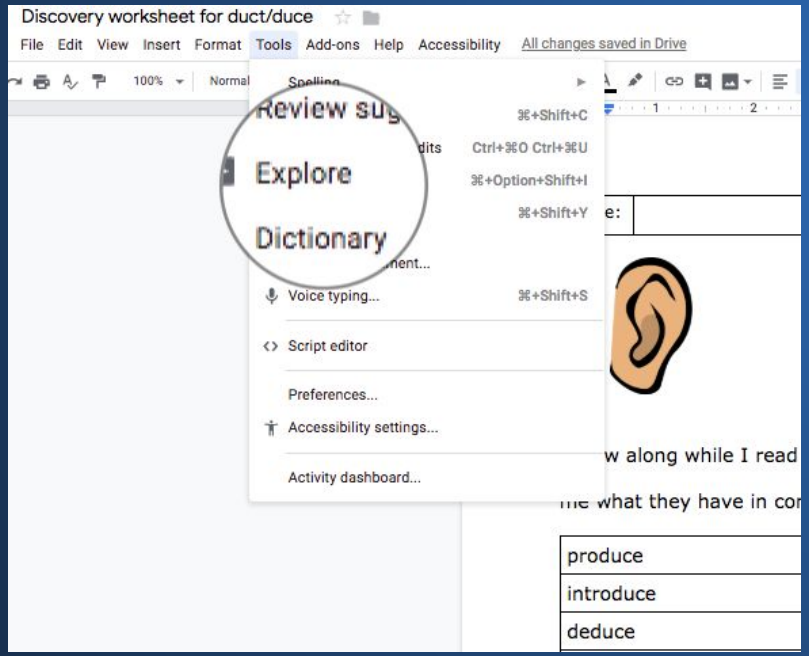
Advanced Skills

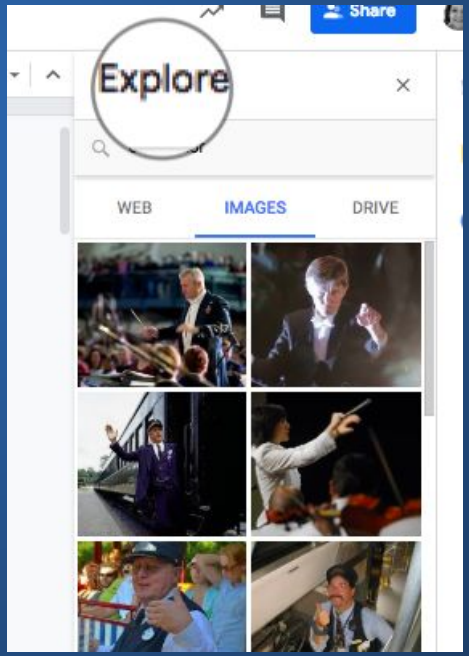
Date	Advanced Skills	Date	Advanced Skills
	y in close syllable (Greek)		Relative Pronoun
	y-e (Greek)		Conjunctive Adverbs
	ou = /oo/ (French Words)		Semi-colon
	ch = /k/ (Greek Words)		Compound-Complex Sentence
	Spelling		Formal Outlining
	ie/ei generalization		Participles
	Latin Connectives		Gerunds
	i=e before vowel suffix		Infinitives
	i=i before consonant suffix		Misplaced Modifiers
	i=y before l or n		Dangling Modifiers
	connective u and ul		Parallelism
	Chameleon Prefixes		**Writing**
	ex and dis changes		Formal Business Letter of Complaint
	in and con changes		Research Report (3 pages)
	sub and ob		MLA Citations
	ad- 10 changes		MLA Work Cited Page
	Greek Morphemes		APA Citations
	Introduction to Greek elements		APA Reference Page
	Basic Greek elements		Analytical paper w/ textual references (5-10p)
	Basic Greek connective o		Resume
	Grammar/Sentence Skills		Formal Editing Process (thesis, outline, drafting, editing

11

Other Drive Goodies:

- Explore

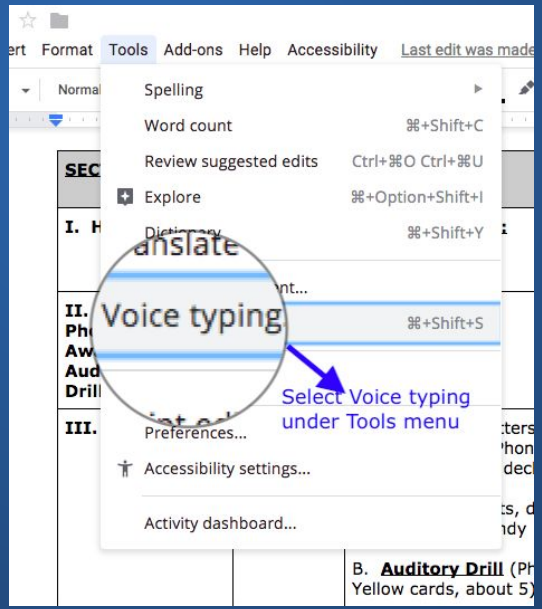


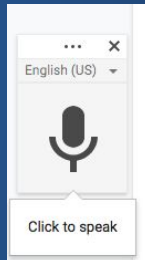


Other Drive Goodies:

- Voice Typing

SECTION	PREV. ERRORS	SKILL AREA	NEW ERRORS
I. Handwriting		Letter &/or skill: N/A	
II. Phonological Awareness or Auditory Disc. Drill		Task:	
III. Review		Review learned letters & sounds A. **Visual Drill** (Phonics Drill Cards, white and salmon decks) Vowels, consonants, digraphs, blends, vowel r, gentle Cindy B. **Auditory Drill** (Phoneme Dictation Yellow cards, about 5)	



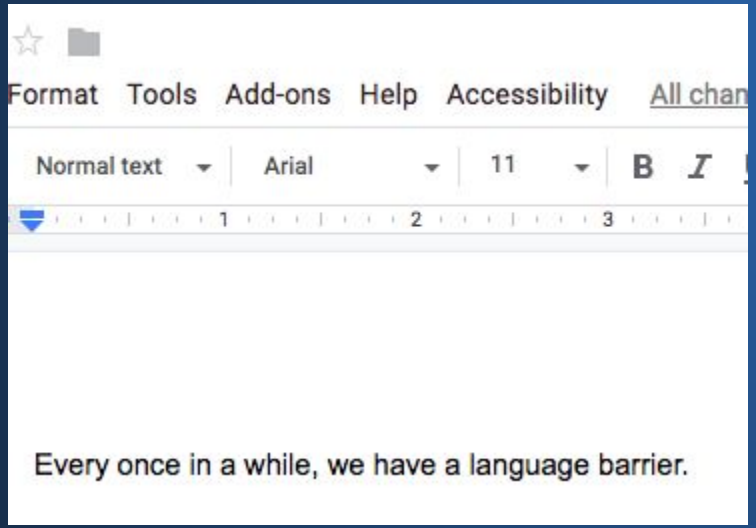


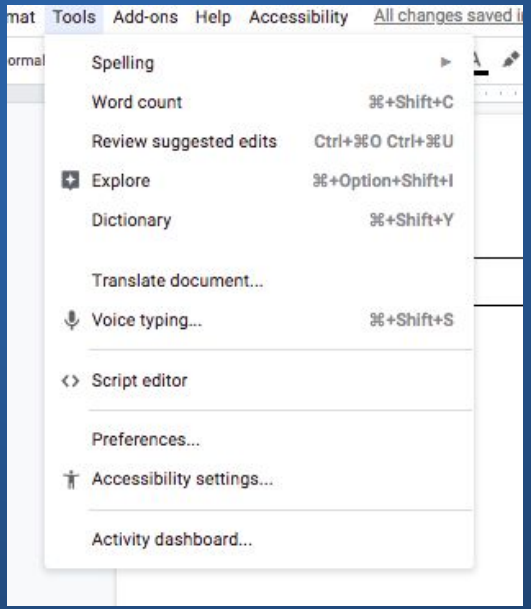
to pop up the microphone. Just click the X when you are finished.

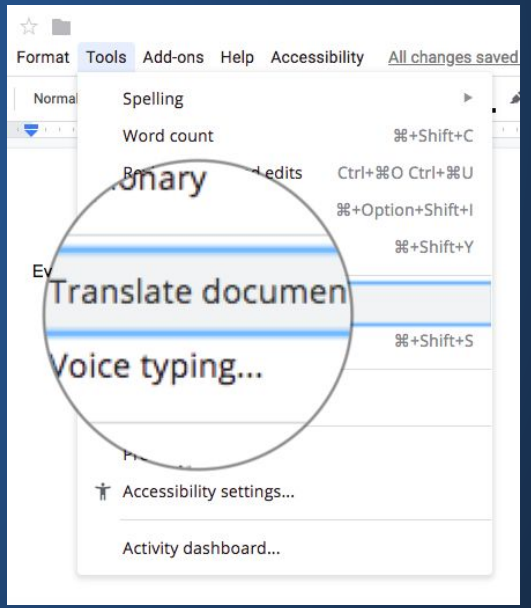
SECTION	PREV. ERRORS
I. Handwriting	
II. Phonological Awareness or Auditory Disc. Drill	
III. Review	

Other Drive Goodies:

- Translation







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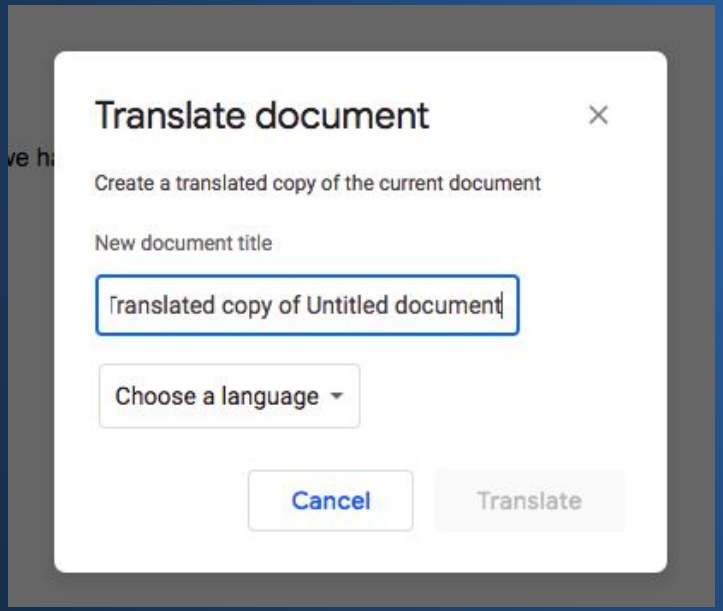
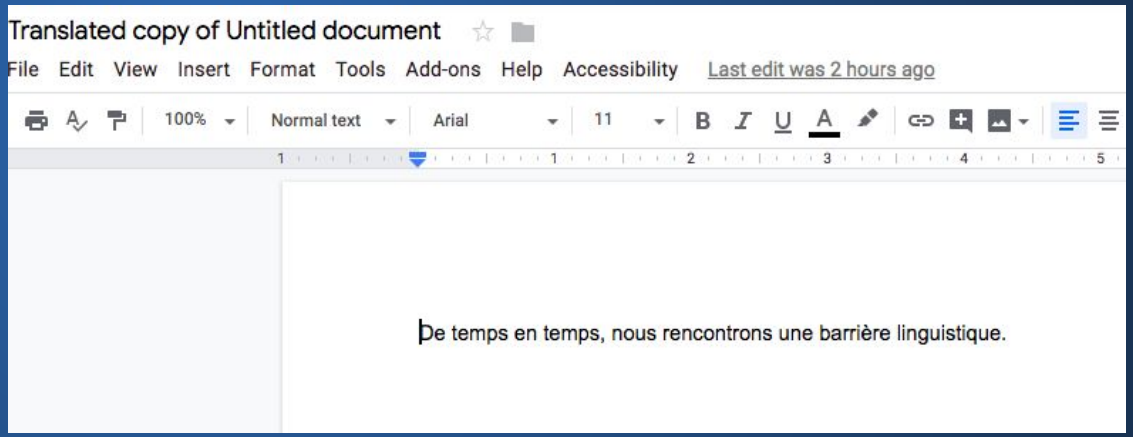




Google Classroom

- Soon, I needed a management system!

Google Classroom

Classroom

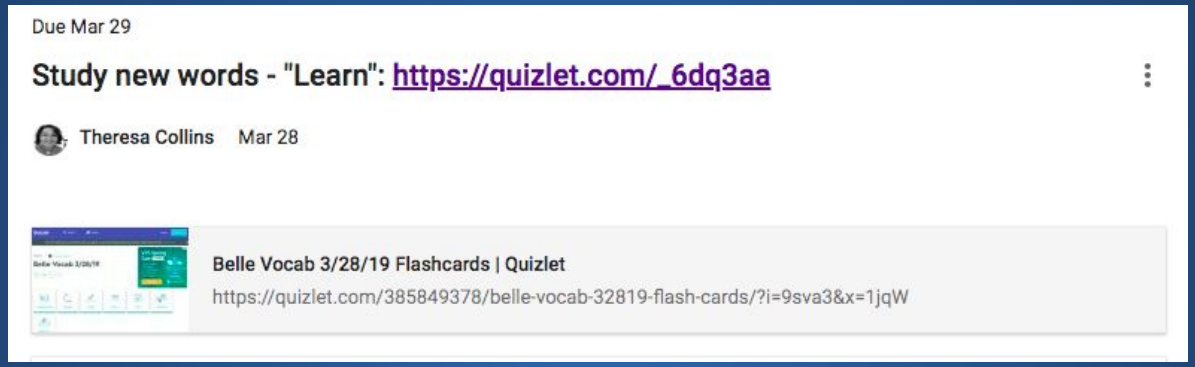
- Once you have set up a class:
  - Automatically distributes student assignments
  - Sets up and organizes folders for each student
  - “Files” submitted work
  - Allows you to schedule when assignments are disbursed

Google Classroom

Classroom

- Upload documents, quizzes, videos, slideshows, links...you name it...to give students access
- Grade and return completed assignments
- Allow students to comment on each other's work (if you want to)
- Works with Calendar to post assignments in yours/students' calendars

Google Classroom



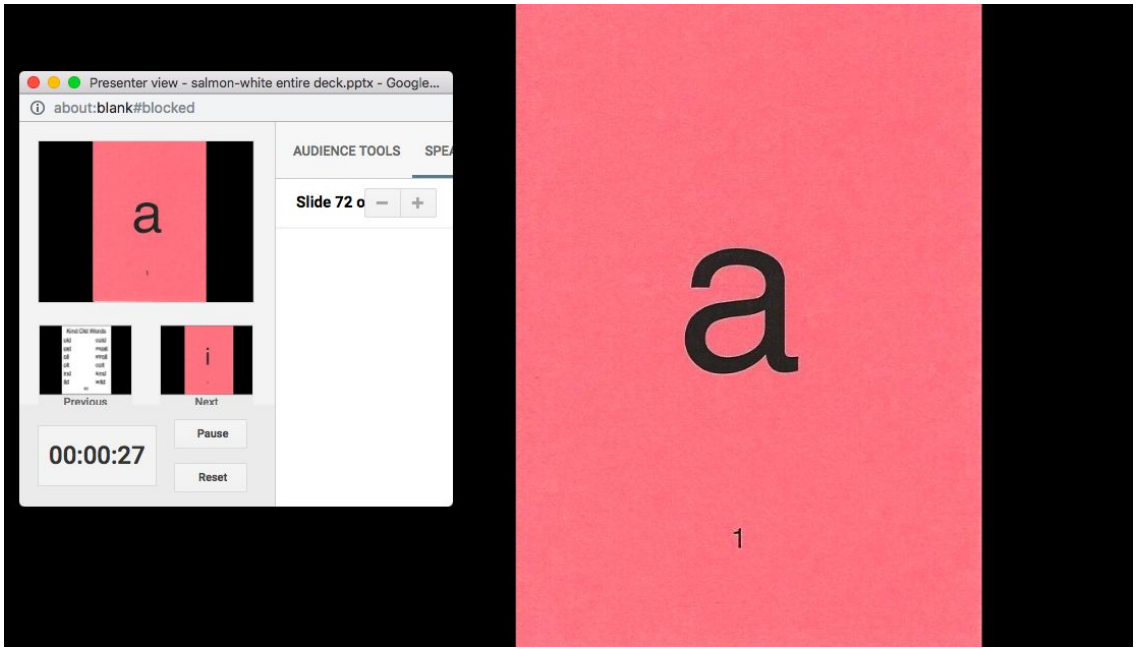
- Integrates seamlessly with a wide variety of other popular tech tools: Quizlet, Classkick, Quizizz, EdPuzzle, ActivelyLearn...

Google Slides

- Visual Drill
- Word Reading
- Vocabulary

- *Note: Slides “play nicely” with Powerpoint. With Keynote, not so much.

Google Slides



Drill cards by Niemanville.com

Google Slides

Google Slides

Spectrum

Band of color; broad range of related ideas or objects

Google Keep

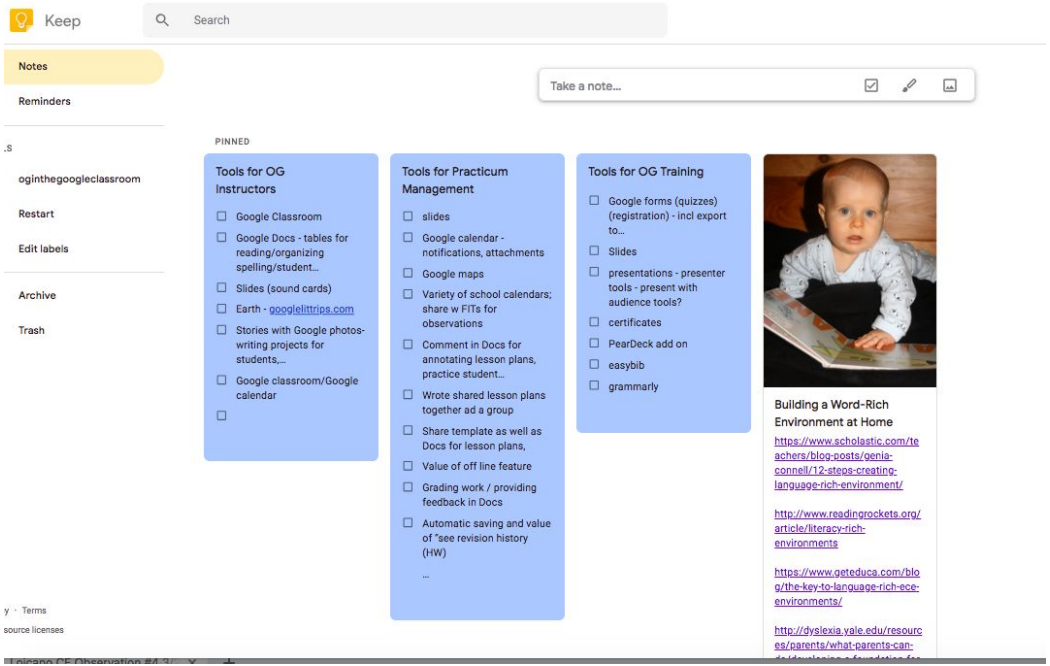
- Online posting board
- Notes can have due dates
- Are shareable
- Can be organized using labels / color coding
- Great space for “to do” lists for students or teachers

Google Keep

- iPad app offers handwriting recognition
- And dictation!
- Students can record themselves, which makes it a great tool for fluency, notetaking, writing

Google Keep

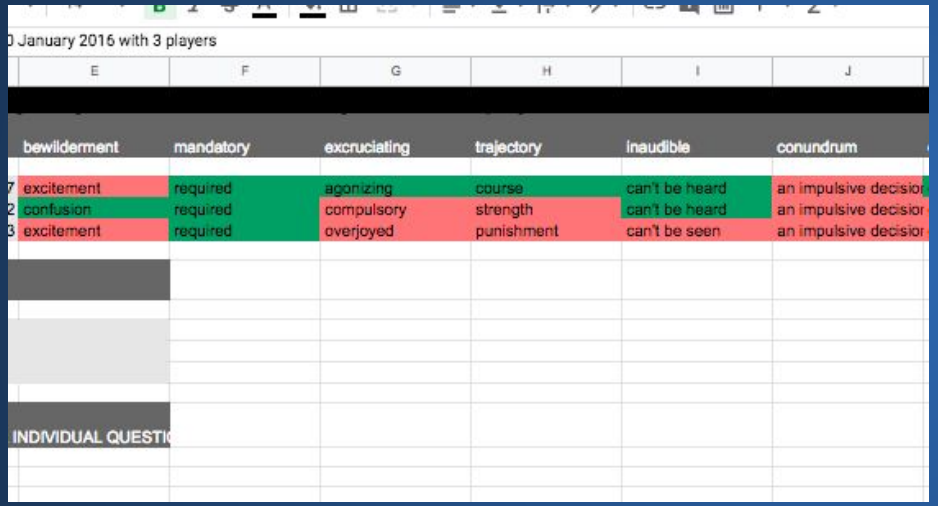
- What's in My Keep?
  - Notes for this pres.
  - Articles, photos, links for next presentation
  - Notes from Keep pres. I saw last year



Google Sheets

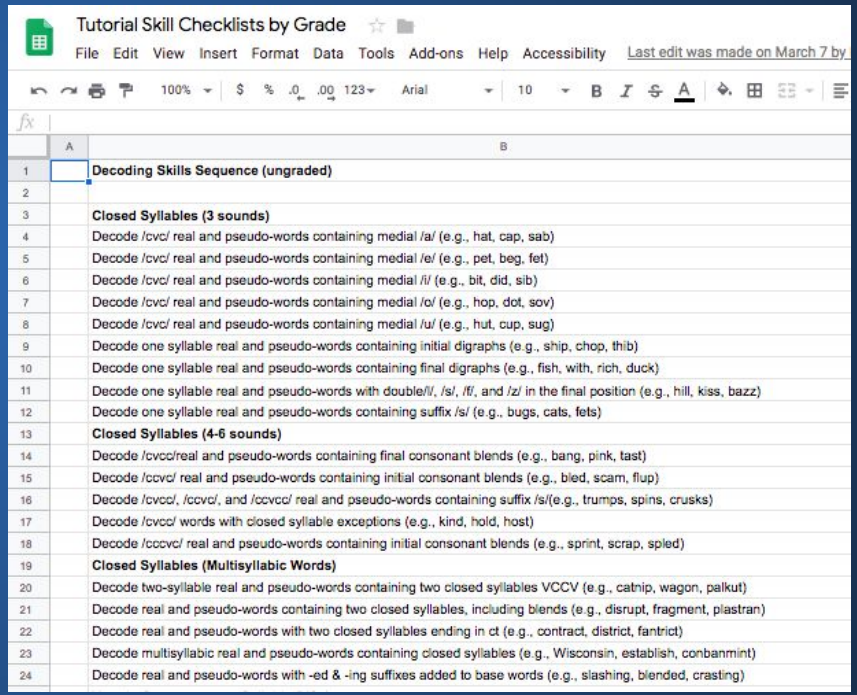
- For organizing text on a page, I prefer to use Tables in Google Docs
- Pretest/posttest data from other applications, such as Quizlet, Kahoot, etc.
- Report Goals & Objectives

Google Sheets



0 January 2016 with 3 players

	E	F	G	H	I	J
	bewilderment	mandatory	excruciating	trajectory	inaudible	conundrum
7	excitement	required	agonizing	course	can't be heard	an impulsive decisior
2	confusion	required	compulsory	strength	can't be heard	an impulsive decisior
3	excitement	required	overjoyed	punishment	can't be seen	an impulsive decisior
	INDIVIDUAL QUESTI					



Tutorial Skill Checklists by Grade

File Edit View Insert Format Data Tools Add-ons Help Accessibility Last edit was made on March 7 by

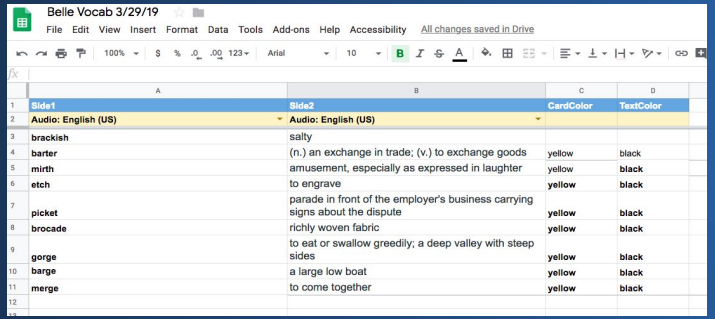
	A	B
1		**Decoding Skills Sequence (ungraded)**
2		
3		**Closed Syllables (3 sounds)**
4		Decode /cvc/ real and pseudo-words containing medial /a/ (e.g., hat, cap, sab)
5		Decode /cvc/ real and pseudo-words containing medial /e/ (e.g., pet, beg, fet)
6		Decode /cvc/ real and pseudo-words containing medial /i/ (e.g., bit, did, sib)
7		Decode /cvc/ real and pseudo-words containing medial /o/ (e.g., hop, dot, sov)
8		Decode /cvc/ real and pseudo-words containing medial /u/ (e.g., hut, cup, sug)
9		Decode one syllable real and pseudo-words containing initial digraphs (e.g., ship, chop, thib)
10		Decode one syllable real and pseudo-words containing final digraphs (e.g., fish, with, rich, duck)
11		Decode one syllable real and pseudo-words with double/l/, /s/, /f/, and /z/ in the final position (e.g., hill, kiss, bazz)
12		Decode one syllable real and pseudo-words containing suffix /s/ (e.g., bugs, cats, fets)
13		**Closed Syllables (4-6 sounds)**
14		Decode /cvcc/real and pseudo-words containing final consonant blends (e.g., bang, pink, tast)
15		Decode /ccvc/ real and pseudo-words containing initial consonant blends (e.g., bled, scam, flup)
16		Decode /cvccl/, /ccvcl/, and /ccvcc/ real and pseudo-words containing suffix /s/(e.g., trumps, spins, crusks)
17		Decode /cvcc/ words with closed syllable exceptions (e.g., kind, hold, host)
18		Decode /cccvc/ real and pseudo-words containing initial consonant blends (e.g., sprint, scrap, spled)
19		**Closed Syllables (Multisyllabic Words)**
20		Decode two-syllable real and pseudo-words containing two closed syllables VCCV (e.g., catnip, wagon, palkut)
21		Decode real and pseudo-words containing two closed syllables, including blends (e.g., disrupt, fragment, plastran)
22		Decode real and pseudo-words with two closed syllables ending in ct (e.g., contract, district, fantrict)
23		Decode multisyllabic real and pseudo-words containing closed syllables (e.g., Wisconsin, establish, conbanmint)
24		Decode real and pseudo-words with -ed & -ing suffixes added to base words (e.g., slashing, blended, crasting)

Some Fun & Useful Goodies

Flippity

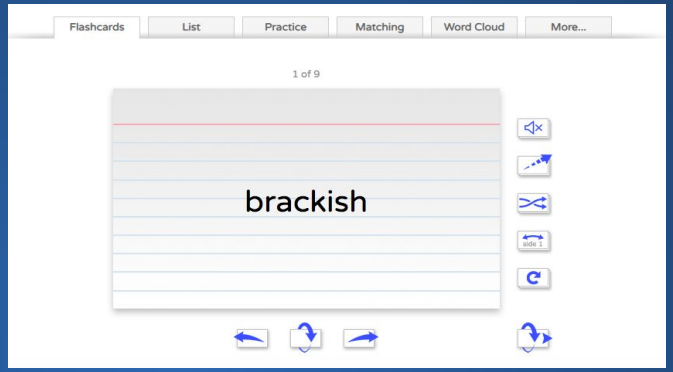
- Add-on for Sheets:
  - Flashcards
  - Quiz Games
  - Time Lines
  - Bingo
  - Puzzles/word searches
  - Madlibs
  - Certificates
  - Spelling

Flippity


Belle Vocab 3/29/19

File Edit View Insert Format Data Tools Add-ons Help Accessibility All changes saved in Drive

	A	B	C	D
1	Side1	Side2	CardColor	TextColor
2	Audio: English (US)	Audio: English (US)		
3	brackish	salty		
4	barter	(n.) an exchange in trade; (v.) to exchange goods	yellow	black
5	mirth	amusement, especially as expressed in laughter	yellow	black
6	etch	to engrave	yellow	black
7	picket	parade in front of the employer's business carrying signs about the dispute	yellow	black
8	brocade	richly woven fabric	yellow	black
9	gorge	to eat or swallow greedily; a deep valley with steep sides	yellow	black
10	barge	a large low boat	yellow	black
11	merge	to come together	yellow	black
12				



printer friendly

	Side 1	Side 2
1	brackish	salty
2	barter	(n.) an exchange in trade; (v.) to exchange goods
3	mirth	amusement, especially as expressed in laughter
4	etch	to engrave
5	picket	parade in front of the employer's business carrying signs about the dispute
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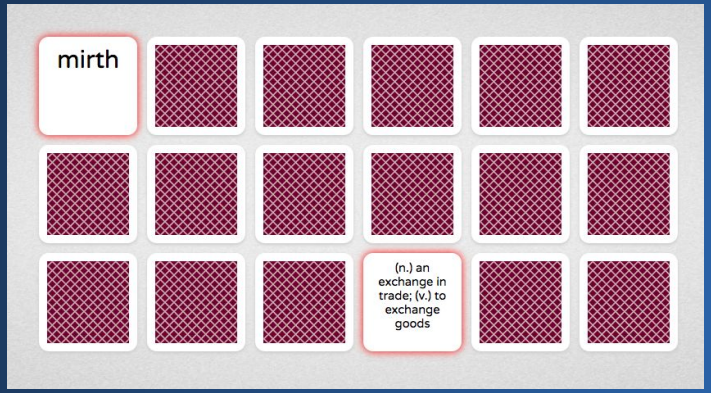
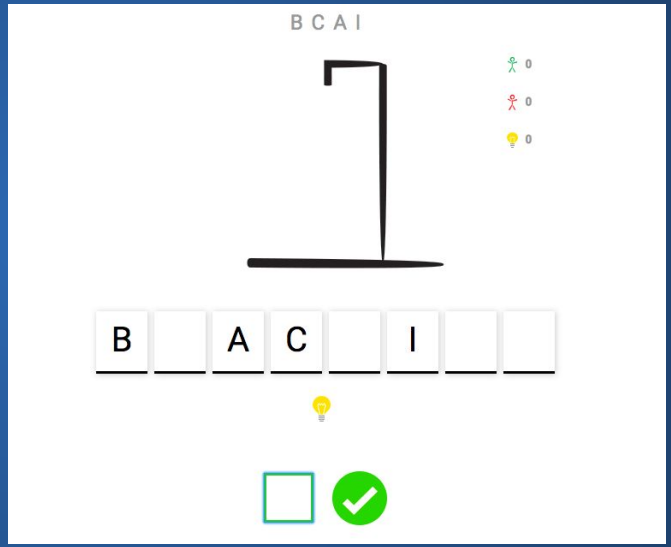
7	gorge	to eat or swallow greedily; a deep valley with steep sides
8	barge	a large low boat
9	merge	to come together

Flippity





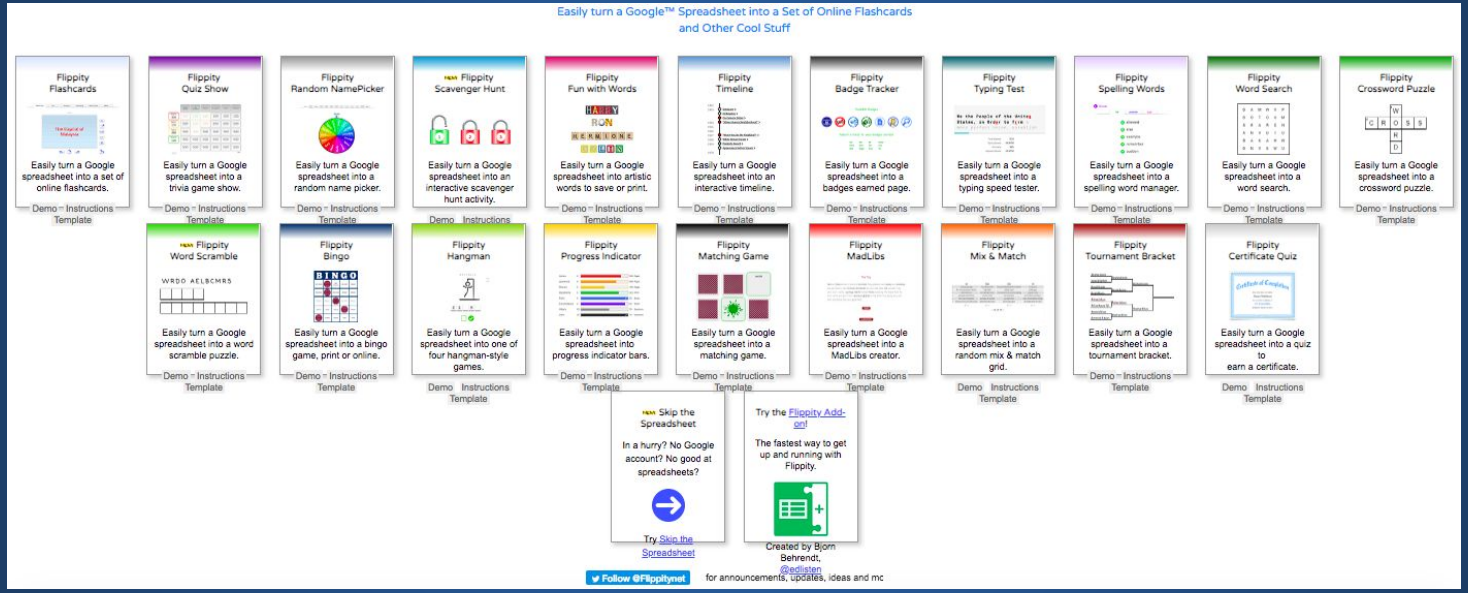
Flashcards Quiz

Instructions: Write the correct response to each term in the blank provided.

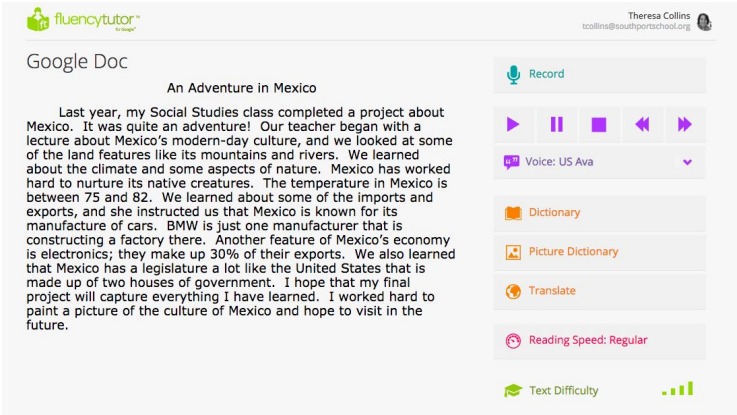
1. brackish _____
2. barter _____
3. mirth _____
4. etch _____
5. picket _____

6. richly woven fabric _____
7. to eat or swallow greedily; a deep valley with steep sides _____
8. a large low boat _____
9. to come together _____

Flippity...keeps on giving!



Fluency Tutor



- Google Chrome Extension
- Pick a text from Google Docs or the web
- FT will read aloud (adjust rate, change voices)
- Student can read aloud / record
- Online dictionary support
- Picture dictionary support
- Translator

Fluency Tutor

fluencytutor™ for Google

Theresa Collins
tcollins@southportschool.org

Google Doc

An Adventure in Mexico

Last year, my Social Studies class completed a project about Mexico. It was quite an adventure! Our teacher began with a lecture about Mexico's modern-day culture, and we looked at some of the land features like its mountains and rivers. We learned about the climate and some aspects of nature. Mexico has worked hard to nurture its native creatures. The temperature in Mexico is between 75 and 82. We learned about some of the imports and exports, and she instructed us that Mexico is known for its manufacture of cars. BMW is just one manufacturer that is constructing a factory there. Another feature of Mexico's economy is electronics; they make up 30% of their exports. We also learned that Mexico has a legislature a lot like the United States that is made up of two houses of government. I hope that my final project will capture everything I have learned. I worked hard to paint a picture of the culture of Mexico and hope to visit in the future.

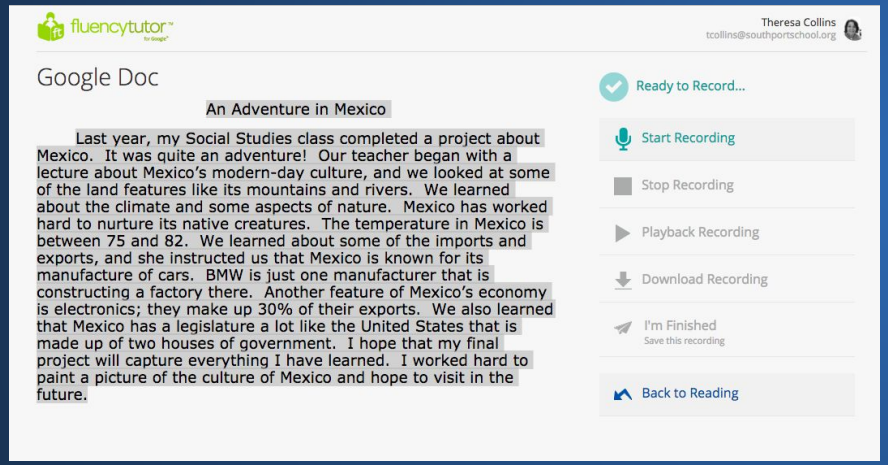
manufacturer

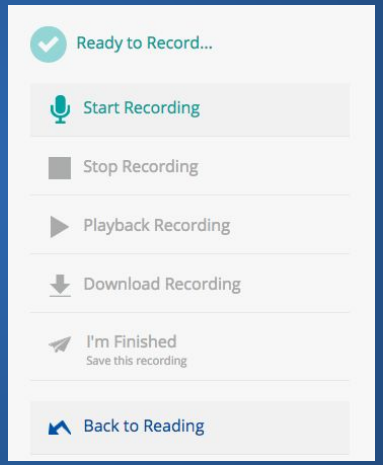
Noun: a business engaged in manufacturing some product

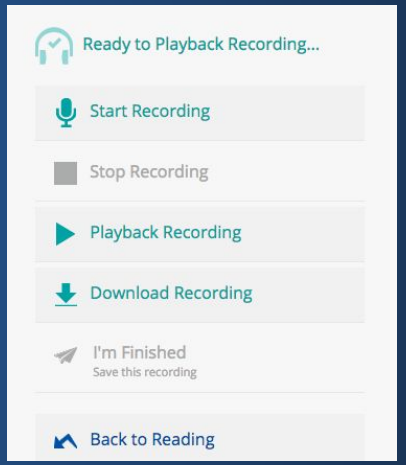
Noun: someone who manufactures something

Back to Reading

Fluency Tutor





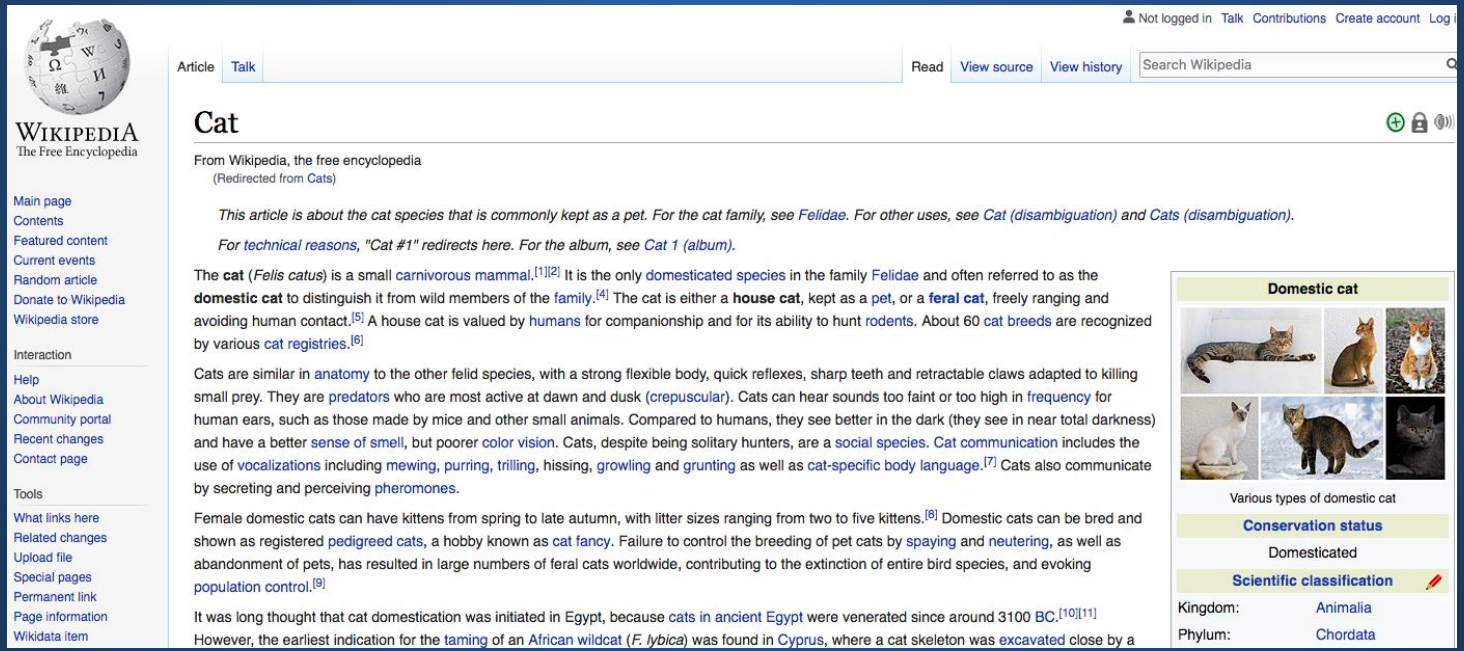


Mercury Reader

- Chrome Extension
- A Roomba for your web reading needs
- Cleans up the visual clutter on a web page

Mercury Reader

Before:



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The Free Encyclopedia

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Cat

From Wikipedia, the free encyclopedia
(Redirected from Cats)

This article is about the cat species that is commonly kept as a pet. For the cat family, see Felidae. For other uses, see Cat (disambiguation) and Cats (disambiguation).

For technical reasons, "Cat #1" redirects here. For the album, see Cat 1 (album).

The **cat** (*Felis catus*) is a small carnivorous mammal.[1][2] It is the only domesticated species in the family Felidae and often referred to as the **domestic cat** to distinguish it from wild members of the family.[4] The cat is either a **house cat**, kept as a pet, or a **feral cat**, freely ranging and avoiding human contact.[5] A house cat is valued by humans for companionship and for its ability to hunt rodents. About 60 cat breeds are recognized by various cat registries.[6]

Cats are similar in anatomy to the other felid species, with a strong flexible body, quick reflexes, sharp teeth and retractable claws adapted to killing small prey. They are predators who are most active at dawn and dusk (crepuscular). Cats can hear sounds too faint or too high in frequency for human ears, such as those made by mice and other small animals. Compared to humans, they see better in the dark (they see in near total darkness) and have a better sense of smell, but poorer color vision. Cats, despite being solitary hunters, are a social species. Cat communication includes the use of vocalizations including mewing, purring, trilling, hissing, growling and grunting as well as cat-specific body language.[7] Cats also communicate by secreting and perceiving pheromones.

Female domestic cats can have kittens from spring to late autumn, with litter sizes ranging from two to five kittens.[8] Domestic cats can be bred and shown as registered pedigreed cats, a hobby known as cat fancy. Failure to control the breeding of pet cats by spaying and neutering, as well as abandonment of pets, has resulted in large numbers of feral cats worldwide, contributing to the extinction of entire bird species, and evoking population control.[9]

It was long thought that cat domestication was initiated in Egypt, because cats in ancient Egypt were venerated since around 3100 BC.[10][11] However, the earliest indication for the taming of an African wildcat (*F. lybica*) was found in Cyprus, where a cat skeleton was excavated close by a

Domestic cat

Various types of domestic cat

Conservation status

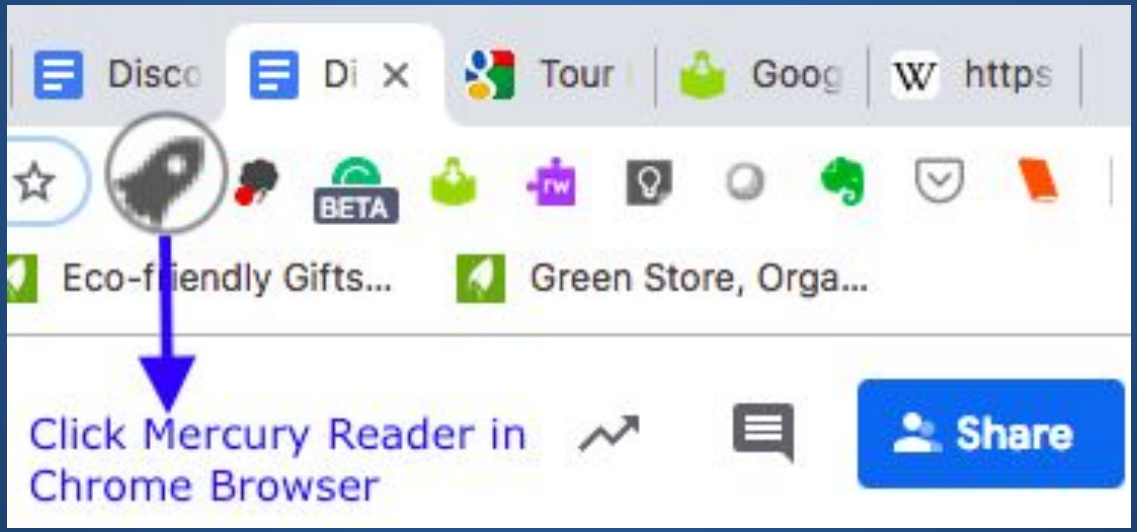
Domesticated

Scientific classification

Kingdom: Animalia
Phylum: Chordata

Mercury Reader

One Click...



Mercury Reader

After:

W en.wikipedia.org

Cat

By Wikipedia Contributors | Apr. 1st, 2019

Send to Kindle

This article is about the cat species that is commonly kept as a pet. For the cat family, see Felidae. For other uses, see Cat (disambiguation) and Cats (disambiguation).
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The cat (*Felis catus*) is a small carnivorous mammal.[1][2] It is the only domesticated species in the family Felidae and often referred to as the domestic cat to distinguish it from wild members

MindMeister

- Add-on for Google Docs
- Creates mind maps based on lists in Docs and imports
- Free but limited to 3 maps/month
- Add many more features for additional $ subscription

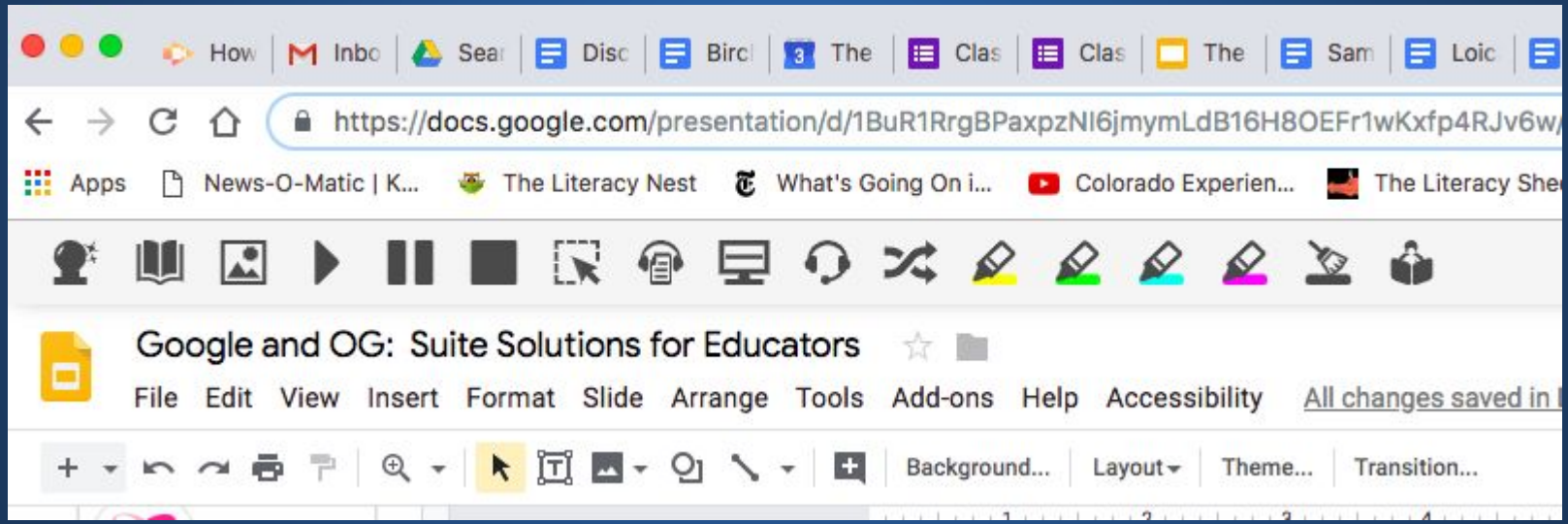
Read&Write

- Make any text you can engage with on the web more accessible
- Some features are free; some require premium subscription
- Text-to-speech
- Speech-to text

Read & Write

- Word Prediction
- Dictionary
- Picture Dictionary
- Note taking tools (highlighters, etc.)
- FREE for teachers;-)
- https://youtu.be/woTyPivJhk4

Read & Write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News-O-Matic | K...
The Literacy Nest
What's Going On i...
Colorado Experien...
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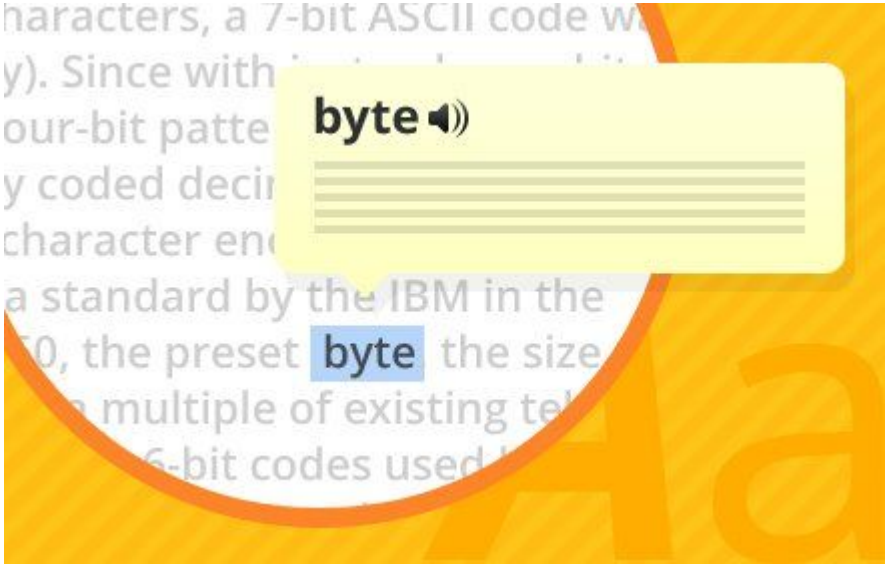
Layout
Theme...
Transition...

Google Dictionary

Flashcards for Google Dictionary

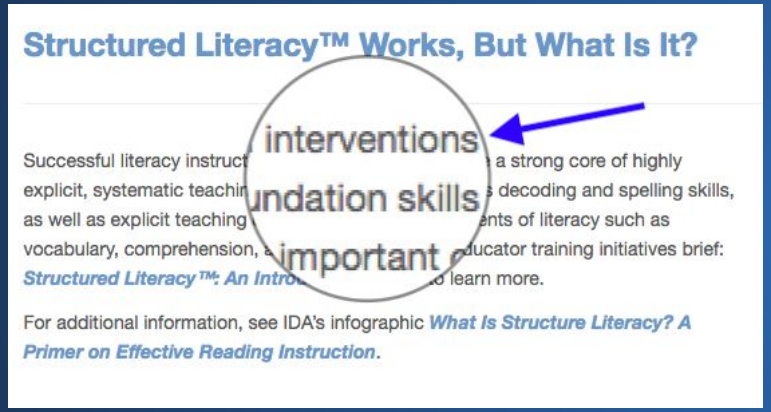


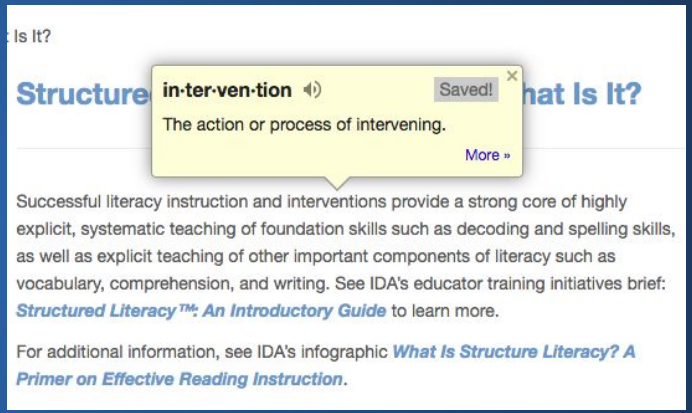
- Chrome Extensions
- Double click on a word to see its definition in a pop-up bubble
- View the complete definition
- Save a history of the words you look up
- Translate foreign words to a language of your choice

Google Dictionary Flashcards for Google Dictionary

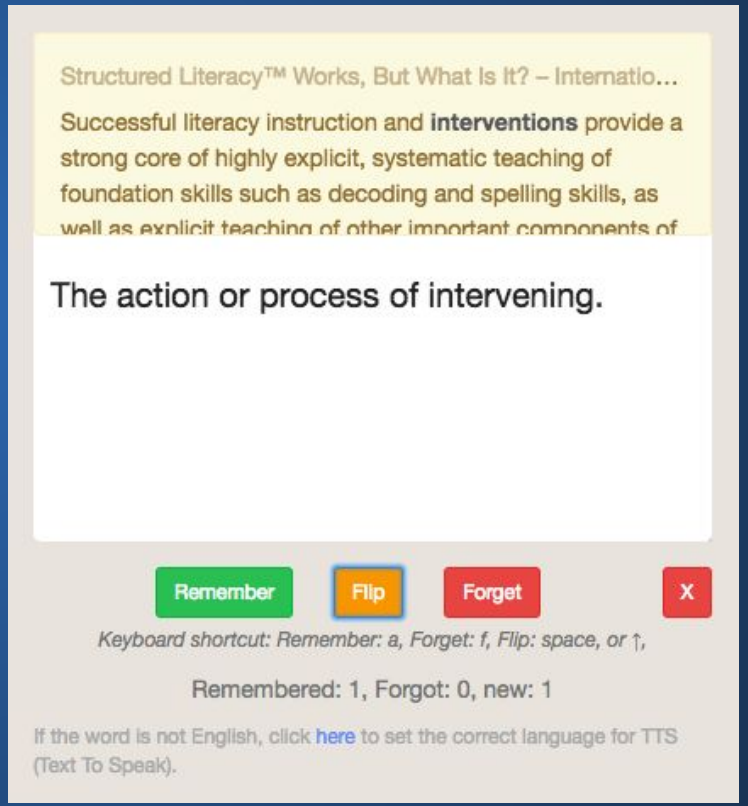
- Chrome Extension
- Only works with Google Dictionary and Google Translate
- Converts words saved/translated from dictionary into flashcards

Google Dictionary
Flashcards for Google Dictionary





Google Dictionary
Flashcards for Google Dictionary



Don Johnston Snap&Read

Snap&Read™ Universal

https://learningtools.donjohnston.com/product/snap-read/

- Reads text aloud
- Solid toolbox of annotation tools (highlight, answer ?s on worksheets, label diagrams, take notes)
- Level text with just one click
- Translate text and read it aloud
- Study tools/highlighter
- $

Don Johnston Co:Writer

https://learningtools.donjohnston.com/product/cowriter/

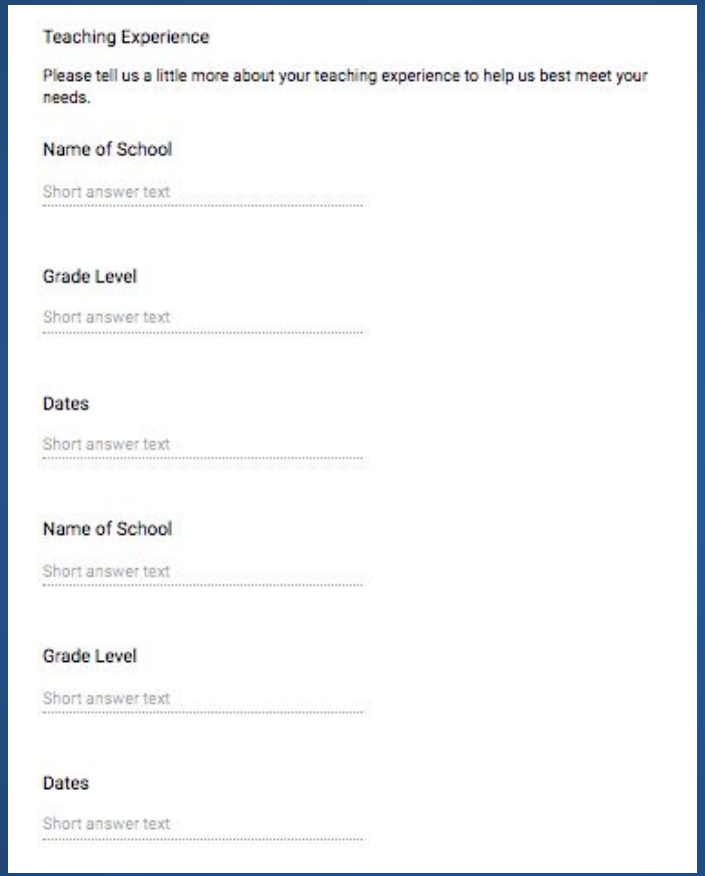
- Speech recognition (speech to text dictation)
- Translate while typing!
- Translate while dictating
- Word prediction in multiple languages
- Data collection (how much students are writing and vocabulary usage)

G-Suite for Teacher Training

Google Forms

- Registration
- Data is available in a variety of forms, including Sheets (responses save automatically in Sheets)
- There is even an add-on that will stop accepting responses after your preset quota
- Quizzes
- Self-Grading Quizzes

Google Forms



Teaching Experience

Please tell us a little more about your teaching experience to help us best meet your needs.

Name of School

Short answer text

Grade Level

Short answer text

Dates

Short answer text

Name of School

Short answer text

Grade Level

Short answer text

Dates

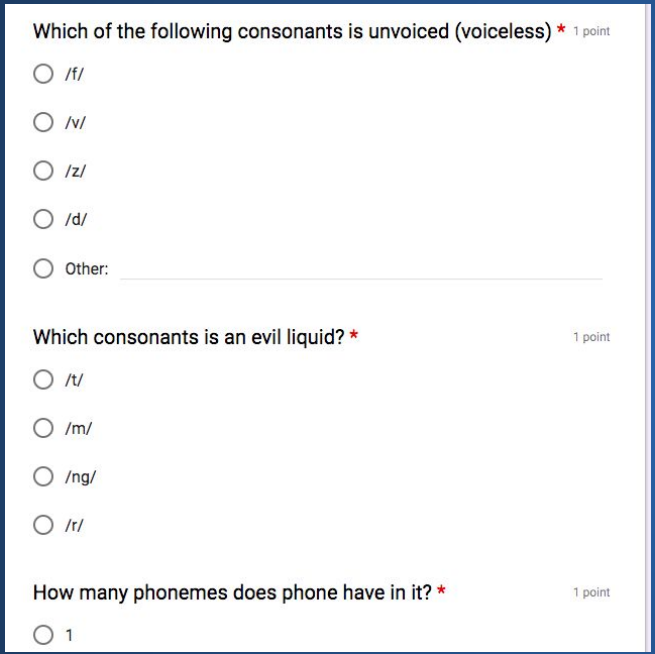
Short answer text

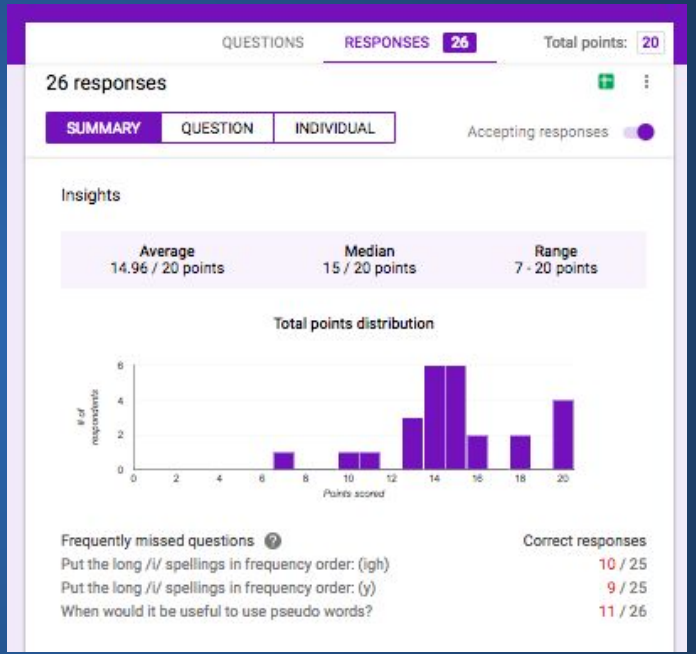
Google Sheets

fx Timestamp

	L	M	N	O	P	Q	R
1	City	State	Zip	Name of School	Grade Level	Dates	Name of School
2	Ridgefield	CT	6877	Manhattan New School	4th special ed	2003-2005	PS 38
3	Wallingford	CT	6492	EHS			
4	Norwalk	CT	6855	Fox Run Elementary Sch	2nd-5th	2013-2016	Roxbury Elementary Sch
5	New York	NY	10017	Waterside School	2nd grade	September 2014-present	Avenues School
6	Ridgefield	CT	6877	Waterside School	JK	2015-present	
7	Stamford	CT	6907	Eagle Hill School	3-5	8/2014 - Present	Cerebral Palsy of Westch
8	Greenwich	Connecticut	6831	Eagle Hill School Greenw	multiple	2009-2016	
9	Greeniwch	CT	6831	Eagle Hill - Greenwich	Upper School	2010 - present	Lakewood Middle School
10	Fairfield	CT	6825	Miller-Driscoll	K-2 Reading Teacher	2013-	West Rocks Elementary S
11							

Google Forms



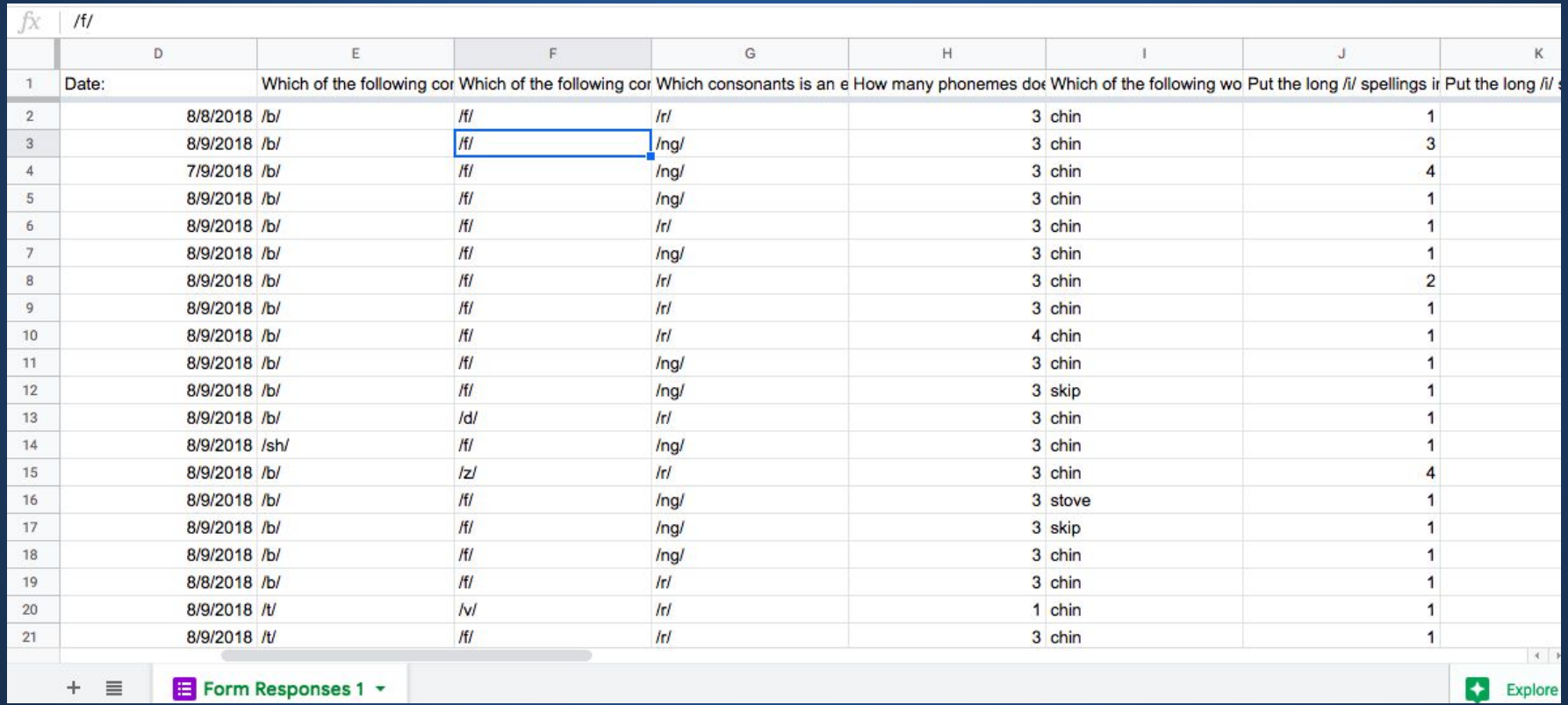


Google Forms

Put the long /i/ spellings in frequency order:

	1	2	3	4	Score	
i	☑	☐	☐	☐	1 / 1	✓
igh	☐	☐	☑	☐	1 / 1	✓
i-e	☐	☑	☐	☐	1 / 1	✓
y	☐	☐	☐	☑	1 / 1	✓

Google Sheets



fx /f/

	D	E	F	G	H	I	J	K
1	Date:	Which of the following cor	Which of the following cor	Which consonants is an e	How many phonemes doe	Which of the following wo	Put the long /i/ spellings ir	Put the long /i/ s
2	8/8/2018	/b/	/f/	/r/	3	chin	1	
3	8/9/2018	/b/	/f/	/ng/	3	chin	3	
4	7/9/2018	/b/	/f/	/ng/	3	chin	4	
5	8/9/2018	/b/	/f/	/ng/	3	chin	1	
6	8/9/2018	/b/	/f/	/r/	3	chin	1	
7	8/9/2018	/b/	/f/	/ng/	3	chin	1	
8	8/9/2018	/b/	/f/	/r/	3	chin	2	
9	8/9/2018	/b/	/f/	/r/	3	chin	1	
10	8/9/2018	/b/	/f/	/r/	4	chin	1	
11	8/9/2018	/b/	/f/	/ng/	3	chin	1	
12	8/9/2018	/b/	/f/	/ng/	3	skip	1	
13	8/9/2018	/b/	/d/	/r/	3	chin	1	
14	8/9/2018	/sh/	/f/	/ng/	3	chin	1	
15	8/9/2018	/b/	/z/	/r/	3	chin	4	
16	8/9/2018	/b/	/f/	/ng/	3	stove	1	
17	8/9/2018	/b/	/f/	/ng/	3	skip	1	
18	8/9/2018	/b/	/f/	/ng/	3	chin	1	
19	8/8/2018	/b/	/f/	/r/	3	chin	1	
20	8/9/2018	/t/	/v/	/r/	1	chin	1	
21	8/9/2018	/t/	/f/	/r/	3	chin	1	

Form Responses 1

Explore

Google Slides

- Allow for collaboration among Fellows-in-Training
- Certificates

THE SOUTHPORT SCHOOL

Academy of Orton-Gillingham Practitioners and Educators

This certificate is awarded to

for successful completion of 36 hours of Orton-Gillingham training at the Classroom Educator level. S/he has demonstrated an understanding of dyslexia and the basic concepts of Structured Literacy instruction and met the coursework prerequisite for the Academy of Orton-Gillingham Practitioners and Educators' Classroom Educator Practicum.

Theresa Collins, ATF/AOGPE

June 22, 2018

Google Docs

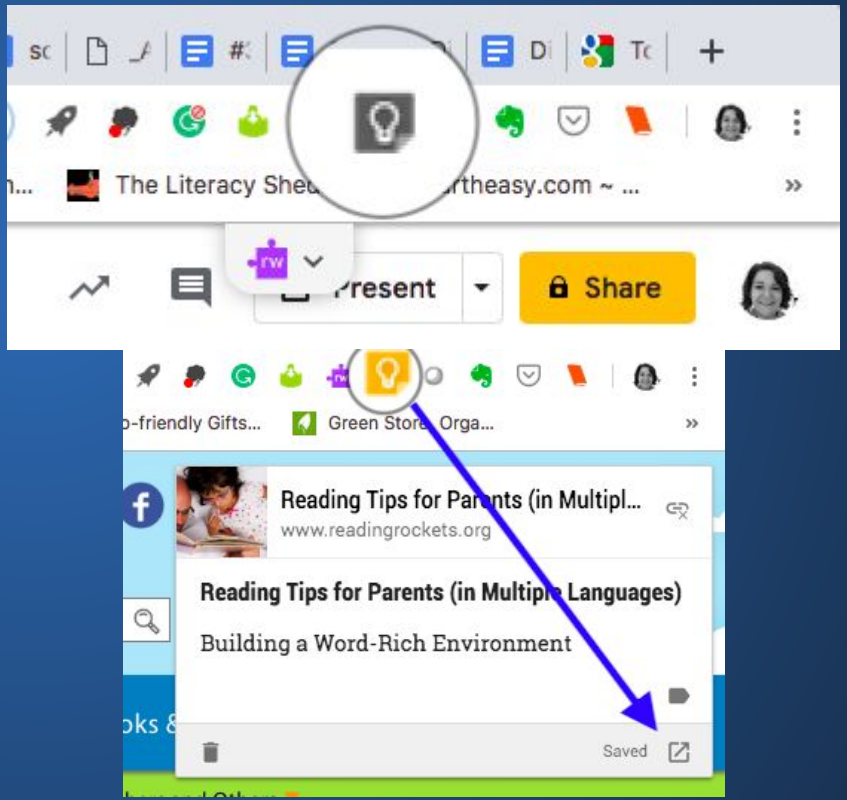
- Shared Syllabus
  - Live - reflects changes
  - Embed links & resources (readings, videos, etc.)
- Resources easily shared to trainees, including slides, documents, weblinks, videos (anything available online)

Google Keep

- Brainstorming/collating resources
- App allows me to take notes manually from any of my devices
- Chrome extension allows me to add content from the web

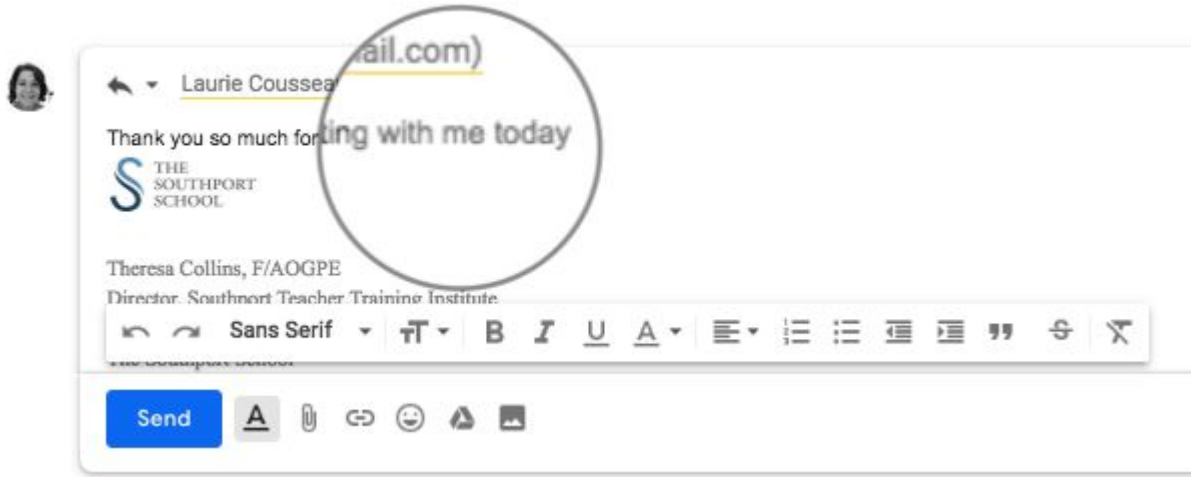
Google Keep

Reading Rockets
Donate
Teaching Reading
Helping Struggling Readers
Reading Topics A-Z
Children's Books & Authors
Research, Guides and Resources
Our PBS Shows
Video
Blogs
Fun Stuff
For Parents, Teachers and Others
Share and Print
Reading Tips for Parents (in Multiple Languages)
By: Reading Rockets
A child's success as a reader begins much earlier than the first day of school. Reading, and a love for reading, begins at home. Our one-page parent tips offer easy ways for parents to help kids become successful readers. Although we've divided these tips by age, many of them can be used with children at various ages and stages — we encourage you to choose the ones that work best for your child.
What you'll find here:
Reading tips in English
Reading tips in other languages
Reading tips for parents of children with disabilities
RELATED
Simple Yet Powerful Things to Do While Reading Aloud
Use a PEER When You Read Aloud
How to Read Nonfiction Text
River Rangers!
A book-based science adventure for kids
In English & Spanish
Summer Reading Tips to Go!
Delivered to your mobile phone each week


The Literacy Shed
Present
Share
Reading Tips for Parents (in Multipl...
www.readingrockets.org
Reading Tips for Parents (in Multiple Languages)
Building a Word-Rich Environment
Saved

Gmail

Gmail's word prediction is eerily accurate.

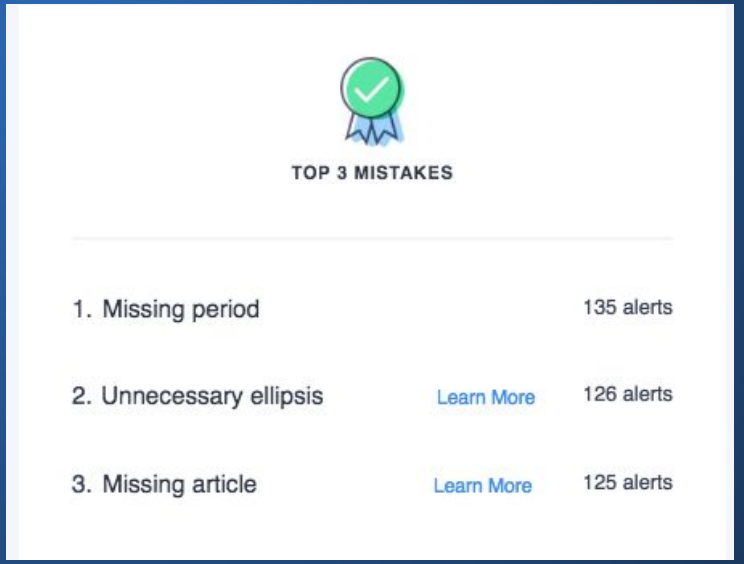


Grammarly

- Available on the web - paste in text to grammar/spell check (
- But quietly sits in background (extension)running real-time spelling and grammar checks in Docs, Gmail, Forms, etc.

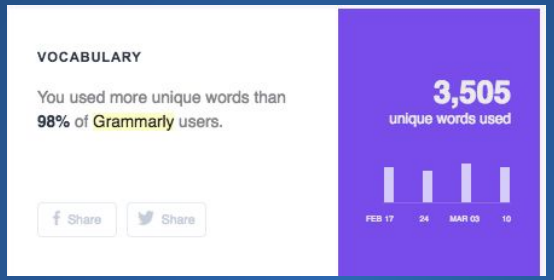
Grammarly

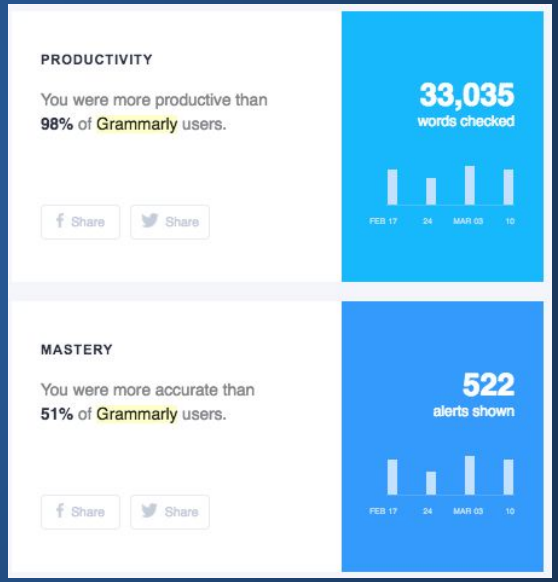
- Grammarly is like your best friend…
- Who tells you if you have spinach in your teeth,



Grammarly

- Grammarly is like your best friend…
- And tells you that you look pretty in that dress!

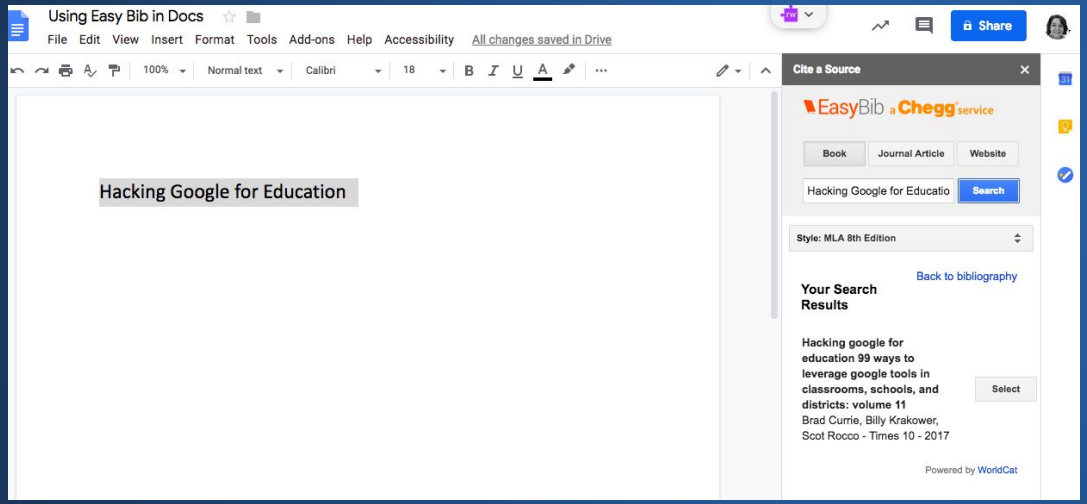


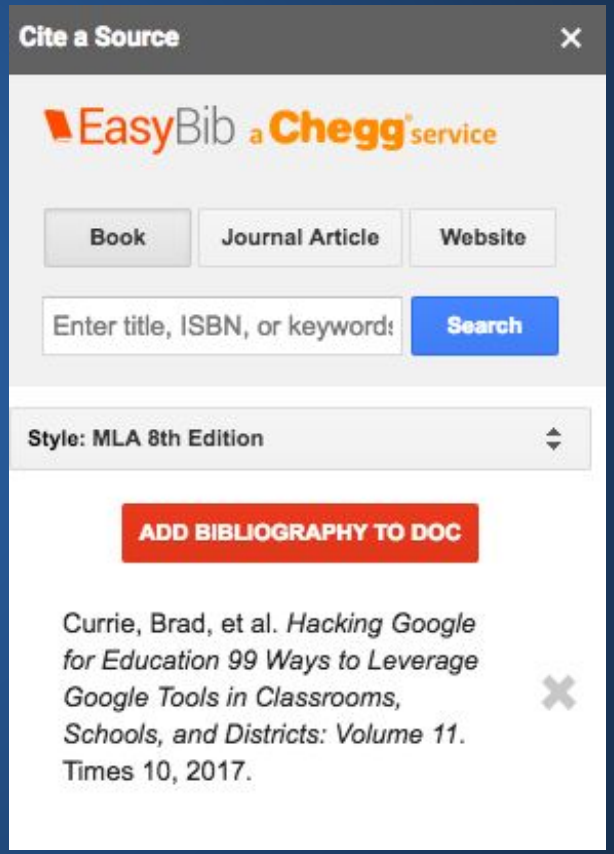


EasyBib Add-On

- Works with Docs
- Creates bibliography entries
- Pastes directly into the document

EasyBib Add-On





EasyBib Add-On

Works Cited

Currie, Brad, et al. *Hacking Google for Education 99 Ways to Leverage Google Tools in Classrooms, Schools, and Districts: Volume 11*. Times 10, 2017.

Pear Deck Add-On

- Projects slide content directly to audience member's devices
- Provides interactive activities to poll audience, gauge comprehension, promote engagement

Pear Deck Add-On

Drag your dot to indicate whether you agree or disagree: The cost of training all K-3 teachers in structured literacy is too high to make it a realistic option.

Agree

Disagree

Students, drag the icon!

Pear Deck Interactive Slide
Do not remove this bar

Pear Deck Add-On

List some possible benefits of early intervention:

Students, write your response!

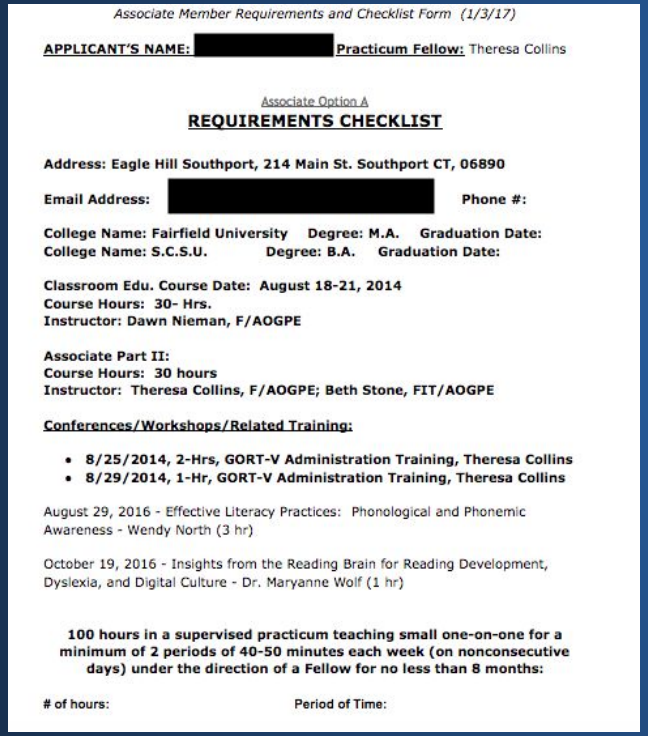
Pear Deck Interactive Slide
Do not remove this bar

G-Suite for Practicum Management

Google Docs

- Trainee Records
- Lesson plans/observations
  - Shared documents facilitate observation write-ups/feedback
  - (esp. Helpful with multiple Fellows involved)
  - Shared reading summaries allow Fellow to comment
- Commenting on sample lesson plans/profiles

Google Docs



Associate Member Requirements and Checklist Form (1/3/17)

APPLICANT'S NAME: [redacted] **Practicum Fellow:** Theresa Collins

Associate Option A

REQUIREMENTS CHECKLIST

Address: Eagle Hill Southport, 214 Main St. Southport CT, 06890

Email Address: [redacted] **Phone #:**

College Name: Fairfield University Degree: M.A. Graduation Date:
College Name: S.C.S.U. Degree: B.A. Graduation Date:

Classroom Edu. Course Date: August 18-21, 2014
Course Hours: 30- Hrs.
Instructor: Dawn Nieman, F/AOGPE

Associate Part II:
Course Hours: 30 hours
Instructor: Theresa Collins, F/AOGPE; Beth Stone, FIT/AOGPE

Conferences/Workshops/Related Training:

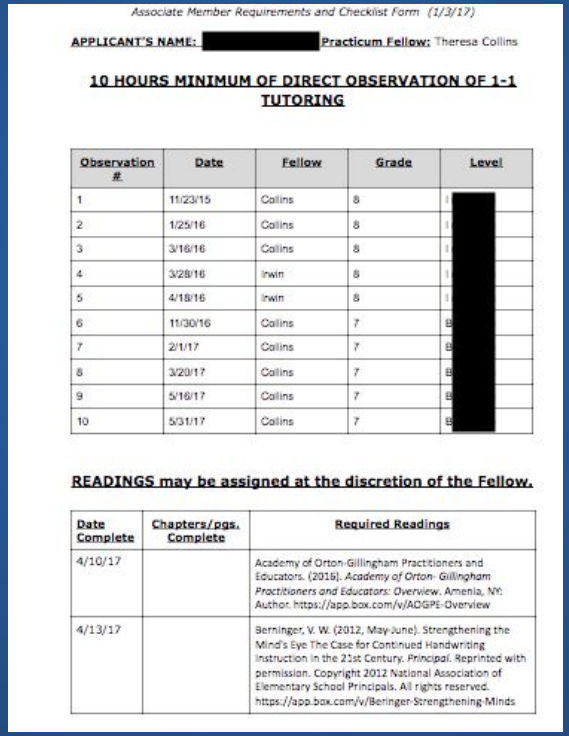
- **8/25/2014, 2-Hrs, GORT-V Administration Training, Theresa Collins**
- **8/29/2014, 1-Hr, GORT-V Administration Training, Theresa Collins**

August 29, 2016 - Effective Literacy Practices: Phonological and Phonemic Awareness - Wendy North (3 hr)

October 19, 2016 - Insights from the Reading Brain for Reading Development, Dyslexia, and Digital Culture - Dr. Maryanne Wolf (1 hr)

100 hours in a supervised practicum teaching small one-on-one for a minimum of 2 periods of 40-50 minutes each week (on nonconsecutive days) under the direction of a Fellow for no less than 8 months:

# of hours: **Period of Time:**



Associate Member Requirements and Checklist Form (1/3/17)

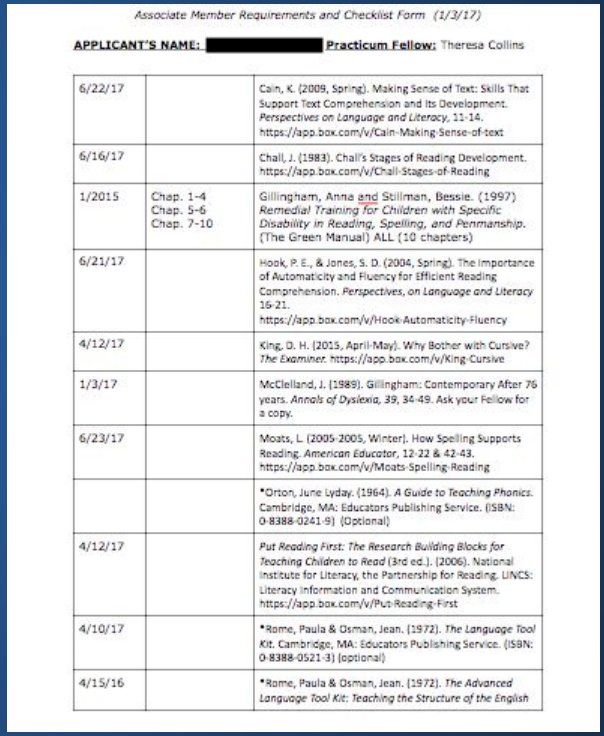
APPLICANT'S NAME: [redacted] **Practicum Fellow:** Theresa Collins

10 HOURS MINIMUM OF DIRECT OBSERVATION OF 1-1 TUTORING

Observation #	Date	Fellow	Grade	Level
1	11/23/15	Collins	8	I
2	1/25/16	Collins	8	I
3	3/16/16	Collins	8	I
4	3/28/16	Irwin	8	I
5	4/18/16	Irwin	8	I
6	11/30/16	Collins	7	E
7	2/1/17	Collins	7	E
8	3/20/17	Collins	7	E
9	5/16/17	Collins	7	E
10	5/31/17	Collins	7	E

READINGS may be assigned at the discretion of the Fellow.

Date Complete	Chapters/pgs. Complete	Required Readings
4/10/17		Academy of Orton-Gillingham Practitioners and Educators. (2016). *Academy of Orton- Gillingham Practitioners and Educators: Overview*. Amenia, NY: Author. https://app.box.com/v/AOGPE-Overview
4/13/17		Berninger, V. W. (2012, May-June). Strengthening the Mind's Eye The Case for Continued Handwriting Instruction in the 21st Century. *Principal*. Reprinted with permission. Copyright 2012 National Association of Elementary School Principals. All rights reserved. https://app.box.com/v/Beringer-Strengthening-Minds



Associate Member Requirements and Checklist Form (1/3/17)

APPLICANT'S NAME: [redacted] **Practicum Fellow:** Theresa Collins

6/22/17		Cain, K. (2009, Spring). Making Sense of Text: Skills That Support Text Comprehension and Its Development. *Perspectives on Language and Literacy*, 11-14. https://app.box.com/v/Cain-Making-Sense-of-text
6/16/17		Chall, J. (1983). Chall's Stages of Reading Development. https://app.box.com/v/Chall-Stages-of-Reading
1/2015	Chap. 1-4 Chap. 5-6 Chap. 7-10	Gillingham, Anna and Stillman, Bessie. (1997) *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.* (The Green Manual) ALL (10 chapters)
6/21/17		Hook, P. E., & Jones, S. D. (2004, Spring). The Importance of Automaticity and Fluency for Efficient Reading Comprehension. *Perspectives, on Language and Literacy* 16-21. https://app.box.com/v/Hook-Automaticity-Fluency
4/12/17		King, D. H. (2015, April-May). Why Bother with Cursive? *The Examiner*. https://app.box.com/v/King-Cursive
1/3/17		McClelland, J. (1989). Gillingham: Contemporary After 76 years. *Annals of Dyslexia, 39*, 34-49. Ask your Fellow for a copy.
6/23/17		Moats, L. (2005-2006, Winter). How Spelling Supports Reading. *American Educator*, 12-22 & 42-43. https://app.box.com/v/Moats-Spelling-Reading
		*Orton, June Lyday. (1964). *A Guide to Teaching Phonics*. Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0241-9) (Optional)
4/12/17		*Put Reading First: The Research Building Blocks for Teaching Children to Read* (3rd ed.). (2006). National Institute for Literacy, the Partnership for Reading. LINCS: Literacy Information and Communication System. https://app.box.com/v/Put-Reading-First
4/10/17		*Rome, Paula & Osman, Jean. (1972). *The Language Tool Kit*. Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0521-3) (optional)
4/15/16		*Rome, Paula & Osman, Jean. (1972). *The Advanced Language Tool Kit: Teaching the Structure of the English*

Google Docs

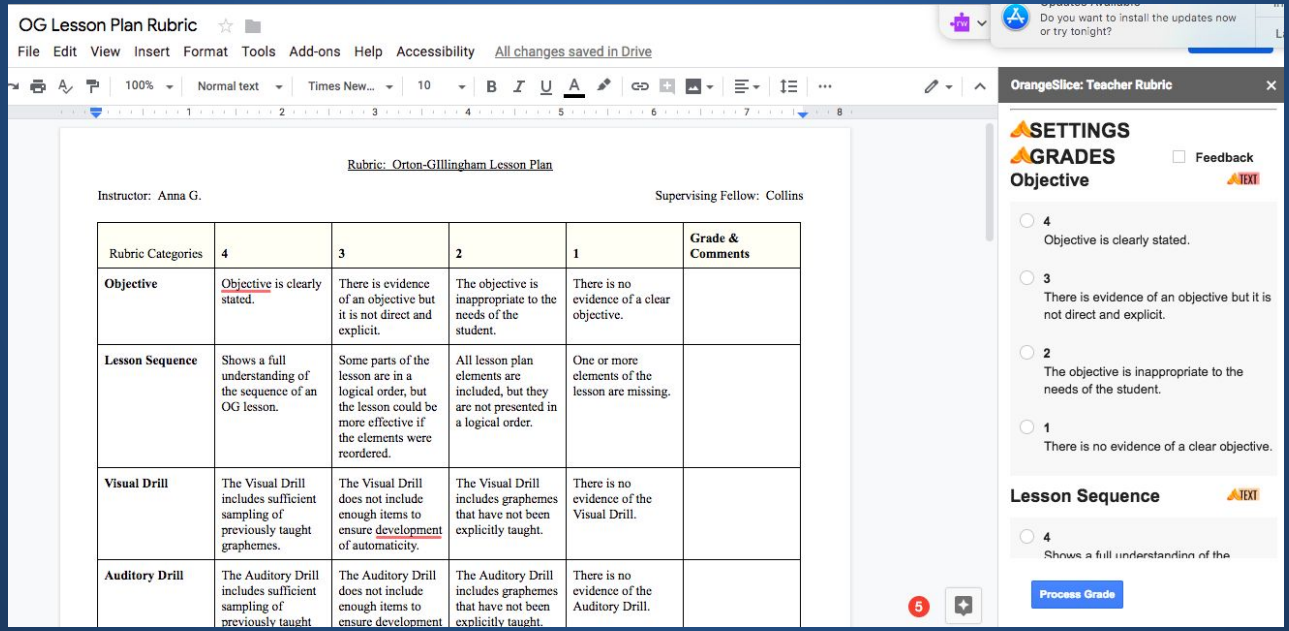
Lesson #: [redacted]
Student(s):
Observed by Theresa Collins, ATF/AOGPE

Date:3/20/19
Teacher: [redacted]

Skill	Review Lesson Concept/Objective: Students will review reading and spelling glued sounds: ink, ank,onk,unk	Comments/Error Patterns/DATA
Kinesthetic Handwriting	Students will sky write the glued sounds ink,ank,onk,unk What is the glued sound in...pink? i-n-k/ ink/ pink	
I love that you start the lesson in the hall while walking to class. They sky wrote - pink, bank, honk. I just read somewhere recently about the importance of skywriting with straight arms and two pointed fingers. No wigglies. That will make the kinesthetic reinforcement stronger and more consistent.		
Visual	Phonograms Cards: a,i,o,u,e,sh,ch,th,wh,ank,ink,onk,unk Focus sound: nk	
You took turns so they each read individually and set aside the cards in separate piles so you knew who did what. ank, onk (Colin seemed to be struggling a little more than Anayah. Some differentiation here - you gave Anayah the frequent reversals (p, b, d).		
Auditory Phonemic Awareness	**Students will have the key word cards for ank, ink, onk, and unk. I will say a word and they will hold up the card with the correct spelling of the glued sound.** **sink, honk,trunk,tank,thank,think,skunk,stink,bank,pink**	
You gave them each the glued sounds on cards. You dictated words, and they held up the gued sounds they heard in each word. This is a great exercise. They started out not saying the words, but you prompted them to say them aloud. You prompted them to look at your mouth while you said them. Excellent. They do need to repeat the word (it provides more auditory input because you hear more strongly what you say yourself. It also adds kinesthetic feedback from the speech organs. Furthermore, if they mishear the word (which did happen), you have the opportunity to correct them. onk and unk...seemed to be harder for them. I could see them playing a really fun game of go-fish with glued sounds.		
Auditory/Visual WORD BUILDING	**Using the Fundations boards students will bring down the letters and use the correct glued sound to build the word.** **think to sink, sink to rink, rink to rank, rank to thank, thank to bank** **(think carefully, ask yourself, what changed...the initial sound or the final glued sound)**	
You reminded them again emphatically to REPEAT the word. think - "look at my mouth." Then they built them with Fundations board. Change think to sink, think, think to rink. (Colin did think backwards). Change rink to rank. Nice emphasis on proofreading here as well as the fact that we read		

OrangeSlice

- Google Docs Add-on
- Creates and scores rubrics.



Rubric: Orton-Gillingham Lesson Plan

Instructor: Anna G. Supervising Fellow: Collins

Rubric Categories	4	3	2	1	Grade & Comments
Objective	Objective is clearly stated.	There is evidence of an objective but it is not direct and explicit.	The objective is inappropriate to the needs of the student.	There is no evidence of a clear objective.	
Lesson Sequence	Shows a full understanding of the sequence of an OG lesson.	Some parts of the lesson are in a logical order, but the lesson could be more effective if the elements were reordered.	All lesson plan elements are included, but they are not presented in a logical order.	One or more elements of the lesson are missing.	
Visual Drill	The Visual Drill includes sufficient sampling of previously taught graphemes.	The Visual Drill does not include enough items to ensure development of automaticity.	The Visual Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Visual Drill.	
Auditory Drill	The Auditory Drill includes sufficient sampling of previously taught	The Auditory Drill does not include enough items to ensure development	The Auditory Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Auditory Drill.	

OrangeSlice

Rubric: Orton-Gillingham Lesson Plan

Instructor: Anna G. Supervising Fellow: Collins

Rubric Categories	4	3	2	1	Grade & Comments
Objective	**Objective is clearly stated.**	There is evidence of an objective but it is not direct and explicit.	The objective is inappropriate to the needs of the student.	There is no evidence of a clear objective.	
Lesson Sequence	Shows a full understanding of the sequence of an OG lesson.	**Some parts of the lesson are in a logical order, but the lesson could be more effective if the elements were reordered.**	All lesson plan elements are included, but they are not presented in a logical order.	One or more elements of the lesson are missing.	
Visual Drill	**The Visual Drill includes sufficient sampling of previously taught graphemes.**	The Visual Drill does not include enough items to ensure development of automaticity.	The Visual Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Visual Drill.	
Auditory Drill	**The Auditory Drill includes sufficient sampling of previously taught graphemes.**	The Auditory Drill does not include enough items to ensure development of automaticity.	The Auditory Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Auditory Drill.	
Old/New Review	The Review includes sufficient sampling of previously taught concepts for reading and spelling.	**The Review includes both reading and spelling, but the sampling of concepts is insufficient.**	The Review includes either reading or spelling but not both.	There is no evidence of old or new Review.	
Introduction of New Material	New material is presented directly and explicitly, and there is sufficient practice for reading and spelling.	**New Material is presented directly and explicitly and reinforced with reading and spelling, but the sampling of words is insufficient.**	New Material is presented directly and explicitly, but only the reading or spelling is included.	There is no evidence of direct instruction of the New Material.	
Spelling of Words and Sentences	Dictation employs SOS spelling and provides a sufficient number of words/sentences.	**Dictation is included, and there is evidence of SOS spelling; however, the number of words/sentences is insufficient.**	Dictation is included but does not incorporate SOS spelling.	There is no evidence of dictation of words or sentences.	
Oral Reading	Connected text and level of teacher	**Connected text reading is**	Connected text reading is included,	There is no evidence of	

3

Apr 2 -> Competency: 3

Summary

Good job for observation #3. See observation notes for more specific suggestions.

Lesson Sequence

I'd like to see the review and new separated.

Introduction of New Material

Would be more effective if the new concept were presented in isolation and words kept controlled.

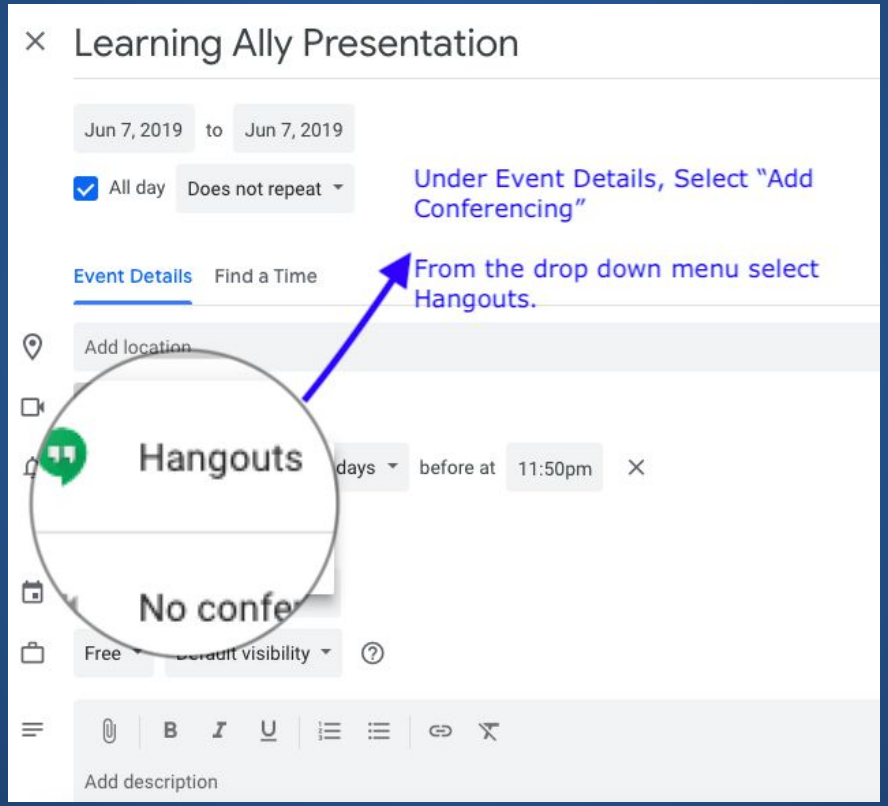
Oral Reading

Could be structured to provide greater differentiation for the group of 3.

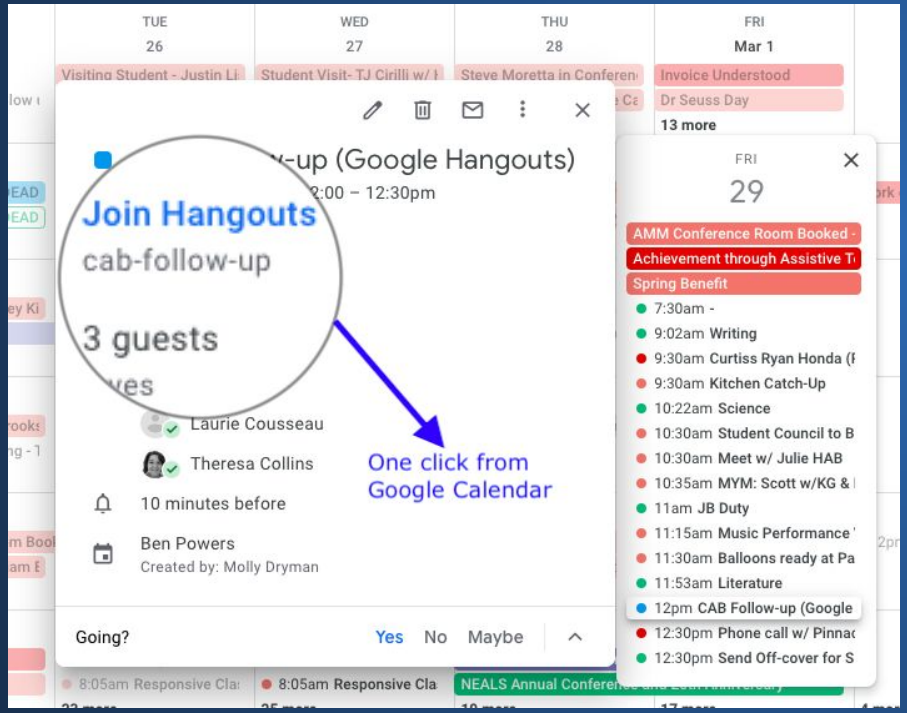
Google Hangouts

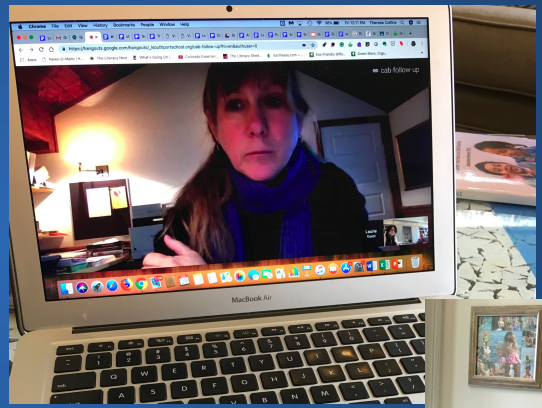
- Simple platform for distance observations and meetings
- Operates easily with Gmail and Calendar
- We have found to be easier than Skype and cross platform (unlike Facetime)

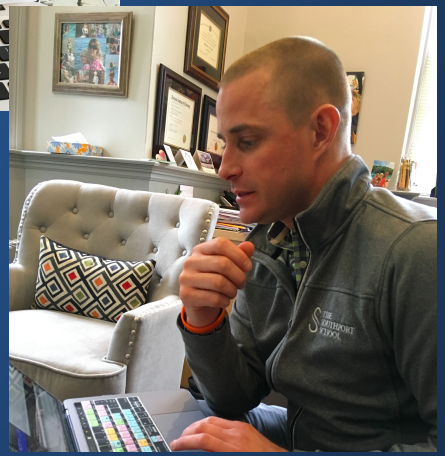
Google Hangouts



Google Hangouts: A “Piece of Cake”



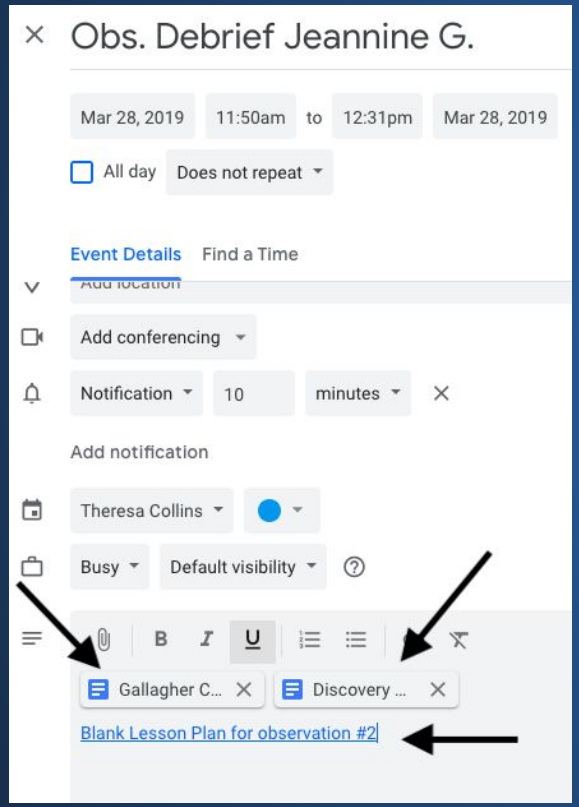




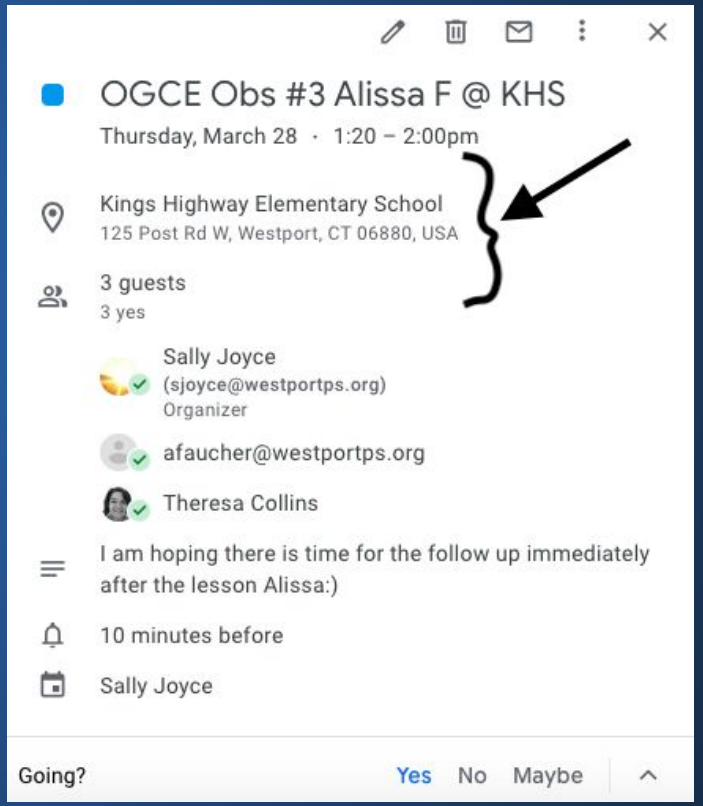
Google Calendar

- Alerts
- Collaboration
  - Shared calendars help facilitate scheduling, w/in school and between schools
- Attachments

Google Calendar



- Together, Calendar and Maps help me get where I'm going!



Google Forms/Sheets

My Private Practitioners' Support Group wanted to get an idea of what and how people were charging so we developed an anonymous survey in Google Forms and shared the data in Google Sheets. We can look at it as a spreadsheet...or...

Setting Up a Fee Schedule (Responses)

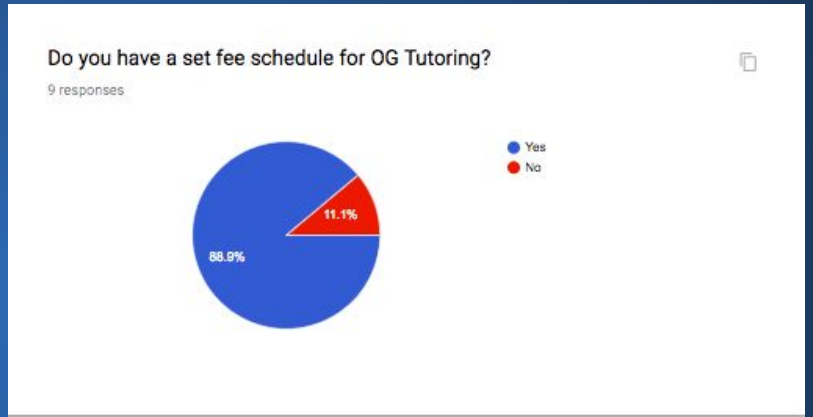
File Edit View Insert Format Data Tools Form Add-ons Help Accessibility All changes saved in Drive

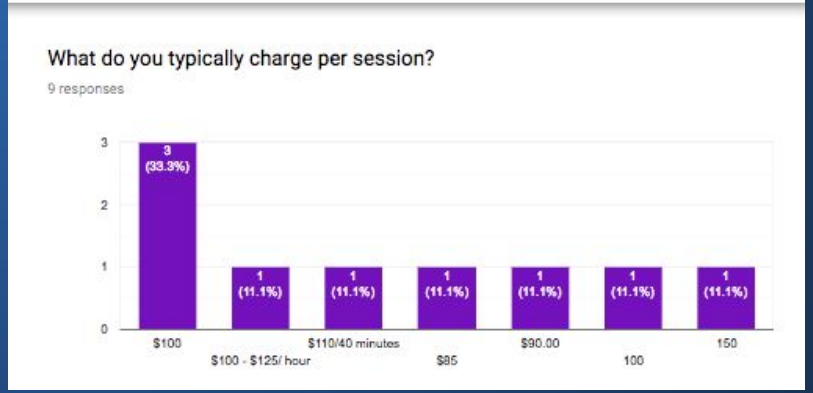
Share

	A	B	C	D	E	F	G	H	I	J
1	Timestamp	Do you I	What do you	If you use a sliding fee sc	Do you charge a travel fe	If yes, what do you charg	Do you charge for cancell	If yes, how much notice d	Do you (or have you) cha	Do you charge for mater
2	1/7/2019 14:47:57	Yes	$85		No		No		No	No
3	1/7/2019 14:53:43	Yes	$100 - $125/ hour		I include all of my fees in	my hourly rate, identified th	No	I have not charged for car	No	No
4	1/7/2019 14:54:31	Yes	$100		Only if it is outside of Wes	Mileage rate	Yes	24 hour cancellation polic	No	No
5	1/7/2019 16:44:54	Yes	$110/40 mini	Have charged 1/2 price in	No		Yes	they get a few free passe	I think I charged 50% of w	No
6	1/7/2019 18:25:27	Yes	$100		No		No			No
7	1/7/2019 20:39:10	Yes	150		No		No		No but considering it	No
8	1/8/2019 6:51:12	Yes	$90.00	No sliding fee	Only to districts and for se	IRS mileage and hourly ra	Yes	24 hours notice and they	Yes	Yes
9	1/8/2019 13:12:50	No	$100	What I think they may affo	+$25	+$25	No	Some parents that are far	Yes	No
10	2/4/2019 8:54:29	Yes	100	Neighbors and need get r	During commuting hours	$25	No		N/a	No
11										
12										

Google Forms/Sheets

in charts and graphs.





Takeaways

- It’s a tough world out there!
- Every OG practitioner is overworked.
- Every Fellow is wearing many hats.
- We need some ways to make our lives easier.
- In my experience 100 different tool boxes are NOT the answer, but ONE well stocked tool box IS.

Takeaways

- You don’t have to love all the tools.
- It’s okay to try just one!
- You can always come back for more.
- Don’t be afraid to explore.

Questions?

References

- Bell, Kasey. *Shake up Learning: Practical Ideas to Move Learning from Static to Dynamic*. Dave Burgess Consulting, Inc., 2018.
- CLARK, HOLLY AVRITH TANYA. *GOOGLE INFUSED CLASSROOM: a Guidebook to Making Thinking Visible and Amplifying Student Voice*. ELEVATE, 2019.
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- Keeler, Alice, and Libbi Miller. *50 Things You Can Do with Google Classroom*. Dave Burgess Consulting, 2018.
- Keeler, Alice, et al. *50 Things to Go Further with Google Classroom: a Student-Centered Approach*. Dave Burgess Consulting, Inc., 2016.

Great Google Gurus

Free Tech for Teachers - https://www.freetech4teachers.com/

Alice Keeler - https://alicekeeler.com/

EdTech Takeout Podcast - https://edtechtakeout.podbean.com/

Google Teacher Tribe - https://googleteachertribe.com/

fppt.com