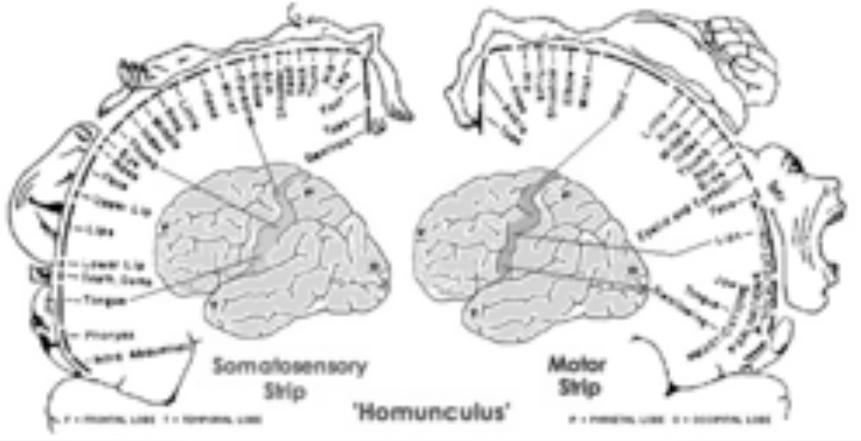




3

## Definition: Multisensory



The diagram illustrates the 'Homunculus' model of the brain, showing a small human figure inside the brain. The brain is divided into two main areas: the Somatosensory Strip and the Motor Strip. The Somatosensory Strip is on the left side of the brain, and the Motor Strip is on the right side. The diagram shows the connections between the brain and the body, with labels for various parts of the body and the brain. The Somatosensory Strip is labeled 'Somatosensory Strip' and the Motor Strip is labeled 'Motor Strip'. The entire brain model is labeled 'Homunculus'.

Amount of Sensory & Motor Connections to the Brain

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

4

## History

(Henry, 1999)

- ▶ **Plato** (427-347BC) - “Where the boy is not yet clever in writing, the masters first draw lines, and then give him the tablet and make him write as the lines direct.”
- ▶ **Horace** (65BC) - suggested having child shape pieces of pastry into the shape of letters
- ▶ **Seneca** (3BC-AD65) - teacher guides the child’s fingers as they trace the letters

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

5

## History (cont'd)

- ▶ **Marcus Fabius Quintillian** (AD35-100) - Once the pupil recognized the letters from tablet or blocks, Quintillian had the pupil write each letter with a pen following the grooves carved in a wax or ivory tablet
- ▶ **Johann Pestalozzi** (1746-1827) - believed that one must develop the child's sense of touch, sight, and sound since sense perceptions are crucial in the development of the child's mind
  - ▶ Felt one should teach from the concrete to the abstract and the particular to the general

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

6

## History (cont'd)

- ▶ **Marie Montessori** (1912 - *The Montessori Method*) - established the basis for teaching using a combination of visual, auditory, kinesthetic and tactile senses.
  - ▶ Influence mostly by Sequin (1735-1835), and Itard (1775-1838), who were influence by Pestalozzi, et al.
  - ▶ Introduced tracing sandpaper letters while saying the sounds of the letters

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

7

## History (cont'd)

- ▶ **Grace Fernald** (1943 - *Remedial Techniques in Basic School Subjects*) developed a 4-stage system of tracing a word - saying each word as traced until memorized - writing the word from memory
  - ▶ Worked with **Hellen Keller**
  - ▶ The “look-say-do” method
  - ▶ Did not involve sounding out each letter and blending the sounds together

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

8

## History (cont'd)

- ▶ **Dr. Orton, Anna Gillingham, and Bessie Stillman** (1965) “Before the child is asked to write, there must be whatever practice is necessary in tracing, copying, and writing from memory to dictation, the last being carried out with the child’s eyes averted...’ In all instances, the child says the name of the letter as he writes it.”
- ▶ Orton advocated using sensory pathways to reinforce weak memory patterns
  - ▶ SOS (Simultaneous Oral Spelling)
  - ▶ Reading and Spelling are taught together

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

9

## Importance of Using a Multisensory Approach

- ▶ How a teacher presents new instruction or reinforces prior learning is the difference between learning and non-learning (Sousa, 2006, Wrighton, 2010)

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Importance of Using a Multisensory Approach

- ▶ **Motivates students to be actively involved and engaged** (Vosniadou, 2001)
  - ▶ “Novelty and fun **gets the child’s attention and keeps it** during the learning process” (Wrighton, 2010)
  - ▶ “The motivational value of associating letters with interesting characters or hand motions and incorporating this into activities and games that are fun is **important for promoting young children’s learning**” (Summary National Reading Panel, 2000)

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

11

## Importance of Using a Multisensory Approach

**Presents abstract information in a concrete way:**

- ▶ “Turning a piece of information into elaborate information, signals its importance to the brain. **Adding a picture, a gesture or body movement, or connecting it to another sense, such as smell, establishes memory.** ‘Material that is **more imaginable, or concrete instead of abstract, is better remembered.** Pictures and objects are remembered better than are words. This may be because of dual coding of both an image and a word’ (Terry, 2006, p. 296).”

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Importance of Using a Multisensory Approach

- ▶ **Manipulating linguistic information in their thoughts is often difficult for dyslexic students**
  - ▶ Especially, if the information is abstract or fleeting, like the sound of a letter or a spelling generalization
  - ▶ They need to see [V], hear [A], say the letter name/sound [K] and move the letters or forms the letters during each task [K/T]
    - ▶ Some students need to feel [K] and see their mouth forming the letters [V]

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

13

## Importance of Using a Multisensory Approach

- ▶ **Improves short and long-term memory, as well as retrieval:**
  - ▶ When teaching in a **sensorial, novel, playful, and meaningful** way, the brain accepts the information and establishes it into **short term/working memory** and then **stores it in long term memory** for future retrieval (Rudy, 2008). (Wrighton, 2010)
  - ▶ **“Playfully rehearsing** new or old information is **essential for memory**. The more elaborate the practice, the stronger the neural connections are for remembering what is taught (Sousa, 2006; Terry, 2006).” (Wrighton, 2010)

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

14

## What's Your Goal & How Much Is Too Much?

**Goal - “Go as fast as you can, but as slow as you must!”**

- ▶ You must always know *why* you are doing something in a lesson
  - ▶ It is important to make a concept concrete, memorable, easy to retrieve, and usable on a daily basis using VAKT activities

**How much?**

- ▶ Being *diagnostic and prescriptive* allows you to know *how much repetition* is needed and *how concrete* you need to make the information
- ▶ For students who are severely impaired, your activities should intensively implement as many VAKT components as possible
  - ▶ Visual and Auditory drills should involve a Kinesthetic/Tactile component
- ▶ Less impaired students, who have an easier time processing information and retrieving it quickly, may not always need to have as much VAKT (i.e., using keywords, less TCCC, less repetitions)

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

15

## References

(Slides 2-13)

- ▶ Birsh, JR. (1999). Multisensory Teaching of Basic Language Skills. Baltimore: Paul Brooks Publishing.
- ▶ Boggart, AV. "A Review of the Research on Multisensory Instruction." Baltimore, MD: International Dyslexia Association's 63rd Annual Conference. 12 Oct. 2012.
- ▶ Fenker, D & Schutze, H. (2008) Learning By Surprise: Novelty enhances memory. That fact has practical implications for educators. Scientific American. Retrieved 2/27/2013, from <http://www.scientificamerican.com/article.cfm?id=learning-by-surprise>.
- ▶ Henry, MK and Brinkley, SG. (1999). Dyslexia ... Samuel T. Orton and His Legacy. Baltimore: International Dyslexia Association.
- ▶ J.Joshi, R., Dahlgren, M., & Boulware-Gooden, R. (2002). Teaching Reading in an Inner City School through a Multisensory Teaching Approach. Annals of Dyslexia, 52, 229-42. (ERIC Document Reproduction Service No. EJ657415). Retrieved November 25, 2008, from ERIC database.

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

16

## References

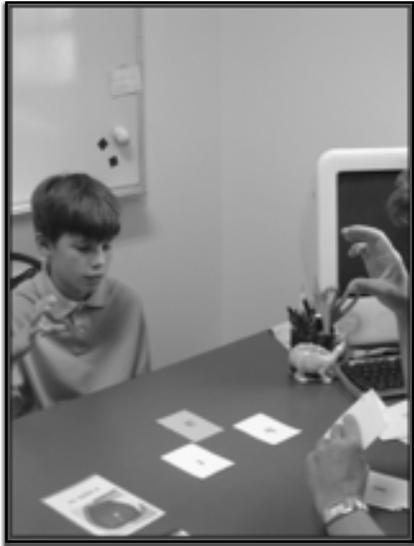
(Slides 9-13)

- ▶ Shams, L. and Seitz, AR. (2008) The Benefits of Multisensory Learning. Trends in Cognitive Sciences, Volume 12, Issue 11, November, pp.411-417. Retrieved 2/27/2013 from [http://www.cell.com/trends/cognitive-sciences/issue?pii=S1364-6613\(08\)X0011-7](http://www.cell.com/trends/cognitive-sciences/issue?pii=S1364-6613(08)X0011-7).
- ▶ Summary of the (U.S.) National Reading Panel Report Teaching Children to Read. (2002) Prepared by the Division of Research and Policy, International Reading Association. Retrieved on 3/6/13 from [http://www.reading.org/Libraries/reports-and-standards/nrp\\_summary.pdf?sfvrsn=0](http://www.reading.org/Libraries/reports-and-standards/nrp_summary.pdf?sfvrsn=0)
- ▶ Vosniadou S. (2001). How Children Learn. Educational Practice Series-7. International Academy of Education. International Bureau of Education. Retrieved 2/27/13 from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>
- ▶ Wrighton, CA. (2010). Determining the Effectiveness of a Multisensory Approach to Teach the Alphabet and Phonemic Awareness Mastery in Kindergarten Children. (Doctoral dissertation). Retrieved on 2/2/13 from <http://ebookbrowse.com/research-a-multisensory-approach-by-charlene-wrighton-10-10-pdf-d318346312>

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

17

# Multisensory Techniques



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

18

## Realia\*

(not a comprehensive list)

- ▶ **Counters** (for segmenting sentences, words, onset and rime, phonemes; blending, manipulating, and substituting sounds)
  - ▶ Unifix cubes, bingo chips with wand, colored glass or stones, coins, tiles (wood, ceramic, cardboard), blocks (wood, plastic, paper, foam)
- ▶ **Mirrors:** for auditory discrimination (watching how ones mouth forms various speech sounds)
- ▶ **Writing materials:** pencil, pens, markers, crayons, gel boards, color chalk on black paper
- ▶ **Writing surfaces:** popsicle sticks, paper (colored & plain), shaving cream, salt, rice, sand, sandpaper, screens, bumpy cardboard, dry-erase boards, index cards, scratch boards, paper on plastic needlepoint mesh

Realia: [rē'āleā, -'āleā] "objects and material from everyday life, esp. when used as teaching aids." (New Oxford American Dictionary)

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Realia\*

(not a comprehensive list)

- ▶ **Magnets:** letters, kinds of syllables, spelling generalizations & rules (use magnetic tape)
- ▶ **Posters and signs** especially those with pictures or mnemonics
- ▶ **Virtual realia:** iPads/tablets, computer, smart-boards
- ▶ **Game boards and materials:** dice, spinners, index cards, moving pieces, game boards: purchased, homemade, computer made

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Auditory Discrimination Activity

- ▶ Teacher says word
- ▶ Student repeats word
- ▶ Student puts a chip in the cup above the correct vowel sound



*NOTE:* Some students may need to finger spell or use counters to isolate the vowel sound.

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

21

## Finger Writing

- ▶ When using a finger for either skywriting or tracing/writing, the student should use 2 fingers, which will create more Kinesthetic/Tactile feedback to the brain than using just 1 finger (it involves more motor movement)
- ▶ Remember that the student must always say each letter as he writes it; thus providing Auditory feedback.



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Finger Writing

- ▶ Skywriting or writing on a surface that leaves no visual impression will provide only kinesthetic feedback; there is no visual feedback because there is no image to see after writing.
- ▶ Writing on a surface like sand, rice, shaving cream, carpet, an iPad, crayon on paper over a screen, etc., will leave an impression and provide Visual feedback to the student.



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Writing on Screen Mat



- ▶ Can use plastic craft-screen, needlepoint canvas, or plastic screening
- ▶ Provides good Tactile/Kinesthetic feedback

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

## Trace, Copy, Cover, Closed

24

- ▶ Used when teaching anything that has to be memorized or for correction
- ▶ Every time the student writes a word, he says each letter as he writes it
- ▶ Sequence:
  - ▶ Trace over model 3x
  - ▶ Copy word 3x
  - ▶ Cover words up and write word from memory 3x
  - ▶ Closes/averts eyes and writes word from memory

Trace	Copy	Cover
<u>said</u>	<u>said</u>	<u>said</u>
<u>said</u>	<u>said</u>	<u>said</u>
<u>said</u>	<u>said</u>	<u>said</u>

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

25

## Trace, Copy, Cover, Closed

Phonics/Spelling  
Generalizations

- ▶ As the student writes each letters, he says the letter's name followed by a keyword or rule
- ▶ Ex: "au says /au/ in the beginning or the middle"

Trace	Copy	Cover
<u>au</u>	<u>au</u>	<u>au</u>
<u>au</u>	<u>au</u>	<u>au</u>
<u>au</u>	<u>au</u>	<u>au</u>

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

26

## "Touch and Say"

- ▶ When the student makes an error reading either a word in isolation or in connected text.
- ▶ The teacher says, "Touch and Say" [A]
- ▶ The student then touches the first letter [V/K/T] and says its sound [V/K]; he does the same for each subsequent letter. Finally, the student blends all the sounds together [V/A/K], while moving his finger under the word [K/T] to decode the word correctly.
- ▶ Usually, as the student focuses his attention on each letter and sound, he can self-correct his error.
  - ▶ If he cannot self-correct, then other correction procedures should be used as needed.

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

27

## Finger Decoding & Spelling

**Decoding** - student puts up a finger, on his non-writing hand, for each letter seen. Starting with the thumb each phoneme is said as a finger is extended and then blended together to say the word - /ă//t/ = at

- ▶ For the left-handed student, the right hand is turned palm down and the thumb is extended first so blending proceeds left to right.

**Spelling** - word is echoed as the student catches the word in his non-writing hand, and puts up one finger at a time, saying the phoneme for each letter

- ▶ Word is then written using S.O.S.
- ▶ When writing, some student can use the hand they are stabilizing their paper with to finger spell. Right-handed students will then count from pinky to thumb, palm down, L-R. Left-handed students count from thumb to pinky, L-R



2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

28

## Arm Tapping for Blending

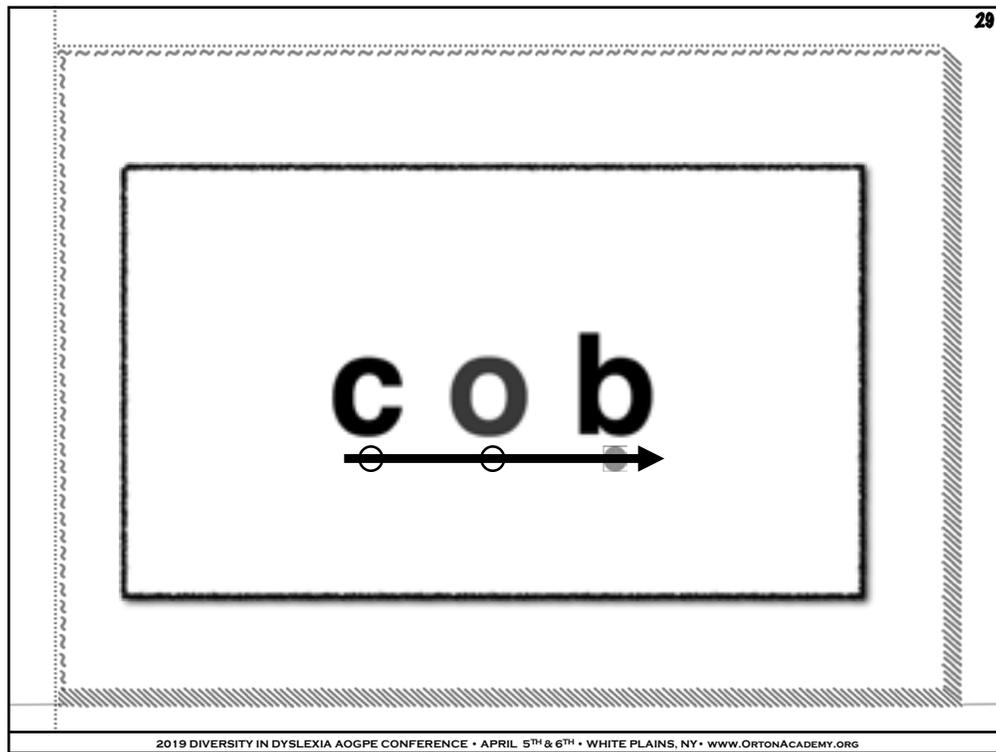
If the student cannot blend the letter sounds together to read a CVC word, this technique is helpful

The student sees the word printed/typed on a drill card; you can write the vowel in a different color from the consonants if needed

**Technique:**

- ▶ The student extends his non-writing arm and says the first consonant's sound while tapping his shoulder.
- ▶ The vowel's sound is said aloud while tapping the elbow joint.
- ▶ The last consonant's sound is said aloud while tapping above the wrist.
- ▶ Finally, the student puts his hand on his shoulder and while sliding down his arm, he blends each sound as he touches each area on his arm. If he cannot blend the word together, then he returns to his shoulder and slides down his arm, blending the sounds faster and faster.

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG



30

## SOS

### Simultaneous Oral Spelling

The Gillingham Manual\*

- ▶ Tutor says the word
  1. Student repeats the word [A/K]
  2. Student segments the sounds and names the letters in word (segmentation can be dropped as soon as the student is ready) [A/K]
  3. Student writes word saying each letter as he writes the word [V/A/K/T]
  4. Student reads what he wrote [A/K]
- ▶ The student always tells his hand what to do!

\* Gillingham, A. & Stillman, B. (1979). The Gillingham Manual (8th edition). Cambridge: Educators Publishing Service. 35-36.

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

31

## Hand Motions

### Short Vowel Hand Cues

- ▶ **a** - apple - /ă/  
▶ Hold invisible apple in hand to bite 
- ▶ **i** - itchy - /ĭ/  
▶ Scratch back of hand with 1 finger 
- ▶ **o** - olive - /ŏ/   
▶ Make an olive shaped o with thumb & rest of fingers to pop into mouth
- ▶ **u** - upper - /ŭ/   
▶ Shape hand's web space in shape of a u & push up
- ▶ **e** - eddy - /ĕ/   
▶ With index finger write an e & circle around like an eddy in the water

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

32

## Hand Motions (cont'd)

- ▶ Finger Decoding and Spelling
- ▶ Different types of syllables or syllable divisions
- ▶ Remembering definitions: digraph, blend, baseword, compound word, syllable, etc.
- ▶ Many students who need this kinesthetic/tactile feedback will develop their own hand motions for specific concepts

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

33

## Mnemonic Devices

- ▶ Help student **remember and retrieve information**, especially if the information is abstract
- ▶ Words for decoding/spelling generalizations should be in the **order of frequency of occurrence**, or **location in a word/syllable**
- ▶ Keywords should be concrete, familiar, and **transparent** so the student can easily recognize the connection
- ▶ Spelling rule mnemonics should be **short and concise**

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

34

The image shows several educational cards:

- Most Common Long Vowel Team Sounds:** A large card with six rows, each featuring a vowel team, its phonetic symbol, and example words with illustrations. The rows are: 1. /a/ with 'ai' (We will sail) and 'ay' (away) with a sailboat illustration. 2. /e/ with 'ee' (to see) and 'ea' (the sea) and 'y' (it's icy) with a person and a sea illustration. 3. /i/ with 'igh' (and the night) and 'y' (sky) with a night sky illustration. 4. /o/ with 'oa' (The boat) and 'ow' (is slow) with a sailboat illustration. 5. /u/ with 'ue' (to rescue) and 'ew' (a few) with a life preserver illustration.
- Gentle Cindy:** A card with a face diagram where the eyes are 'e e', the nose is 'i', and the mouth is 'y'. The letters 'c', 's', 'g', and 'j' are placed around the face.
- Vowel Team OO:** A card with the question "What does a ghost read?" and an illustration of a ghost reading a book. The words "A boo" and "book!" are written below.
- Doubling Pattern for 1 Syllable Words:** A card stating "Word ending with a CVC + VOWEL SUFFIX" and "DOUBLE THE FINAL CONSONANT!" with an arrow pointing to the right.

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

35

# *Reading Activities*

*Visual Drill,  
Sorting,  
Card & Board  
Games*



2018 READING, LITERACY & LEARNING CONFERENCE • OCTOBER 24-27, 2018 • MASHANTUCKET, CONNECTICUT • #DYSLEXIACON18 • DYSLEXIAIDA.ORG

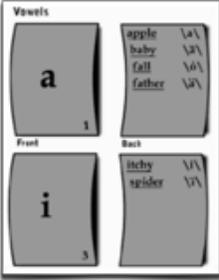
36

# Visual Drill

Association 1

**Visual:** The student sees the drill card

1. Teacher holds up drill card with grapheme [V]
2. Student says letter(s) name [A]
3. Student says keyword [A]
4. a. Student writes letter(s) [V/K/T] as
4. b. Student says sound [A]



▶ Eventually, the student can just reply with the sound

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

37

## Sorting Activities

### 2 Sounds of C Sorter



- ▶ **2-pocket folders**
  - ▶ 2 sounds of c
  - ▶ 2 sounds of g
  - ▶ 2 sounds of ow
  - ▶ 2 sounds of ou
  - ▶ 2 sounds of oo

- ▶ **3-pocket folders**
  - ▶ open, closed, silent-e syllables
  - ▶ 3 sounds of -ed
  - ▶ 3 sounds of ea
  - ▶ 3 sounds of ch
  - ▶ 3 origins: Anglo-Saxon, Latin, Greek



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

38

## Card Games - Grab It -

- ▶ Use any phonetic single word drill cards with words that have been taught for decoding (50-75 cards)
  - ▶ When 2 people play, each person reads only half of the words
- ▶ Write "Grab It" on 7 or more drill cards (always an odd number)
- ▶ One person puts the "Grab It" cards in various places in the card deck; another person



- cuts the deck
- ▶ Players alternate taking a card from the top and reading their card; they keep the card
- ▶ When a player draws a "Grab It" card, the player takes all the other person's cards
- ▶ Game ends when all the cards have been read, or when the time expires if a time limit was set

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

39

## Card Games - Go Fish -

- ▶ Players match words “Do you have table?”
- ▶ Players can match words and picture card (picture exemplifies the word) - helps improve vocabulary
- ▶ Silent-e Go Fish
  - ▶ Players match a CVC with its corresponding VCe word - “I have pin. Do you have pine?” or “I have mate. Do you have mat?”



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

40

## Home-Made Games

▶ Game Board and Yarn Card



Created by Dawn Nieman, Fellow/AOGPE

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

41

## Computer-Made Board Game

▶ 4-in-a-Row

Bobby Division VC/CV					
1	2	3	4	5	6
invade	confuse	mistake	pancake	insane	athlete
sunshine	textile	inhale	estate	dictate	invite
stampede	vampire	reptile	complete	suppose	confide
concrete	dispute	confine	oppose	dislike	escape
unwise	termite	unsafe	expose	consume	excuse
dispose	tadpole	compute	entire	trombone	umpire

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

42

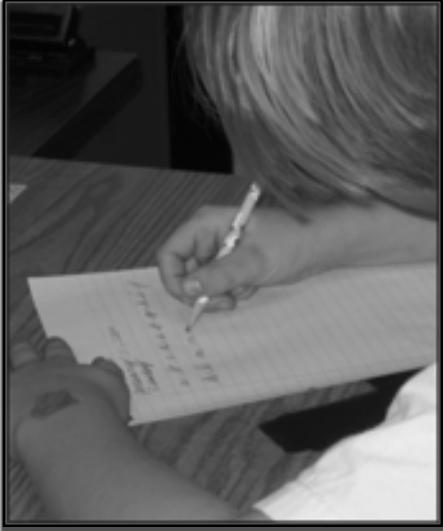
## Computer-Made Board Games

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

43

# Spelling Activities

*Auditory Drill,  
Tic-Tac-Toe,  
Column  
Dictations,  
and Games*



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

44

## Auditory Drill

Associations 2 & 3  
(Phoneme Dictation - yellow card deck)

**Auditory:** The student hears the sound (phoneme) and does not see the drill card

1. Teacher dictates phoneme [A<sub>2</sub>]
2. Student echoes phoneme [A<sub>2</sub>]
3. Student says the letter(s) name [A<sub>2</sub>], keyword, and sound
4. Student writes the letter(s) while saying its name [V/K/T<sub>3</sub>]

Eventually, the student just echoes, and writes the letter (s) while saying the letter name

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

45



**Birthday Girl**  
(common -ir words)

On the girl's **third birthday**, she received her **first skirt** and **shirt** that she got **dirty** as she **twirled** around. The children at the party were **thirsty** so the girl's mother **stirred** the punch. The party was under the **birch** and **fir** trees, and **thirteen birds chirped** a happy song.

More -ur Words

sir	flirt	dirge
irk	whirl	thirty
dirt	swirl	circle
firm	quirky	circus
squirm	shirk	squirrel
squirt	smirk	

**-ir**

**&**

**-ur**

**M**

**n**

**e**

**m**

**o**

**n**

**i**

**c**

**s**



**Hurt Words**  
(common -ur words)

If you are **hurt**, have a **burn**, or **burst** blister that **turns purple**, go to the **nurse** with the **fur purse**. She **survived** someone trying to **murder** her so she goes to **church** every **Thursday** and **Saturday**. She **burps** and **murmurs**, but she never has the **urge** to **curse** during **surgery**.

More -ur words

bury	surf	furnace	turtle
blur	turf	purpose	plural
curb	turn	disturb	rural
curl	urn	furnish	turkey
curd	yurt	surprise	gurney
curt	surge	jury	surrender
hurt	splurge	sturdy	surrend
lurch	purge	further	surplus
murk	turban	curdle	surpass
slurp	urchin	gurgle	survey
spur	suburbs	hurdle	purvey

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

46

## Tic-Tac-Toe Spelling

- ▶ Teacher gives student the paper with a blank tic-tac-toe grid
- ▶ Teacher dictates words and student writes each word in a box of their own choice using SOS
- ▶ When the board is filled, students or student/teacher can play game by reading the word before putting an X or O in box

<u>her</u>	<u>first</u>	<u>skirt</u>
<u>verb</u>	<u>survive</u>	<u>burp</u>
<u>nurse</u>	<u>fern</u>	<u>dirt</u>

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

47

er		ir		ur	
-most common		-birthday story -numbers		-hurt words	
○	○	○	○	○	○
er	er	ir	○	○	○
er	er	ir	ir	ur	ur
er	er	ir	ir	ur	ur
er	er	ir	ir	ur	ur
er	er	ir	ir	ur	ur

**Column Game/Dictation**

Rather than using chips to represent the Vr spelling column, the student writes the word in the proper column.

er		ir		ur	
- most common		- birthday story - numbers		-hurt words	
<i>her</i>		<i>bird</i>		<i>burn</i>	
<i>fern</i>		<i>stir</i>		<i>urge</i>	
		<i>third</i>		<i>nurse</i>	
				<i>burst</i>	

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

48

▶ **Materials:**

- ▶ Game board, bingo chips/markers, game/drill cards with er, ir, ur words (words you have introduced & practiced previously), shuffled & put in a stack.
- ▶ see mnemonic sheets for ir & ur words; er words: her, fern, germ, herd, nerd, jerk, perk, term, verb, clerk, perch, Bert, serve, nerve, over, never, after, faster, enter, fever, banker, washer

▶ **3 Column Game Rules:**

- ▶ First person draws a card off the top of the stack & reads the word.
- ▶ The next person has to spell the word aloud &/or writes the word on paper, & puts a chip/marker on the appropriate box (ex: nurse = ur).
- ▶ Each person takes turns, one reading the word, & the other spelling the word.
- ▶ You can decide when the game will end
  - ▶ When have a chip in each box in the first row: er, er, ir, ir, ur, ur
  - ▶ When have a chip in each box in the first 2 rows, etc.
  - ▶ Or set a time limit

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

49

## Other Concepts for 3-Column Game Board

- ▶ Once student(s) have memorized rules for making choices, cover up or remove second row with rules from game board
- ▶ You can make the same type of game for:
  - ▶ 3 way to spell /ā/: a, ai, ay
  - ▶ 3 way to spell /ō/: o, oa, ow
  - ▶ 3 ways to spell /ī/: i, igh, y
  - ▶ 3 ways to spell /k/: c, k, ck (after teaching hard/soft g)
  - ▶ 3 ways to spell /j/: j, ge, dge (after teaching hard/soft g)
  - ▶ 3 ways to spell /shən/: tion, sion, cian

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

50

## Syllable Column Dictation

Materials:

- ▶ Start with a list of 2-syllable words with various kinds of syllables, put each syllable on a separate card
- ▶ On paper with columns, label each column with each kind of syllable you've taught (O, C, VCe, VV, etc.)
- ▶ Teacher dictates each syllable in random order
- ▶ Student writes each syllable using SOS and placing it in the proper column
- ▶ After dictations are completed, try to form as many words as you can from the syllables

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

51

<i>Open</i>	<i>Closed</i>	<i>Silent-e</i>
<u>re</u>	<u>com</u>	<u>vite</u>
<u>u</u>	<u>lax</u>	<u>plete</u>
<u>po</u>	<u>pen</u>	<u>lite</u>
<u>o</u>	<u>in</u>	<u>nite</u>

► **How many words can you make?**

1. relax
2. unite
3. polite
4. open
5. complete
6. invite

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

52

## Spelling 4-in-a-Row

- Roll a die; the number on the die determines which column the player can choose a space
- Player writes the correct spelling in the blank and places her X's or O's on the space
- First person to get 4 in a row (horizontal, vertical, or on the diagonal) wins!
- This type of game works for any predictable spelling generalizations with 2 or more choices
  - e.g., ai/ay, igh/v, oa/ow, oi/oy, ou/ow, c/k/ck, ch/tch, i/ge/dge, tion/sion/cian, ...

as or as ?

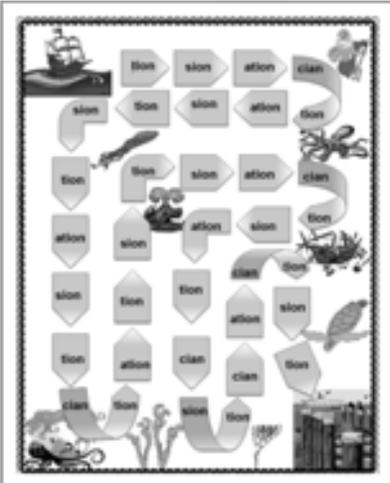
br_n	g_dy	gn_	sp_n	g_se	appl_d
v_lt	f_n	j_	s_top	outl_	str_
br_	h_nt	_gut	l_n	s_cer	cr_
r_	f_	fl_	s_ther	sl_	bec_
t_	_thor	_	sh_	fr_d	dr_er
f_cet	p_	cl_se	cl_	spr_	s_

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

53

## Spelling Game

- ▶ Games cards have words with /shən/ spelling choice missing
  - ▶ ac\_\_\_\_\_
  - ▶ mis\_\_\_\_\_
  - ▶ transport\_\_\_\_\_
  - ▶ politi\_\_\_\_\_
- ▶ This type of game works for any predictable spelling generalizations with 2 or more choices



2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

54

## *iPad/Tablet Apps*

***What's your Reason  
for using an app?***

- Instruction*
- Practice*
- Calculation*
- Assessment*

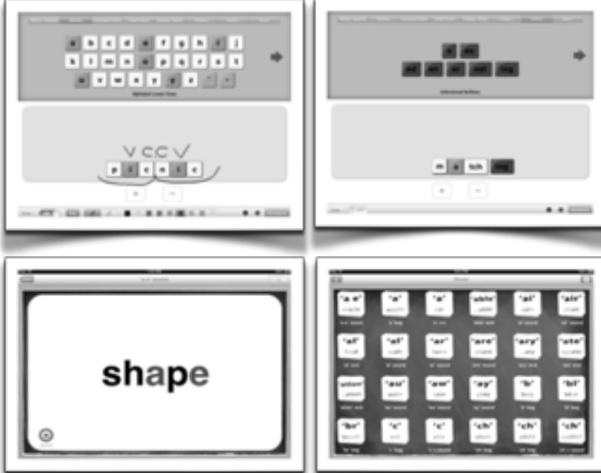


2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

55

# Instruction

- ▶ SoundLiteracy (\$9.99+)
- ▶ Phonics Genius (\$0.99)



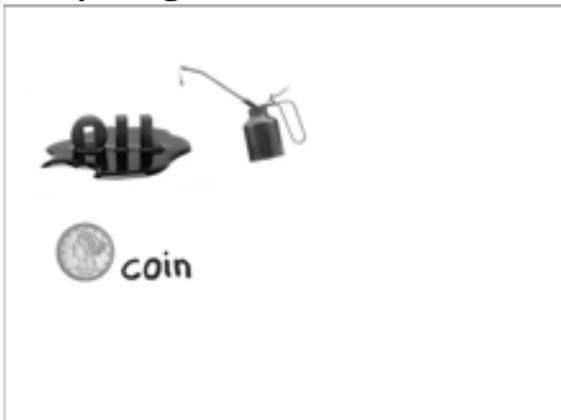
2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

The image shows four screenshots of educational apps. The top-left screenshot shows a keyboard interface with a 'VCCV' pattern and a pair of glasses. The top-right screenshot shows a grid of letters. The bottom-left screenshot shows the word 'shape' on a white background. The bottom-right screenshot shows a grid of words like 'tail', 'bail', 'gail', etc.

56

# Instruction

**Explain Everything**— make a movie to use for reading/spelling



**Other similar apps are ShowMe, Educreations & Doceri**

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

The image shows a screenshot of the Explain Everything app. It features a white background with a black shadow of the word 'coin' and a small image of a coin. A hand-drawn arrow points from the word to a small black bag with a string, which is also labeled 'coin'.

57

## Instruction & Practice

- ▶ **Drawing/Writing**
- ▶ Drawing Pad (\$1.99+)
- ▶ Tux Painting (Free)
- ▶ Draw-n-Show (\$1.99)
- ▶ Chalk Pad (Free)
- ▶ Glow Coloring (Free)
- ▶ **Sight Words** (Alligator apps - Free)

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

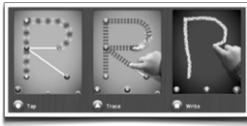
58

## Practice

- ▶ Sound Sorting Beginning Sounds (\$0.99)
- ▶ Partners in Rhyme (\$1.99)
- ▶ abc PocketPhonics (\$2.99)  
letter sounds, writing & 1sr words

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

# Handwriting

- ▶ **Letter School** (\$6.99)  
printing letters & numbers  
 
- ▶ **Touch and Write Cursive Letters** (\$2.99)  
 

2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

# Reading

(Just a few)



- ▶ **Bob Books** (\$2.99)  

- ▶ **Decodable Early Reader PowerPoint Books (Free)**  
▶ <http://wp.auburn.edu/rdggenie/home/geniebooks/bookindex/>
- ▶ **AppsGoneFree**  
(especially for pre-K through 2nd)  
  
  


2019 DIVERSITY IN DYSLLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

61

# Assessment

- ▶ Running Record Calculator| Stopwatch Recorder (\$4.99)
  - ▶ reading rate, % accuracy, self-correction rate, generates report
- ▶ Age Calculator. Net (free) - years, months, days



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

62

# And When All Else Fails...



2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

69

## Other Resources

- ▶ <https://dyslexiaida.org/dr-cheesmans-app-chat-find-the-best-literacy-apps-for-preschool-and-kindergarten-children>
- ▶ <https://www.atdyslexia.com/ios-apps/>
- ▶ <http://www.readingrockets.org/literacyapps>
- ▶ Pinterest & Searches

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG

64

*An old Chinese proverb states,*

***"Tell me and I'll forget;  
show me and I may remember;  
involve me and I'll understand."***

**Thank you!**

**Karen K. Leopold, MS Ed, Fellow/AOGPE**  
**Email: [kleopold.ogstars@gmail.com](mailto:kleopold.ogstars@gmail.com)**

2019 DIVERSITY IN DYSLEXIA AOGPE CONFERENCE • APRIL 5<sup>TH</sup> & 6<sup>TH</sup> • WHITE PLAINS, NY • WWW.ORTONACADEMY.ORG