



Making Grammar Accessible to All: Orton-Gillingham in Action



Dr. Samuel Orton believed.....

we are responsible for devising a specific learning program that allows each child to succeed. In order to do so, we must be sufficiently keen in our diagnosis, skilled in the structure of language, and still clever enough to make it stimulating.

Five Important Components of Literacy

Phonemic Awareness

Phonics

Word Identification

Vocabulary

Comprehension



Posture, Position, & Grip

Graham, PROFESSOR AND CURREY INGRAM CHAIR IN SPECIAL EDUCATION
LITERACY has stated that: "Cursive handwriting is as essential to written expression
as phonemic awareness is to reading comprehension."

Back straight

Paper slanted

Pinch & Flip the pencil

"Anchor" arm moves the paper

Pencil push ups to write



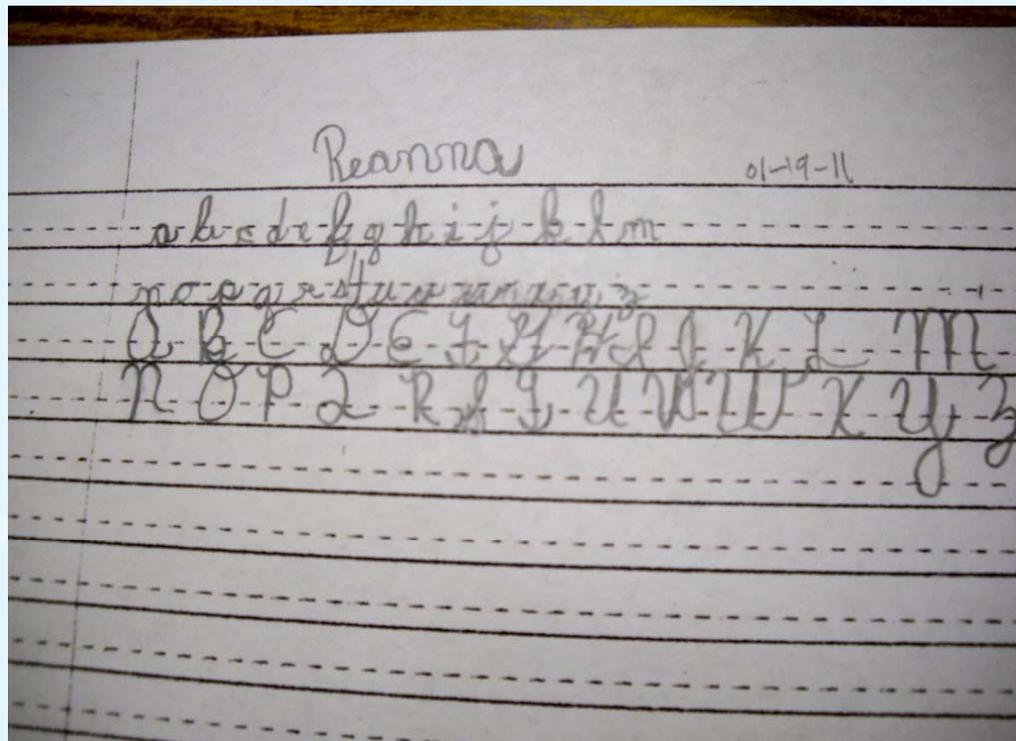


Lowercase formation instruction (teach by families)

Uppercase formation instruction (teach by families)

5 - 10 minutes every day, first lesson of the block

Works cited: Diana Hanbury King, *Cursive Writing Skills*
(right & left handed editions), 1987



Phonemic Awareness

Phonemic awareness has many levels and includes the concept of rhyme and the ability to blend and segment words and to manipulate phonemes to form different words

5 - 10 minutes each day

Using alpha chips, blocks, cubes, or candy to;
Identify phonemes, blend phonemes to form words, segment words into phonemes, add or delete phonemes to form new words, substitute phonemes to make words

Format: Say it, Tap it, Move it, Tap it, and Blend

Spelling

Whole Group Instruction (five to ten minutes)

Spelling list are made by teacher and are a review of a taught spelling pattern/concept

Students master the spelling rule, practice each word kinesthetically (slap, clap, tap, whisper/shout letters)

Students are given independent work with four to five choices to meet students' needs and interest.

R-n-R deck during students' independent work time with a weekly spelling review, pulling in all of the previous skills taught.



Working with Words

There is a difference between phonics and phonemic awareness. Phonemic awareness is a prerequisite for phonetic instruction and phonics is essential to build on syllabic understanding (chunking) It is important that those sounds can be written down.

Alphabet toss

Read words with from jewel cards deck

Write 6-7 words, sorting each word by sound

Sentence dictation (**personal spelling**)

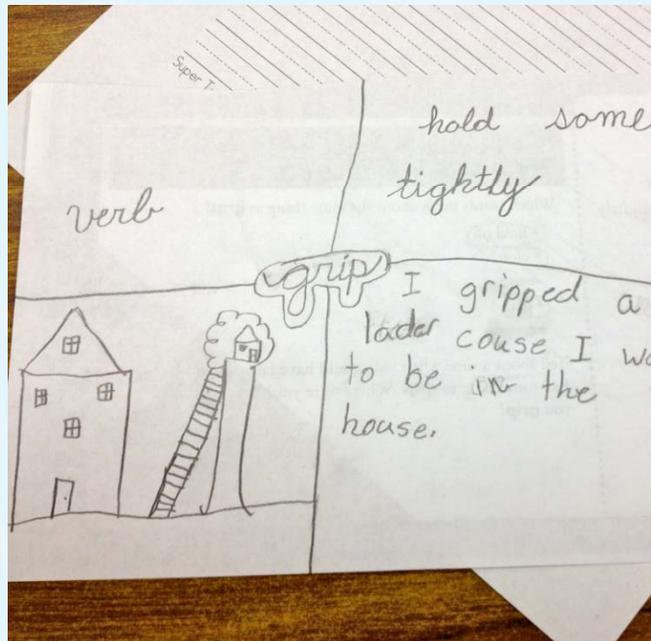
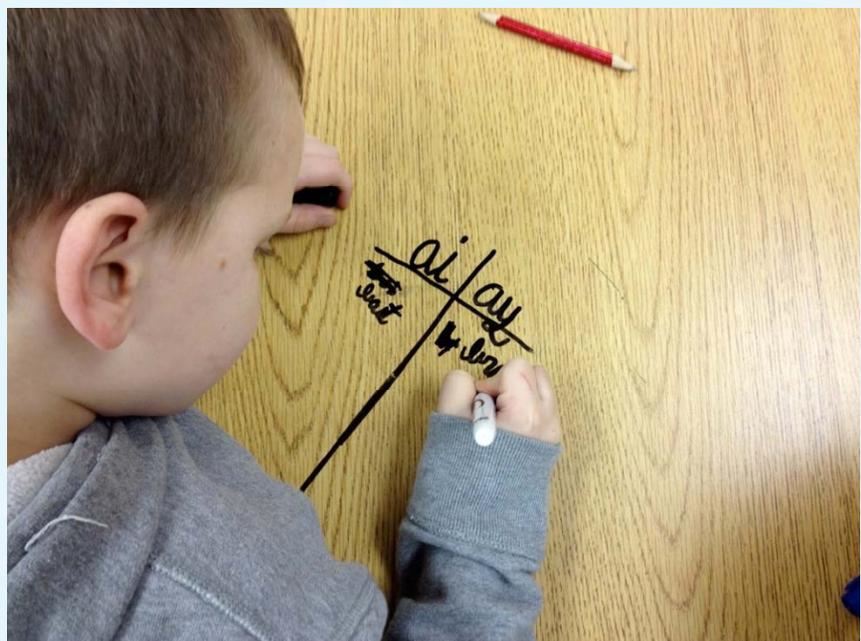
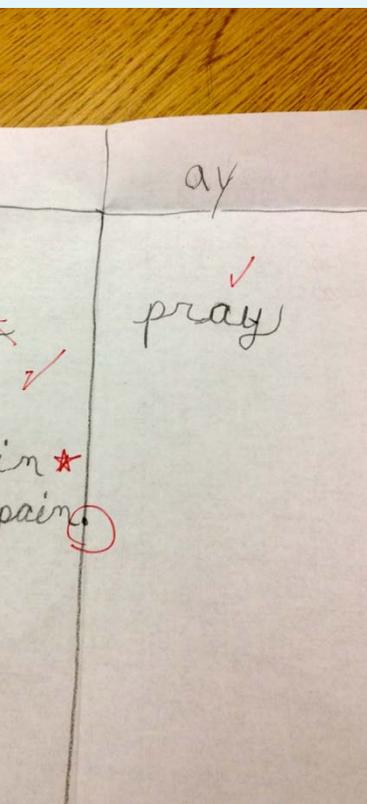
Teacher made worksheet to reinforce skill

Decodable reader with the spelling pattern

Introduce new concept/sound (Enter into book of knowledge)



Working with Words



Moose Materials

Goals for Moose Materials

Make Orton-Gillingham skills and concepts as clear as possible.

Increase student involvement through the use of manipulatives.

Increase student interest through the use of varied materials.

Provide the systematic practice necessary for mastery and retention.

Make the learning experience as fun as possible.

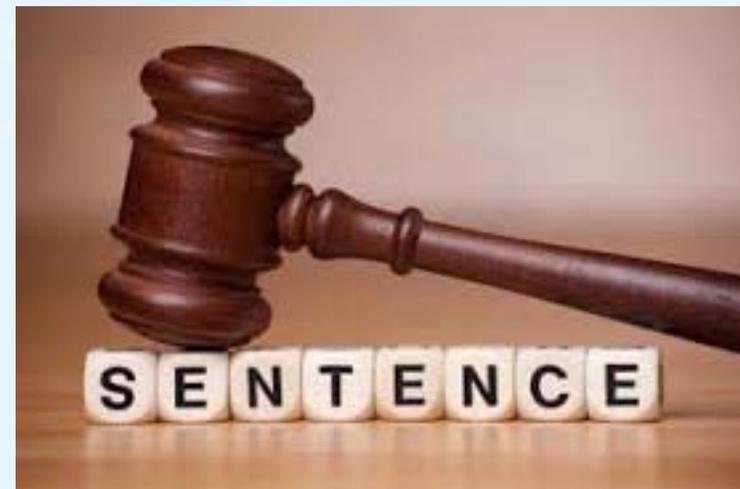
Make activities readily available to teachers as they introduce new concepts.

Minimize homework practice and facilitate parent involvement in their child's learning process.



Making Grammar Accessible to All: Middle School

<https://www.livebinders.com/play/play/797124>



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[Thank You](#) To:

“Barton-Gillingham Approach” Training by Susie van der



Session 62

Making Grammar Accessible to All

Kristie Autrey and Tamara Houchard

Session 62, *Making Grammar Accessible to All*, presented by Kristie Autrey and Tamara Houchard will have some handouts. However, participants are encouraged to visit the LiveBinder for additional materials:

<http://www.livebinders.com/play/play/797124>.

At this website, participants will be able to download content discussed during the presentation.