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

- Jack straight
- Paper slanted
- Inch & 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
Pelling

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 syllable 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

Male for Moose Materials

- Emphasize the Orton-Gillingham skills and concepts as clear as possible.
- Increase student involvement through the use of interactive materials.
- Pique 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.
- Activities readily available to teachers as they introduce new concepts.
- Minimize homework practice and facilitate parent involvement in their child's learning process.

Moose Materials: Created by Janet Jones 
www.moosematerials.com
Making Grammar Accessible to All: Middle School

http://www.livebinders.com/play/play/797124
Get Information:

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I Thank You To:

“Dyton-Gillingham Approach” Training by Susie van den
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:


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