

# Dyslexic Training Basics/Introduction

## 1. Introduction

"Basically", all the dyslexic method of instruction is, is teaching "basic" phonics. It's a method of teaching decoding using direct structured explicit step-by-step phonics lessons. These lessons teach the patterns in words. It's learning how the written language works, therefore the dyslexic method makes sense of reading. This is important because reading needn't be a guessing game. These lessons are easy to learn and apply. The thrilling aspect is natural readers love it because now they have a deeper understanding of language.

Since only five to ten percent of people learn to read naturally, all other children need to be taught. While providing rich texts, read alouds, and independent reading are important branches in reading instruction, the roots and trunk of the tree of reading are direct structured explicit phonics instruction. It's what the science of reading has proven works. For beginning readers, sprinkling phonics here and there, like it's some kind of magical fertilizer, is not going to create strong readers. Most elementary teachers do not receive dyslexic training in college, so they are learning it on their own. The intention of Connect Phonics and Spelling is to provide materials for all the teachers out there who didn't receive it in college, while providing a fun method of teaching phonics using differentiated instruction.

The dyslexic method also includes an important component of encoding (Spelling). This is essential as dyslexics struggle with spelling more than the average student. In the parent note, Connect Spelling teaches the patterns in words and the rule breakers bit by bit so all students have a broad basis for understanding how the English language is constructed. Each week, a small piece of the dyslexic method is taught. By the end of third grade, there isn't any word they won't tackle.

Tactile, tactile, tactile is the foundation of teaching spelling with the dyslexic method. On page 8, you learn how to teach phonetic words tactically with the lesson on Touch Spelling. On pages 9 and 10 are instructions to teach non-phonetic yellow and red words. It's exciting when a student asks, "How do you spell beautiful?" You reply, "Find it on your arm." He starts tapping, pauses, his eyes pop open wide as he discovers his body has the answer. It's pure gold.

Teaching all students spelling the dyslexic method is even more beneficial to natural readers because they often become better spellers at a younger age.



## 2. Suggested time allotment is as follows:

### First Grade

- The teacher provides three half hour whole group phonics (decoding) lessons a week.
- The teacher provides one half hour whole group spelling (encoding) lesson a week.
- Teacher initiated 5 minute review, (see page 14 ) before each lesson, games are provided to use throughout the year
- With provided materials, the teacher provides one small group lesson a week having the higher students tutor the students who need more repetitions.
- A trained paraprofessional provides daily intervention, which includes some phonics review, for struggling readers.

### Second Grade

- Depending on the needs of the class, the teacher provides two or three half hour whole group phonics (decoding) lessons a week. Games are used for review, as needed.
- Encoding is taught throughout the year by the teacher within the spelling lessons.
- Teacher initiated review, which includes games, is provided throughout the year. (see page 7)
- A trained paraprofessional provides daily intervention, which includes some phonics review, for struggling readers.

### Third Grade

- A trained paraprofessional provides daily intervention, which includes some phonics review, for struggling readers.

### 3. Definitions:

You need to come to a complete stop for red words. Red words don't make any sense.  
Kids do not sound out red words. They memorize the order of the letters, the word's shape. Some red words have only one large thing wrong. Students do tactile and kinesthetic activities to memorize red words.

you

said

of

the

was

Red  
Words

You need to slow down for yellow words. Yellow words have one small part wrong.

want

what

from

son

Yellow  
Words

Often the one thing wrong with a yellow word is the vowel is bumped or says ũ. Most vowels that have a schwa are the ũ. The words "from" and "what" have bumped vowels.

Green words are easy. A green word can be sounded out. Each consonant or vowel has a purpose.

jet

he

bite

her

team

saw

puzzle

Green  
Words

## The seven syllable types for green and yellow words:

Repeat this mantra with the students over and over:  
 "We're learning to read and spell words by  
 figuring out what the vowel says!"

Syllable Type	What the vowel says?	Like in this word:
1. Closed syllable	<b>short vowel</b> (A consonant is after the vowel, it closes the vowel in, vowel is short.)	cat admit (The consonant is last, it's long.)
2. Open Syllable	<b>long vowel</b> (The vowel is last, it goes through the open door and is long.)	<u>tī</u> ger <u>dē</u> mand (The vowel is last, it's long.)
3. Magic E Syllable	The first vowel is <b>long</b> . Magic E at the end is silent. (The Magic E Fairy sprinkles fairy dust and makes the first vowel long.)	mule cup <u>cake</u>
4. Bossy R Syllable	<b>r controlled sound</b> er, ur, ir (all say same sound) or, ar (only 3 sounds altogether)	shark wint <u>er</u>
5. Vowel Team Syllable	First vowel is <b>long</b> , second vowel is silent. (Whichever vowel gets there first gets to talk, it says the long sound.)	goat oatmeal ai, ay, ea, ee, ey, ie, oa, oe, ow, ui, ue
6. Turtle Syllable	The e at the end is <b>silent</b> . one consonant plus an l and e	tur <u>tle</u> ma <u>ple</u> (always 2nd syllable)
7. Diphthong Syllable	Naughty vowel team, two vowels together say <b>different sounds</b>	"different diphthong" ( au, aw, ea, eu, ew, igh, ie, ou, ow, oo, oi, oy.)

## 4. Lesson Order

Green word lesson	short description
Introduction	reading readiness assessment explanation of green, yellow and red words, testing of sight words (See suggestions for teaching sight words on page 11.)
Short vowels and signals	Using the vowel song, the kids sing and practice the sounds and signals.
The first sound of C	Mr. C is an orphan. He borrows his first sound from Mr. K. In fact Mr. K is so nice he even lets him use his sound in front of consonants like in the words clip, clock, and clack. Vocabulary words: vowel, consonant, and syllable
Closed syllable	A closed syllable is a syllable with a consonant <u>after</u> the vowel making the vowel say it <u>short</u> sound. The mascot for closed syllable is a cat.
Fred Likes Striped Zebras	There are a few exceptions when spelling short vowel, one syllable words that end in f, l, s, z . In most words, double the last letter. Stuff, hill, kiss, fuzz
Chuck the Duck	In spelling, use ck at the end of a short vowel one syllable word to say the /k/ sound.
Open Syllable ti ger (long vowel)	An open syllable is a syllable when the vowel last, making the vowel say the long sound. The mascot is ti ger. Hit is short vowel, hi is long.
Magic E Fairy	A magic e syllable is a syllable with one vowel and one consonant plus a silent e at the end making the first vowel say the long sound. The signal is wiggling the fingers like you're spreading fairy dust..
H Brothers ch, th, wh, sh	The consonants are easy. That is until the H Family came to town. The children meet <b>Charlie, Thad, Whitney and Sherman</b> ch, th, wh, and sh
Gretchen tch	The kids meet the H Brothers little sister <b>Gretchen</b> . /tch/

<p><b>Beginning and Ending Blends</b></p>	<p><b>Beginning blends:</b></p> <ul style="list-style-type: none"> <li>○ L, (bl, cl, gl, pl, sl)</li> <li>○ R, (br, gr, cr, dr, fr, pr, tr, wr)</li> <li>○ the first letter is S (sc, sk, sl, sm, sn, sp, st, sw, scr, sch, three letter blends shr, spl, spr, squ, str, thr) .</li> </ul> <p>Ending blends (nd, nk, nt, ng, mp, st, sk, ft, ct, pt, lt, lk, ld, lf, lp, lm)</p>
<p><b>Y at the end of a word</b> (ī and ē)</p>	<p>Y says ī at the end of a one syllable word (try) Y says ē at the end of a two or more syllable word.( funny) (pony)</p>
<p><b>Bossy R Syllable</b> (Some teachers teach Vowel Team before Bossy R.)</p>	<p>The bossy r syllable is the syllable with an r after the vowel making it say a bossy r sound. The signal is the index finger wagging like you're bossing someone. The mascot is the shark.</p>
<p><b>Vowel Team Syllable</b></p>	<p>A vowel team syllable is a syllable where two vowels go walking, the first one usually does the talking; the first vowel says the long sound. The signal is the index and tall man fingers moving as if walking. A goat is the mascot.</p>
<p><b>Open Syllable</b> Part two</p>	<p>If the vowel is last, it's long. Practice two syllable words with one of them being an open syllable like the word "female".</p>
<p><b>Second Sound of C</b></p>	<p>Mr. C can say /S/ in front of second sound vowels only. (When you say the letter, "c", you can hear the /s/ sound, so it makes sense.) The first sound vowels are: a, o, u. The second sound vowels are: e, i, y. He's not lazy like Mr. K and wants to talk in front of consonants like in the word slip, smile, snort and street.</p>
<p><b>Turtle Syllable</b></p>	<p>The turtle syllable has one consonant plus an le usually at the end of a word. The turtle syllable is <u>the only syllable without a talking vowel</u>. The endings are ble, cle, dle, fle, gle, kle, ple, tle, zle, and stle. The ending stle has a silent t.</p>
<p><b>Marge and Midge</b></p>	<p>G says /j/ in front of second sound vowels. (e,i,y) (When you say the letter, "g", you can hear the /j/ sound, so it makes sense.) Now we know why in the word <b>hug</b>, the g says /g/ sound, yet in the word <b>huge</b>, the g says the /j/ sound.</p>

Phyllis	The H brother's big sister Phyllis likes to wave her fist and play with her toy phone. The kids learn ph says /f/.
Three syllable words	Because now they can use all the tools in their toolbox and sound out big words. Students are proud of themselves as they master words like hibernate, rattlesnake, excitement, wintertime, hamburger and argument. Now, recognizing these patterns has become automatic.
S.O.S. Bumped vowels (schwa usually ũ)	This is a good time to introduce S.O.S. or Supposed to be Other Sound. When a word is supposed to be ī and it's ĩ like in the words invitation, sensitive, substitute, gravity, accident, and detective. Instead of schwa Connect Phonics says the vowel is "bumped". (Or says ũ because most schwa are ũ. Remember: every vowel can be bumped. Bumped vowels are in elephant, cardinal, potato, important, and buffalo. The signal for bumped vowel is thumbs up or ũ sound. Schwa vowels became popular after 1950.
The Three Sounds of ed	The rules and song are the same as they are for adding ing . The 3 sounds of ed are: ed says /t/ like in hopped, ed say /d/ like in trimmed, and ed says /id/ like in dusted.
1-1-1 doubling rule	Except for x, if there is only 1 consonant after a short vowel, then you double the last consonant before adding a suffix that begins with a vowel ( ed or ing.) hopped, skipping, running, shopped
Diphthong Syllable (naughty vowel teams)	A diphthong syllable is a syllable with unusual vowel teams that have different sounds. We sometimes call diphthongs the naughty vowel teams. The diphthongs are: au, aw (Austin's Paw) - ea (eat bread)- oo (schoolbook)- oi, oy (Noisy Boys) ou, ow (Proud Clown), ie (Piece of Pie) and eu, ew (Nephews Feud and Fight). (The pattern "igh" is taught here with eu and ew even though it's not a diphthong.)
A Pair of Bears Stare Over There	Miscellaneous bossy r often says the "air" sound like in pair, bear, stare, and there. Adding a silly e to "or" like in store, shore etc are also taught.
Contractions	Contractions ending with not, have, is, will, are and would are taught.

**5. Spelling:** The first worksheets in each spelling unit are to practice green (phonetic) words. This is called "Touch Spelling." In Connect Spelling the directions say. "Your teacher reads the word. Touch each sound as you write each letter." It is suggested for the first 8- 10 units to have the entire class touch spell together. The reason for this is that touch spelling helps all students. Once this skill is mastered, only those students who need the touch spelling will probably use it independently.  
(The student unobtrusively touches as he/she spells why the other students have moved beyond it.)

Connect Spelling teaches the parents: (See directions for left handers below.)

- Two and three syllable words are easy if the kids touch spell, one syllable at a time.
- For example to spell the word pancake:
- Pound pan with your left fist
  - Touch their pinky and say the first sound (p), Write p.
  - Touch ring man and say the second sound (ā), Write a.
  - Touch tall man and say the third sound (n). Write n.
  - Pound their fist and say "cake".
  - Touch pinky and say the first sound (k), Write c.  
(Some students may remember c says /k/ before first sound vowel a.)
  - Touch ring man and say second sound (ā), Write a.
  - Touch tall man and say third sound (k), Write k.
  - Read the word. Does it make sense? Does it look right?
  - NO, you need a magic e at the end to make the a say the long sound.  
(Some students may remember k says /k/ before second sound vowel e.)

Green Words Touch Spelling For Lefties:

1. Clap the word (hit)
2. Count the syllables (1)
3. Pound right fist on desk and say the first syllable. (hit)
4. Touch right thumb and say the first sound (h) write h with your left hand.
5. Touch right pointer finger as you say the second sound (i) write i with your left hand
6. Touch the right tall man (middle finger) as you say the third sound (t) Write t.
7. Last of all, read the word. Does it make sense? Does it look right?



### How to Teach Yellow Words

You can choose to practice yellow words the same as green words, but when you get to the letter that does not follow the rule, say it louder as you spell.

For example in the word, "what" say the sounds, then say the "a" loudly.

"w-h-**A**-t." They need to be sure to memorize what's wrong with the word. However, you may choose to practice the yellow words the same as red words. (The yellow word worksheet included in Connect Spelling is usually enough for the students.)

Memorize the order of the letters for red words.

### Considered the Best Way to teach red words: Arm Tapping:

First, we write the red word, preferably with a red crayon, on a half piece of paper. This is our poster. (You could place the paper over bumpy plastic needlepoint canvas to make it more of a tactile activity.)

#### Arm tap

1. Stand up with your poster in your non-writing hand. Make sure the poster is facing you. (You need to keep your eyes on the letters so you can study the shape.)
  2. Your writing hand is high in the air.
  3. Pull your arm down like a railroad conductor and say aloud together the red word, "said"
  4. Say each letter, not sound. Then with open palms down you touch equally distant spots down your arm as you say the letters: "s- a- i- d."
  5. When done, slide your writing hand down your arm from left to right, and say the word again, "said."  
Repeat 2 two more times, so you've arm tapped a total of three times
- ❖ (Keep an eye on lefties to be sure they are tapping with their left hands and moving up their right arm from left to right.)

## More Ways to teach red words:

Here are a few ways you can practice red words with your kids.

- ❖ Table Write- Say the names of the letters out loud as they write on the table. When they're done with the word, underline it from left to right. Since this takes no materials, do this over and over again.
- ❖ Sky Write- Say each letter as you write it in the air. Then underline the imaginary word in the sky from left to right. (Remind the kids to use their big muscles.)
- ❖ Partner's Back -Write on your partner's back, underline left to right.
- ❖ Stomping- Stomp your foot as you say each letter.
- ❖ Clapping- Clap your hands, then slap your knees as you say each letter.
- ❖ Throwing Stars- Throw one hand at a time up towards the ceiling as you say each letter.
- ❖ Pat It- Pat heads for tall letters, tummies for short letters, knees for letters that go below the line. Do this as you say each letter

Sing the letters of the word as you sing the song!

### Songs for 3 letter words

- This Old Man
- Jingle Bells

### Songs for 4 letter words

- Twinkle, Twinkle Little Star
- Are You Sleeping?

### Songs for 5 letter words

- Row, Row, Row Your Boat
- BINGO

### Songs for 6 letter words

- This Old Man
- Jingle Bells
- The Farmer In The Dell
- Happy Birthday

## 6. Tips For Teaching Sight Words

- Note: This is a good activity for classroom volunteers. Usually all there is time for is to send 10 sight words home and keep a copy of the same ten sight words on the corner of their table/desk. This is often enough because the words are easily accessible and can be practiced with a student tutor throughout the week. There are additional small group sight word instructional ideas, but please do not think you need to do them.

1. Using the sight word assessment, stop at the first 10 words the student doesn't know.

Write those words on a half sheet of paper similar to the one below. Place the paper in an envelope and label: "Please practice at home."

down	little
there	some
were	when
look	with
could	what

Write another copy those words on a half sheet of paper similar to the one above. Tape it to the corner of their desk so it's easily accessible for practice throughout the week.

Here are additional helpful hints if there is time:

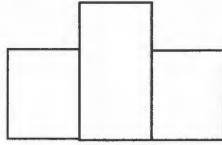
2. Ask questions to point out some characteristics about the word.

For example in the word "she", it's a totally green word.

The word with begins with the H brother Sherman and is an open syllable. Remind the student, "When the vowel is last, it's long."

3. Outline the letters so the child can better see the shape of the word.

4. Write empty blocks that form the shape of the word and have the kids fill them in.



5. Discuss the meaning of the word so the dyslexics can make a picture in their mind for the word.  
You demonstrate the meaning by using the word in a sentence.  
Then have the student make up a sentence with the word.
6. Increase the size of the letters. Kids with visual discrimination problems have trouble with small letters and pages that are too busy.
7. Kinesthetic methods - writing in sand, sand paper, plastic or foam letters works best for some kids.
8. Games with the 10 words:  
Bingo,  
Concentration,  
Go Fish etc.  
Tic-tac toe (They must write the word in a grid and spell it correctly.)
9. Game Bang- Words are put in a can. The student picks a card and reads it out loud. If he is correct, he can keep the card and it is the next student's turn. The object is to have the most cards at the end of the game. "Bang" is written on some cards. When a student chooses "Bang" he has to read the word "BANG" and he has to put all of his cards back in a can.
10. Be encouraging. As the signs around school say, "Nine tenths of education is encouragement." Remember kids who struggle need honest approval of the job they're doing.

## 7. Components of Connect Phonics and how to use them:

Component	How to Use it?
1. Story	Stories are to be read to everyone. Not every lesson has a story, but the most important elements like syllable types have stories.
2. Colored poster to hang in the classroom	This enhances review and often children will glance at them when trying to remember how to read or spell a word.
3. Coloring page	Coloring pages are for everyone. This creates an emotional connection and improves recall.
4. Songs	Songs are for everyone. If you don't feel comfortable singing, use them as a rap. Besides an element of fun, the use of differentiated instruction strengthens the student's ability to remember.
5. Practice words	To be used with everyone, these show word families and rhyming words are often easiest to begin the lesson.
6. Find the picture worksheets	How to you get to Carnegie Hall? Practice, practice, practice. It's the same with reading. Believe it or not, because of their simplicity students love find the picture worksheets. By the middle of the year most first graders can finish these independently.
7. Syllable cards	These are used for remediation with students who need to automatically recall word endings. They may need multiple practices.
8. Making words worksheet practice	At the beginning of the year, these are to be used with everyone. The syllable cards will give ideas of what word family to use. Later these are only used in remediation.
9. Flashcards	These are used with everyone when playing reading and spelling games. Otherwise they are usually used for remediation.
10. One syllable words speed drill	These are to be used and mastered with everyone and sent home for practice.
11. Bendy cards	These are to be used with everyone. Don't leave out this component.
12. Two syllable word speed drills	In first grade these are introduced to everyone. After using the bendy cards, many students master these. Send these home for more practice. These are used by everyone in second grade.
13. Review speed drills	These are to be used with everyone, though a word of caution, the struggling readers may become frustrated. You may choose to send these home for more practice.
14. Comprehension worksheets	The instructor uses his/her judgement as to when and which of these to use. Often students need help with these, especially in the beginning. Therefore, these are good for homework.
15. Card games	These are to be used with everyone. Creating the games is work intensive, but definitely worth the effort. These are essential in mastering the skill. Label each card and game with a symbol, for example "red circle." Draw a red circle on the envelope. (That way when a student retrieves a missed card, you know which game is its home.)

## 8. Review

Connect Phonics does not include three to five minute reviews because each classroom is different in what skill needs further practice. Often you can choose to display "Words of The Day" to use as review. Make up your own or the two syllable and review speed drills will provide suggestions.

Here are some ideas:

### Words of the Day (W.O.T.D.)

as\*sist, mat\*tress, mam\*mal, (a is bumped, says the short u sound)  
At\*lan\*tic ant\*hill, base\*ball (magic e + al says aw sound)  
bird\*bath (bossy r + closed) bub\*ble\*gum (closed+ turtle+closed)

1. cal \*cu \* la\* tor (closed + open + open + bossy r)
2. con \* ver\* sa\* tion (closed + bossy r + open + diphthong)
3. es \* cal\* a\* tor (Closed + closed + open+ bossy r)

1. op \* er \* ate (closed + bossy r + magic e)
2. cre \* ate (open + magic e)
3. dem \* on \* strate (closed + closed + Magic e)
4. hyp \* no \* tize (closed + open + Magic e)  
y says short i in a closed syllable like in the word gym
5. suf \* fo \* cate (closed + open + magic e)

1. bum\*ble\*bee (closed+ turtle + vowel team)
2. cart\* wheel (Bossy r + vowel team)
3. chain\* saw (Vowel team + diphthong (au, aw) Austin hurt his paw)
4. class\* mate (Closed + magic e)
5. day\*dream (Vowel team + vowel team)
6. cup\* cake (Closed + magic e)
7. cop\* y\* cat (Closed + open + closed) Y says e at the end of 2 or syllable words.)

cen\*ter (closed+ bossy r) re\*cess (open + closed) cir\*cus (bossy r + closed)  
de\*cide (open + magic e) prin\*cess (closed + closed) con\*cert (closed + b.r.)  
jui\*cy (vowel team + open) ci\*der (open + bossy r) pen\*cil (closed + closed)

## 9. Enhancements

1. Props are a nice addition, but certainly not necessary for the lessons. They add an element of fun and of course, helps with recall. Some prop examples are:
  - ❖ A duck call for Chuck the Duck, use when he hollers "HELP!",
  - ❖ a magic wand and crown for the Magic E Fairy,
  - ❖ a stuffed dog with gauze on his paw for Austin's paw, and
  - ❖ a clown hat and or bow tie for Proud Clown.
2. Another form of enrichment is to add hooks. There are examples of hooks written in Connect Phonics program. A few are as follows:
  - ❖ When needing two letters are the end of short words that end in f,l,s, and z, refer to the story and say "It's a Fred letter so don't forget you need two; one for Fred and one for his friend. "
  - ❖ When discussing Magic E words refer to the skit and say, "Remember the Magic E Fairy can only rescue you if there's one vowel and one consonant."
  - ❖ When discussing why in the words "dollar" and "doctor", the bossy r at the end of the word says "er" remind them, "Remember Bert can be a bully and often steals Mark's and Cory's sounds at the end of words."

## 10. Visual problems

With the increased use of all types of screen time, it appears more and more children have tracking problems and eye strain. Therefore, all children can benefit from vision exercises. To help strengthen their eye muscles and improve their ability to track, search the internet and you will find whole group exercises for your class.

## 11. Have fun

It's important to be dedicated to our job. However, sometimes teachers forget to have fun. Connect Phonics and Spelling is fun. Don't leave out those parts, because that's what provides the hooks leading children learn at a higher rate.

Best wishes to all the dedicated teachers out there making a difference in children's lives.

*Kathryn Parker*