

THE OG UPDATE

JUNE 2021

THE ORTON-GILLINGHAM FINALE

(submitted by Karen Micciche)

Our current co-hort of tutors spent a long weekend working together with our Fellow, Jenni Miller, to prepare them in applying to the Orton-Gillingham Academy and receive certification at the Associate level. They are working hard to get through this rigorous process and we wish them much success with their submissions! Here are some of their thoughts and photos from the intensive training.

OG trainee Christina Boughal explained the intensity of the sessions: "The weekend with Jenni and Karen was an intensive immersive experience in planning a series of three lessons. The pre-lesson involved preparing students by reviewing previously taught skills in order to ensure success with the new concept. Karen and Jenni sat with individual OG tutors and helped us tailor our individual lessons to meet the needs of each child. The lesson trio requires an enormous amount of detail and specific word choices that correlate to the skills taught to the student. Additionally, some words are good for reading but not for writing."

Boughal went on to explain: "The annotated lesson is where a new concept is introduced. The new concept is linked to a previously learned concept. The post-lesson reviews the new concept and previously taught concepts. The lessons are prescriptive, so you create the next lesson based on the student's errors. The weekend highlighted the discipline required to plan an OG lesson from start to finish. Jenni and Karen's commitment to helping educators is extraordinary. Their knowledge and work ethic is something to be seen. The program is rigorous, but the knowledge gained is truly transformative."

Trainee Lauren Healey described the task as "a difficult process in which broad goals are broken down into small objectives or parts and sequenced for instruction into small steps that a child can master more easily."

Bonnie Buckley said, "[The] weekend was equally exhilarating and challenging. Jenni, Karen and Kate worked so hard to help us get over this hurdle." Angela LaVeglia shared, "There were moments that I felt overwhelmed and confused and thought I would never be able to get my lessons on paper for this trio!" Dawn Sietas summed it up best: "The process of completing the lesson trio for our application was a daunting task. However, Jenni's visit helped me to overcome any trepidation. It allowed me to breathe easier when I realized that all the skills and knowledge I've acquired over the last 7 months made me fully prepared to tackle this task."



Tuesday, June 15th at 6:00pm - Join Kate for Summer Intensive Open House and learn about our literacy-based summer program. Prevent the summer slide!
Email kquijano@literacynassau.org for a ZOOM link.

OG Tutors: 100 Hours of OG Tutoring Practicum should be complete by June 25th.



Want to learn more about tutoring for your child in a small group?

Contact Kate at kquijano@literacynassau.org or call (516) 867-3580

LITERACY NASSAU'S OG SUMMER INTENSIVE

We are excited to invite you to join us for the pilot year of our literacy-based summer program. It is to prevent summer regression for current students through the maintenance of previously taught Orton Gillingham concepts in a relaxed, fun atmosphere.



July 12 - August 5

9:15 - 12:00

Monday - Thursday

Contact us for more information:

516-867-3580

kquijano@literacynassau.org

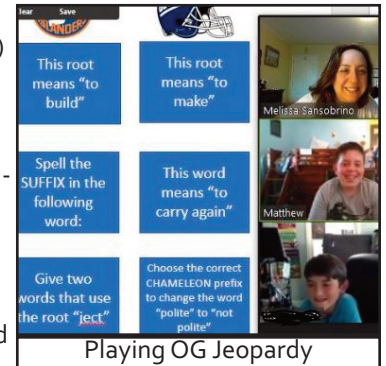
NEXT STEPS FOR DONATION-BASED OG STUDENTS

(submitted by Melissa Mattia-Sansobrin, Associate/OGA)

When Orton-Gillingham practicum students at Literacy Nassau complete 100 hours of tutoring with their associate-level trainee, they are given the opportunity to work in a small group with other students in the following academic year. These group sessions allow students to further their reading and spelling skills with more advanced OG tutoring. Since the fall, I have been lucky enough to be working with 6th graders (and former LN practicum students!) Matthew and Shea in a small group studying morphology.

A morpheme is the smallest part of a word that has meaning. Morphology is the study of morphemes and how these parts come together to make larger words and more complex language. In our studies, we have examined prefixes and suffixes of Anglo-Saxon origin (the most basic and oldest layer of the English language) and have recently delved into prefixes, root words, and suffixes of Latin origin. It is estimated that more than 50% of English words are derived from Latin, so understanding this layer is essential for students to expand their vocabulary, and read and spell higher-level texts.

Like all other OG sessions, our morphology lessons are highly multi-sensory and cognitive. The students are asked to engage all three sensory pathways (visual, auditory, and tactile/kinesthetic) as we work through our lesson. For example, in an auditory drill I might ask Matthew and Shea to listen to a group of words and identify the prefixes they hear in common within each word. Once identified, the students will spell the prefix aloud and then write or type it, thereby engaging visual and tactile pathways and enhancing memory. Even simple multi-sensory tasks like "say-spell-write" are highly effective in improving memory and learning in students with dyslexia. Once a morpheme is identified and spelled, we explore meaning through word sums, connected texts, and game-like activities to bring in the cognitive pieces of our lesson. Some of Shea and Matthew's favorite games to play are OG Connect 4 (a version of Connect 4 where the students have to read a word and answer a question about the word before they can place their "chip") and OG Jeopardy (a game where all the Jeopardy clues are based on newly learned OG concepts).



In a recent session, I asked Matthew and Shea about their experiences in our morphology group. Here is what they said:

MS: How have you guys liked working in our morphology small group? Which part of our group lessons did you like the best?

SR: I like it! We learn cool stuff and play fun games about what we learned. I like the games the best!

ML: Morphology is cool and I like learning about it! The games are so fun!

MS: How has it been different from when you were working one-on-one with your tutor last year?

SR: It's not too different, except that we get to share answers with the other student.

ML: I feel like we have learned things from each other, too, especially when we are stuck on a word or a rule.

MS: What is one of the most memorable things you learned in our group this year?

SR: Oh! When you showed us the video of the acrobat to demonstrate the word "contortion".

ML: Yes! That video was cool! I'll never forget what "tort" means after seeing that!

(In a recent tutoring session, I showed a video of a contortionist to demonstrate how the Latin root "tort" means "to twist".)

MS: What did you learn in our group that surprised you the most?

SR: I learned that even though English is hard and seems impossible at times, there are rules that make sense once you learn them.

ML: I learned that English has roots in so many different languages. I never realized that before.



MS: How did you like working with another student your age and why?

SR: I like that we can talk to each other and learn things together.

ML: I like it because in the games we can compete with each other. The competition makes us work harder.

MS: Would you recommend small group OG lessons to other students and their families? Why or why not?

SR: Yes! They will learn things and have fun at the same time!

ML: Definitely! It's been fun to learn with another kid.

MS: Are there any other things you would like to learn moving forward?

SR: I like Greek mythology so I would like to learn about the Greek words in English, too.

ML: I remember you said that there were lots of Greek words in English, especially in science. I'd like to learn about those next.

SR: Yes! More games, please!

ML: But I also want to play more games!