

## **Sample Activities in a Typical Language Lesson**

**Sounds in Syllables.** by Sandra Dillon, is an Orton-Gillingham based structured language program that is multisensory, sequential, cumulative, and diagnostic in its instruction. A typical lesson, taught in a 50 minute time block optimally, includes the following:

**Warm-up/Preview:** Each lesson begins with an activity to focus attention that is easy for the student. A preview of the upcoming lesson is given in one sentence.

**Alphabet/Dictionary:** The alphabet is a tool for introduction and practice in sequencing. It provides a foundation on which to build some of the concepts which will be necessary in applying rules for reading and spelling. Advanced lessons introduce alphabetizing and dictionary skills.

**Visual, Auditory and Kinesthetic Reviews:** Previously introduced concepts of letters and sounds are reviewed through multisensory drill. Multisensory means that all three learning pathways; the visual, auditory and kinesthetic-motor/tactile (VAKT) are utilized simultaneously. Over the course of this curriculum, all the sounds and symbols of the English Language will be taught directly. In reviewing them, there are visual, auditory and kinesthetic-motor sections of the lesson plan.

Example: For the **Visual Review:** the letter **t** is shown, student names, deskwrites the cursive form and gives the keyword and sound.

For the **Auditory Review:** the sound of /t/ is given, the student echoes, names and writes the cursive form for the letter.

For the **Kinesthetic-motor Review:** The student receives the description of a sound or written form of a letter and identifies it correctly.

**New Multisensory Introduction or New Concept:** As the student is ready, new sounds are introduced by activating all three learning pathways simultaneously through 8 linkages. This enables the student in taking the lead in order to strengthen and develop his weaker pathways through constant integration. Information at this step is new; building on information covered in the review. New concepts are introduced through direct, active instruction and discovery.

**Reading:** This step takes previously learned concepts and applies them to the complex process of reading; responding to the written symbols of language and applying the proper sound and interpretation. A workbook is utilized which uses previously introduced letters and concepts and builds on them in a systematic, sequential process assuring success in reading syllables, words, phrases, sentences and stories. Each segment includes: a complete listing of syllables categorized by the initial, medial and final position of the new sound, drill pages that folds the new sound in with previously learned sounds focusing on common difficulties, phrases, sentences and a story.

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**Handwriting:** This is the time in the daily lesson for students to practice the cursive letter forms and connections that have been previously introduced through the New Introduction and to practice until they become automatic in cursive writing. Cursive is a running style of writing. The lower case letters always start at the baseline and are grouped according to four approach strokes.

**Sound/Symbol Tracking:** Auditory skill training develops phonological awareness by tracking words within a sentence, syllables within a word and the constituent sounds within a syllable. Beginning with felts and blocks to represent the sounds and moving on to manipulation of letter symbols, activities progress from the very simple to the more complex.

**Spelling:** This is when the student practices a procedure for spelling phonetically regular words by a process of translating a series of sounds into the letters that represent them. Following a strict procedure, students listen, echo, tap out sounds as they say them, write each sound as they voice it, and proofread their work by coding and reading the final product. Spelling rules and generalizations are taught and reviewed regularly.

**Verbal Expression:** This time in the lesson plan is devoted to helping the student comprehend and correctly use language, in both its oral and written forms. Activities are widely varied and can include short games that involve receptive and expressive language. This is preliminary to and leads to effective written expression.

**Review:** Some time is spent each day reviewing concepts which have been introduced in the day's lesson or in areas that require extra help. This is done through cards that represent specific concepts, or through the use of a language notebook that is a compilation of all the content of the Sounds in Syllables curriculum.

**Listening:** It is important for students to hear the richness of the written language read to them. Stories, poems, and riddles are just some of the avenues through which a student can be exposed to smooth phrasing, word meaning and various styles of writing. Students can become familiar with well-known characters in literature and comprehension is enhanced through questioning and discussion.