Orton Gillingham in the Montessori Environment

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• What is Orton Gillingham?
• Characteristics of Orton Gillingham
• How to integrate it into the Montessori Environment
• Orthography
• Reading Resources

What is Orton Gillingham?
• Samuel Orton - neurologist
• Anna Gillingham - educator
• Bessie Stillman - worked with Anna Gillingham
• Studied patterns of the English language — orthography
• Considered an approach, not a method
Ten Characteristics of an Orton Gillingham Lesson

1. Multisensory — Visual, Auditory, Tactile, Kinesthetic
2. Alphabetic-Phonetic — Relationship between symbols and sounds is emphasized
3. Synthetic/Analytic— Reading (synthesis) and spelling (analysis) are used as mutually supportive skills
4. Structured — Organizing language into logical categories
5. Sequential — Starting at the simple and moving to the complex

Ten Characteristics of an Orton Gillingham Lesson (continued)

6. Cumulative — Each new element is integrated with what has already been taught
7. Repetitive — Elements are reviewed until overlearned and automatic.
8. Cognitive — Students learn to reason logically about our language.

Ten Characteristics of an Orton Gillingham Lesson (continued)

9. Diagnostic/Prescriptive — Use student's errors to assess strengths and weaknesses. Lessons are designed around child's errors, knowledge about the student and knowledge about the language.
10. Emotionally Sound — Lessons are based on understanding of how the student learns and how much effort is required to master the language.
Phonological Awareness/Phonemic Awareness

- 88% of all dyslexics suffer from some phonological deficit.
- Rate of adult speech approximately 150-180 words per minute.
- Children are able to process approximately 120 wpm.
- Phonological deficit makes it difficult for these children to process speech, especially young children.

Phonological Awareness/Phonemic Awareness

- Phonological awareness = broad category, playing with words
- Phonemic awareness = awareness of sounds in the words
- Phon = sound
- Emu = smallest linguistic unit
- PA skills better predictor of reading success in children than IQ or vocabulary.
- Important part of work with young children.

Phonological Awareness/Phonemic Awareness

- Rhyming
- Analyzing Sounds (beginning, ending, medial sound: isolation, oral games, what's alike, what doesn't belong)
- Blending
- Segmenting
- Manipulating Sounds (deleting sounds, substitution of sounds)
Simultaneous Oral Fingerspelling

- Segmenting sounds in words
- Start with thumb of subdominant hand
- One finger for each sound
- Dl/trigraphs get one finger - /sh/ = one sound, one finger
- Isolation of fingers to help identify the troubling sound and identification of letters to go with it.
- Syllables in words - humming

Tools from the Montessori Environment

- Movable alphabet
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- Small phonogram movable alphabets
- Reading materials (word, phrase, sentence, book)
- Phonogram booklets
- Good lists of words

Getting Started

- Sandpaper letters
- Once child knows a small number of letters and one vowel, start writing with the movable alphabet; teaching fingerspelling.
- Continue until all consonants and vowels are known.
- Solidification of short vowel sounds.
- Compare and contrast as each vowel sound is learned.
Comparing and Contrasting Vowel Sounds

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Comparing and Contrasting Vowel Sounds
Getting Started

- Short vowel introduction sequence: a, i, o, u, e
- After all short vowel sounds solid, introduce silent e
- Start with a-e, then move on to other long vowels (o-e, i-e), ee
- Long u makes two sounds (oo, you)
- Difference between long and short vowels, VERY important.
Long/Short Vowel Go Fish

Orthography

- Ortho = correct
- Graph = to write
- Orthography = correct writing system of our language

Introducing New Spelling Patterns

- Auditory introduction
Introducing New Spelling Patterns

- Visual introduction

Introducing New Spelling Patterns

- Start with what is known, review then add new element.
Introducing New Spelling Patterns

shut, shop, mosh, shot, shop

ole had a lup
on hur pol
dog hosp
surjre
bend un
cone of shome

I am going to make a dants Parte
Introducing New Spelling Patterns

- Isolate the new spelling pattern first

Introducing New Spelling Patterns

- Compare and Contrast new spelling patterns with similar sounding patterns.
Patterns vs. Rules

- Only 4 rules in the English Language
- All the rest are **patterns** of our language.
- Must be significant number of words to be considered a pattern.
- 200 words – enough to be a pattern?
- 3,000 words – enough to be a pattern?
- 10,000 words – enough to be a pattern?

Short Vowel Spelling Patterns

- Short vowel signals
- Come after ONE short vowel.
- Floss rule (yes, it’s really a rule) – f, -l, -ss
- -ck
- -tch
- -ng
- -nk
- -dge
Long Vowel Spelling Patterns

- Sample spelling test
- a-e, ay  Why go here next?
- o-e, ow  Why go here next?
- i-e, igh, y
- ee, ea, y

What do you notice?

cry          candy
fly          shiny
pry          risky
sky          pesky
shy          rusty

Long U

- Makes two sounds /yoo/ and /oo/
- When teaching it, start with /yoo/, keeps it consistent
- Isolate one sound first, make it strong, then move to /oo/
A Few Notes About the Letter R

- Sound is /r/ not /ər/
- Spellings for /ər/: er, ir, ur, or, ar, ear.
- Be consistent to decrease confusion.

Syllable Types

- Six syllable types.
- Important to know for reading skills and spelling skills.
- What are they?

What do you notice?

- no
go
- so
- I
hi
- me
she
- we

-
Open Syllables

- End in a long vowel
- Nothing behind the long vowel.

What do you notice?

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<th>mat</th>
<th>tap</th>
<th>bag</th>
</tr>
</thead>
<tbody>
<tr>
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<td>leg</td>
<td>web</td>
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<td>rod</td>
<td>dog</td>
</tr>
<tr>
<td>hug</td>
<td>sun</td>
<td>nut</td>
</tr>
</tbody>
</table>

Closed Syllables

- Short Vowel
- Closed in at the end by one or more consonants.
What do you notice?

- rake
tame
made
line
dive
bike
rope
cone
tote
cube
fume
puke
tube
tune
nuke

Silent E Syllables

- Silent E at the end
- Makes the medial vowel long

Other Syllable Types

- Bossy R/R Controlled
  - park, fern, horn
- Vowel Team
  - boo, pay, see, mean, low,
  - Definition of vowel team: two or more LETTERS combined to make the vowel sound.
  (ex.: igh, ow, ay)
Other Syllable Types

- Consonant le (-cle)
- Consonant, followed by le
- Syllable type that cannot stand alone
- Very sophisticated syllable type with many difficult aspects. Taught much later in Elementary.

Other Syllable Types (con’t)

- -cle continued
- maple, crumble, marble, poodle,
- pickle ankle, tangle, bottle, middle

Resources for Reading
Resources for Reading

- S.P.I.R.E readers and Primary Phonics Readers available from EPS Books/School Specialty
- S.P.I.R.E:
- Primary Phonics:

Resources

- Book with lists of words: Word's Words
Other Activities

- Sentence Analysis
- What is the action?
- Who is it that?
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