

# Dyslexia Training Institute

## Progression of the Orton-Gillingham Approach

### Beginning Phonemes and Closed Syllable

	Introduce Date	Building Fluency	Mastery Date
<p><b>Concept/Rule</b></p> <p><b>Consonant or Vowel</b></p> <ul style="list-style-type: none"> <li>• Discuss and determine if the student knows the difference between a consonant and a vowel. If student is uncertain, introduce the vowels with letter cards. Define a consonant as any letter that is not a vowel. Note: Do not require the student to state all the consonants in order from memory.</li> <li>• In the Sound section of the student's binder add a page for Primary Consonants (see below) and Primary Vowels (a, e, i, o and u). Show student how to find the page in their binder and explain that you will be adding keywords for any letters they need practice to master the sounds.</li> <li>• Keywords – explain that keywords are words that will help them be able to recall the correct sound(s) for the letter(s).</li> <li>• Review in future lessons as necessary to gain mastery</li> </ul>			
<p><b>Primary Consonants</b> – b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z</p> <ul style="list-style-type: none"> <li>• Introduce ten to fifteen consonants using the Visual and Auditory Drills. Have ten consonants cards ready to do the Visual Drill at beginning of lesson. Go through selected consonants until up to three consonants have been identified that the student needs to practice to gain mastery for reading. Use the same cards to do the Auditory Drill.</li> <li>◦<i>Special Note:</i> 'y' as a consonant – The letter 'y' is a consonant only when it is the first letter in the base/root word. If it is anywhere else in the word, it is a vowel. 'Y' as a vowel will be introduced later. However, many students are already aware that 'y' can be either consonant or a vowel before you begin working with them.</li> <li>• Add keyword for any consonant(s) student needs to practice to Consonant Keywords page of student's binder.</li> <li>• Next lesson, continue to practice identified consonants from previous lesson(s) the student needs to practice and introduce five to ten new consonants each lesson until all consonants have been introduced. How many consonants to add will depend on the level of difficulty your student is demonstrating with the phonemes. Avoid adding more</li> </ul>			

	<p>consonants when the student has up to five phonemes they are needing practice to build mastery.</p> <ul style="list-style-type: none"> <li>Continue to practice consonants student needs to practice over as many lessons as necessary to gain mastery using the Visual, Auditory and Blending Drills. Incorporate these sounds also in the word reading and spelling sections of the lesson. Remove individual consonants from the Visual, Auditory and Blending drills as the student demonstrates mastery. Incorporate these sounds also in the word reading and spelling sections of the lesson.</li> </ul>			
	<p><b>Short Vowels</b> – a, e, i, o, u</p> <ul style="list-style-type: none"> <li>Introduce the short vowel sounds using the Visual and Auditory drills to determine which, if any, of the short vowel sounds the student needs to practice to gain fluency. <ul style="list-style-type: none"> <li><i>Special Note: Most students will be familiar with the concept of short vowel sounds. However, it is common for them to need to practice at least two of the short vowel sounds to gain mastery. Some students will be more than two and some students may know them all.</i></li> </ul> </li> <li>If needed, teach student how to use picture cues for tracing (apple, eddy, itchy, olive and up) and, "Fat Ed is not up," sentence to practice short vowel sounds.</li> <li>Continue to practice short vowel sounds using the Visual, Auditory and Blending Drills until mastery has been gained. (You will also be incorporating short vowels throughout many future lessons for reading and spelling words while working with the Closed Syllable.)</li> </ul>			
	<p><b>Sight Words</b> (words that don't follow phonics or spelling rules)  <i>Some examples: of, said, the, sign, come, some, to, what</i></p> <ul style="list-style-type: none"> <li>Explain to your student that most of our words (approximately 85%) follow the rules we will be learning, but there are a few words (approximately 15%) that don't follow rules and we have to just memorize these words. Explain that we have a special technique called the Sight Word Study Method that will help you learn to read and spell these words. <ul style="list-style-type: none"> <li>Introduce the Sight Word Study Method. Model with a word for your student.</li> <li>Identify three to five sight words that the student needs to learn how to read and/or spell. There will most likely be some sight words the student already knows how to read and spell. They will also have some they can read, but not spell. And, others they cannot read or spell. If the student can read, but not spell the word you will still use the Sight Word Study Method for these words. <ul style="list-style-type: none"> <li>Each lesson practice reading and spelling the sight words your student is practicing between sessions. Remove individual words that they have gained mastery and replace with new words to practice. The student should have between five – eight words they are practicing between lessons.</li> <li>The student will be practicing sight words over many, many lessons to get through the 15% of words that don't follow rules.</li> </ul> </li> </ul> </li> </ul>			

<p><b>Syllable: Definition</b></p> <ul style="list-style-type: none"> <li>• Introduce the definition of a syllable using hand signals and syllable definition card</li> <li>• Continue to practice definition at beginning of lessons until mastery</li> <li>• Orally practice identifying syllable in one to three syllable words by having student tap arm and extend a finger for each new syllable they hear. Practice the words in a random order (mixing the # of syllables in the list random – not doing all one, then two, then three syllable words). As the student demonstrates fluency with one to three syllable words, add in four and then five syllable words.</li> <li>• Practice over as many lesson as needed to gain mastery. <ul style="list-style-type: none"> <li>◦Special Note: The Sight Word Study Method can also be used for very high frequency words that you will not be teaching the rules for a long time. Learning high frequency words quickly can help the student a great deal with reading and spelling. However, you should not use the Sight Word Study Method for other words that follow phonics rules.</li> </ul> </li> </ul>	<p><b>CLOSED Syllable: Introduction - One Syllable Real and Nonsense Words</b></p> <p>Some examples: at, hem, in, top, mud, fab, et, tic, ob, um (real and nonsense words)</p> <ul style="list-style-type: none"> <li>• Introduce the Closed Syllable using letter cards (two and three letter real and/or nonsense words). You will only use one syllable real or nonsense words. (Two or more syllable will be introduced after the student has developed some fluency with one syllable words.)</li> <li>◦Special Note: Do not use the letters 'f', 'l', 's' or 'z' at the end of words at this time. You will introduce a spelling rule associated with these letters at the ends of one syllable words later.</li> <li>• Give student the rules on an index card (with example words) to keep in their binder and reference during lessons. Add the information to their Syllable section of the student's binder.</li> <li>• Practice one syllable Closed Syllable real and/or nonsense words during the Blending Drill and during the word reading section (using letter cards, syllable cards and printed words lists) and spelling section (using letter cards and student writing words in student binder) of the lesson.</li> <li>• The student will practice Closed Syllable real and/or nonsense words for many lessons to gain mastery. Work on two and three letter words until the student demonstrates understanding and beginning levels of fluency. Move into the next step (Consonant Blends) once the student has demonstrated beginning levels of fluency. However, keep practicing two and three letter words along with new concepts until student has gained mastery.</li> <li>◦Special Note: This is the process you will use for each concept you teach your student – Work on concept until beginning levels of fluency, then introduce next concept but continue to practice until mastery is developed with previous concept.</li> </ul>			
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	<p><b>Consonant Blends</b> – beginning and ending  <i>Some examples: clog, drum, act, left, blast, swung, twist, split, scrimp, strung</i>  Beginning blends – bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, spr, str, squ  Ending blends – ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp, st  Special – use only ong, ung, onk and unk for the ng and nk blends at this time.</p> <ul style="list-style-type: none"> <li>• Introduce the concept of consonant blends using letter cards. Explain that each consonant says its own sound, but it is easier to blend them together and learn the blends for reading and spelling words.</li> <li>• Introduce five to ten beginning blends and five to ten ending blends. How many to introduce at one time will depend on the level of difficulty your student demonstrates with blending these consonant blends in four to five letter Closed Syllable words.</li> <li>• Incorporate consonant blends into the Visual, Auditory and Blending Drills. You will also incorporate consonant blends using real and/or nonsense words during the word reading section (using letter cards, syllable cards and printed words lists) and spelling section (using letter cards and student writing words in student binder) of the lesson</li> <li>• Practice with real and/or nonsense words over as many lessons as necessary to gain mastery.</li> </ul>			
	<p><b>Exceptions to Closed Syllable Rule</b>  <i>Some examples: (see list below)</i></p> <ul style="list-style-type: none"> <li>• Introduce that we have some exceptions to the Closed Syllable rules. Explain that the following patterns look like closed syllables, but do not make the short vowel sound like a Closed Syllable. Here are the patterns with some examples:  all - ball, call, fall, stall  ank, ink - bank, sank, prank; link, pink, stink  ang, ing - bang, sang, slang; ring, sing, fling  ild, old – mild, wild, child; bold, hold, scold  ind – find, mind, blind</li> <li>• Put these word patterns on cards and practice putting consonant or consonant blends at the beginning to make real and non-sense words.</li> <li>• Practice words over as many lessons as necessary to gain mastery.</li> <li>• There are a couple others that we teach using the Sight Word Study Method. The are:  host, most, post, bolt, colt, holt,</li> </ul>			
	<p><b>Base/Root Words</b></p>			

	<ul style="list-style-type: none"> <li>• Introduce the concept of base/root words and adding suffixes. We will work with suffixes now and add in prefixes later. Some students may know about prefixes. Acknowledge there are prefixes and confirm what they know about them. Tell them we will work with prefixes more in future lessons. If they are unaware of prefixes, you do not need to discuss this issue now.</li> <li>• Prepare five to ten one syllable Closed Syllable words that you can add on the suffix 's'. Show the student one of the syllable cards. Discuss that it is called a base/root word. If the student prefers one term over the other, you can stick with just that term. Have an 's' and card available to show how you can add it to the base/root word. Discuss how it changed the word. (Do not use base/root words that would need 'es' added to the word. You will introduce this in the next step.)</li> <li>• Repeat with remaining words.</li> </ul>			
	<p><b>Adding Suffix 's' &amp; Sounds of 's' When Used as a Suffix</b>  <i>Some examples: bats, stops, bugs, hands, kisses, wishes</i></p> <ul style="list-style-type: none"> <li>• Discuss/review the concept of a base/root words. Introduce the concept of adding a suffix, using the suffix 's'.</li> <li>• Introduce to the student the concept that 's' will make one of the following sounds when added to a base word: /s/, /z/, /iz/ or /ez/. Which sound the 's' will make is determined by the sound preceding the 's'. If the final sound in the base/root word is a voiced consonant or any vowel, the 's' will make the /z/ sound. If the final sound in the base/root word unvoiced consonant, the 's' will make the /s/ sound. If the base/root word requires an 'es' to be added to the word, then the 'es' will make the /iz/ or /ez/ sound depending on dialect.</li> </ul> <p>◦<i>Special Note: You may need to focus on one of the sounds of 's' at a time if all three at one time is too confusing for the student. Practice several words with one of the sounds over as many lessons as necessary to gain some fluency. Then introduce and practice the second sound practicing with several words over several lessons and reviewing words with the previous sound of 's' over as many lessons as necessary to gain fluency. Then, introduce the last sound practicing with several words over as many lessons as necessary.</i></p> <ul style="list-style-type: none"> <li>• Student should now also give the /z/ sound for the letter 's' during the Visual Drill and add the letter 's' when given the /z/ sound during the Auditory Drill. (You may need to add the 's' back into the Visual and Auditory Drills so the student can practice.)</li> <li>• Use a three column chart to add one syllable Closed Syllable base/root words with an 's' added for each sound of 's' as a suffix. Put chart in Sound section of student's binder. Add words to chart over several lessons to help student learn to read and spell base/root words with the suffix 's' added.</li> </ul>			
	<p><b>Consonant Digraphs</b> – ch, sh, th, wh, ph</p>			

	<p><i>Some examples: chop, crunch, shut, hush, that, with, whip, graph, squish</i></p> <ul style="list-style-type: none"> <li>• Introduce consonant digraphs using letter cards with each digraph on it during the Visual and Auditory Drill to identify which digraphs the student knows and those the student needs to practice to gain mastery.</li> <li>• Practice using the consonant digraphs during the Blending Drill and during the word reading and spelling sections of the lesson.</li> <li>• Practice with real and/or nonsense words over as many lessons as necessary to gain mastery.</li> </ul>			
	<p><b>'tch' Spelling Rule</b></p> <p><i>Some examples: catch, sketch, itch, notch, crutch</i></p> <ul style="list-style-type: none"> <li>• Introduce the 'tch' rule using a letter card with 'tch' on it. Discuss that 'tch' is spelling option for the /ch/ sound.</li> </ul> <p>Rule:</p> <ol style="list-style-type: none"> <li>1. In a one syllable base/root word that ends in the /ch/ sound</li> <li>2. And the sound directly before/preceding the /ch/ sound is a short vowel</li> <li>3. Spell the /ch/ sound with 'tch'</li> </ol> <ul style="list-style-type: none"> <li>• Practice using the consonant digraphs during the Blending Drill and during the word reading and spelling sections of the lesson.</li> <li>• Practice with real and/or nonsense words over as many lessons as necessary to gain mastery.</li> <li>• Exceptions – Introduce and discuss these high frequency words that do not follow the rule: such, much, rich, which</li> </ul> <p>*These can be taught with the Sight Word Study Method as well.</p>			
	<p><b>Double f, l, s, and z Spelling Rule</b></p> <p><i>Some examples: puff, well, kiss, buzz, chess, shell, thrill, shrill</i></p> <ul style="list-style-type: none"> <li>• Introduce the double f, l, s and z rule and put in the Spelling Rules section of the student's binder.</li> </ul> <p>Rule:</p> <ol style="list-style-type: none"> <li>1. In a one syllable base/root word that ends in the /f/, /l/, /s/ or /z/ sound</li> <li>2. And the sound directly before/preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound</li> <li>3. Double the 'f', 'l', 's' or 'z'</li> </ol> <ul style="list-style-type: none"> <li>• Give the student the, "Jeff will pass Buzz," sentence (which may be on the page with the rules you add to the Spelling Rules section of the student's binder or on its own page).</li> <li>• Practice with real and/or nonsense words over as many lessons as necessary to gain mastery.</li> </ul>			

	<p><b>'ck' Spelling Rule</b>  <i>Some examples: lack, trick, clock, struck</i></p> <ul style="list-style-type: none"> <li>Introduce 'ck' as another grapheme for the sound of /k/. Introduce the rule using an index card with the rules written on it. Add page to the Spelling Rules section of the student's binder.</li> </ul> <p>Rule:</p> <ol style="list-style-type: none"> <li>In a one syllable base/root word</li> <li>that ends in the /k/ sound</li> <li>and the sound directly before/preceding the /k/ sound is a short vowel sound</li> <li>the /k/ sound will be spelled 'ck'</li> </ol> <ul style="list-style-type: none"> <li>On the bottom of their index card with the rules, write the words: milk truck. These words may help the student to remember when to use just 'k' or 'ck' since these words are common words for the student to remember and follow the rule. Discuss with the student how milk does not follow the rule so you use only 'k' and that 'truck' does follow the rule so you use 'ck'.</li> <li>Add a 'ck' letter card to the Visual, Auditory and Blending drills.</li> <li>Practice with real and/or nonsense words over as many lessons as necessary to gain mastery.</li> </ul>			
	<p><b>Syllabication Rules</b></p> <ul style="list-style-type: none"> <li>Introduce Syllabication Rules. Add to Syllable section of the student's binder.</li> <li>Introduce and demonstrate for student how to divide two syllable words using the scooping method. (Use only Closed Syllables at this time. Later in the progression you will be combining different types of syllables.)</li> </ul> <p>Steps:</p> <ol style="list-style-type: none"> <li>Identify each vowel by putting a dot under each vowel</li> <li>Following the Syllabication Rules, scoop the word into syllables</li> <li>Starting with the first syllable and then moving to the next syllable, identify what type of syllable it is and place the appropriate letter(s) under the scoop. In this case since you are using only Closed Syllables, the student will mark a 'c' under the scoop.</li> <li>Identify what type of vowel sound the vowel will have in the syllable. Mark it short or long. (In this case since you are using only Closed Syllables, the student will mark the vowels short.)</li> <li>Read each syllable.</li> <li>Blend syllables together to say whole word.</li> </ol> <ul style="list-style-type: none"> <li>Refer to and review Syllabication Rules over as many lessons as needed to gain mastery. Students may need to reference this page in their student binder whenever new syllable</li> </ul>			

	types are introduced to help them gain mastery for dividing syllables with new syllable types.			
	<p><b>Closed Syllable: Two Syllable Words</b>  <i>Some examples: submit, napkin, tablet, publish, solid, limit, absent, insist, hundred</i></p> <ul style="list-style-type: none"> <li>Using syllable cards (with only Closed Syllables), have the student read all the syllable cards and then orally give the student two syllable real and nonsense words to create two syllable words with the syllable cards.</li> <li>Give the student a list of two syllable words (on paper) to practice scooping syllables and reading real and/or nonsense words. Reference the Syllabication Rules as necessary.</li> <li>Practice with real and/or nonsense words using syllable cards, printed words lists and during spelling over as many lessons as necessary to gain mastery.</li> </ul>			
	<p><b>Sounds of 'c'</b>  <i>Some examples: 'c' as /k/ sound – cat, clip, cot, crust, tic</i>  <i>'c' as /s/ sound – cell, cent, civil, cement, census</i>  <i>Has both sounds in it – accent, accept</i></p> <p>◦Special Note: Use only closed syllable words at this time. Later in the progression the student will practice these sounds with other syllable types.</p> <ul style="list-style-type: none"> <li>Introduce the concept that 'c' has two sounds. Give the student an index card with the rule for the sounds of 'c' on it. Add page to the Sound section of the student's binder.</li> </ul> <p>Rule:</p> <ol style="list-style-type: none"> <li>'c' followed by 'e', 'i' or 'y' will make the /s/ sound</li> <li>'c' followed by any other letter or no letter at all (end of word) will make the /k/ sound</li> </ol> <ul style="list-style-type: none"> <li>During the Visual Drill the student should now give both phonemes. And, during the Auditory Drill the student should now give the letters 's' and 'c' when given the /s/ sound.</li> <li>Make a collection of small flash cards for the student to practice making the correct sound for 'c' depending on the letter that follows the 'c'. Example of cards to make: cl, cr, ct, ck, ca, ce, ci, co, cu, cy and just the letter c. Make two to three of each one to provide practice.</li> <li>Use a two column chart to add words when 'c' makes the /k/ sound in one column and 'c' makes the /s/ sound in the other column. Add the chart to the Sound section of the student's binder. Add words to the chart over several lessons to help the student to develop mastery.</li> </ul>			
	<p><b>Sounds of 'g'</b>  <i>Some examples: 'g' as /g/ sound – got, gap, glass, graph, bug, dog</i></p>			



	<p style="text-align: center;"><i>'g' as /j/ sound – gem, gist, gin, magic</i></p> <p>◦<i>Special Notes: (1)Use only closed syllable words at this time. Later in the progression the student will practice these sounds with other syllable type. (2) Most words for this rule will become more prevalent when new syllable types are introduced later in the progress (ie: germ, general, gender, goofy, giant, generation, etc)</i></p> <ul style="list-style-type: none"> <li>• . Introduce the concept that 'g' has two sounds. Give the student an index card with the rule for the sounds of 'g' on it. Add page to the Sound section of the student's binder.</li> </ul> <p>Rule:</p> <ol style="list-style-type: none"> <li>1. 'g' followed by 'e', 'i' or 'y' will make the /j/ sound</li> <li>2. 'g' followed by any other letter or no letter at all (end of word) will make the /g/ sound</li> </ol> <ul style="list-style-type: none"> <li>• During the Visual Drill the student should now give both phonemes. And, during the Auditory Drill the student should now give the letters 'j' and 'g' when given the /j/ sound.</li> <li>• Make a collection of small flash cards for the student to practice making the correct sound for 'g' depending on the letter that follows the 'g'. Example of cards to make: gl, gr, ga, ge, gi, go, gu, gy and just the letter g. Make two to three of each one to provide practice.</li> <li>• Use a two column chart to add words when 'g' makes the /g/ sound in one column and 'g' makes the /j/ sound in the other column. Add the chart to the Sound section of the student's binder. Add words to the chart over several lessons to help the student to develop mastery.</li> <li>• Introduce exceptions – This rule does have a few exceptions, with some of them being very high frequency words. Add these words to the bottom of the chart in the Sound section with the sounds of 'g' (step above). Some examples: get, give, gift, gig, gill</li> </ul>			
	<p><b>Closed Syllable: Three or More Syllable Words</b></p> <p><i>Some examples: fantastic, insistent, invalid, investment, inconsistent, establishment</i></p> <ul style="list-style-type: none"> <li>• Using syllable cards (with only Closed Syllables), have the student read all the syllable cards and then orally give the student three or more syllable real and nonsense words to create multi-syllabic words with the syllable cards.</li> <li>• Give the student a list of three or more syllable words (on paper) to practice scooping syllables and reading real and/or nonsense words. Reference the Syllabication Rules as necessary.</li> <li>• Practice with real and/or nonsense words using syllable cards, printed word lists and during spelling over as many lessons as necessary to gain mastery.</li> </ul>			
	<p><b>Doubling Rule 1:1:1</b> (for adding suffixes)</p> <ul style="list-style-type: none"> <li>• This rule applies to one syllable Closed Syllable base/root words.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Discuss how suffixes can begin with a vowel or consonant and that will impact how we add suffixes to words.</li> <li>• Review the 's' suffix from the previous step. Introduce to the student that sometimes we add just an 's' and sometimes we add 'es'. When adding a suffix, we need to notice if the suffix starts with a consonant or a vowel. (In the next step you will be teaching when to use 's' and 'es'.)</li> <li>• Rule: <ol style="list-style-type: none"> <li>1) One (1) syllable base/root word</li> <li>2) Ends in one (1) consonant</li> <li>3) Has one (1) vowel before the consonant (is a Closed Syllable)</li> <li>4) If the suffix begins with a <ul style="list-style-type: none"> <li>vowel - double the final consonant in the base/root word</li> <li>consonant – do not double the consonant in the base/root word</li> </ul> </li> </ol> </li> </ul>			
	<p><b>Adding Suffix 'ed' &amp; Sounds of 'ed' When Used as a Suffix</b></p> <p><i>Some examples: drilled, hugged, jumped, stopped, rented, mended</i></p> <ul style="list-style-type: none"> <li>• Discuss/review the concept of a base/root words and the Doubling Rule 1:1:1 (above). Introduce the concept of adding a suffix, using the suffix 'ed'.</li> <li>• Introduce to the student the concept that 's' will make one of the following sounds when added to a base word: /d/, /t/, /id/ or /ed/. Which sound the 'ed' will make is determined by the sound preceding the 'ed'. If the final sound in the base/root word is a voiced consonant, the 'ed' will make the /d/ sound. If the final sound in the base/root word unvoiced consonant, the 'ed' will make the /t/ sound. If the base/root word ends in 't' or 'd' the 'e'd will make the /id/ or /ed/ sound (depending on dialect).</li> </ul> <p><i>◦Special Note: You may need to focus on one of the sounds of 'ed' at a time if all three at one time is too confusing for the student. Practice several words with one of the sounds over as many lessons as necessary to gain some fluency. Then introduce and practice the second sound practicing with several words over several lessons and reviewing words with the previous sound of 'ed' over as many lessons as necessary to gain fluency. Then, introduce the last sound practicing with several words over as many lessons as necessary.</i></p> <ul style="list-style-type: none"> <li>• You can add an 'ed' card into your Visual Drill. The student should give the three sounds for the letter 'ed' during the Visual Drill. You can add this into the Auditory Drill, however specify you are looking for the spelling for the suffix that makes the /d/ or /t/ or /id/ sound when you are use it for the Auditory Drill.</li> <li>• Use a three column chart to add one syllable Closed Syllable base/root words with an 'ed' added for each sound of 'ed' as a suffix. Put chart is Sound section of student's binder. Add words to chart over several lessons to help student learn to read and spell</li> </ul>			

	<p>base/root words with the suffix 'ed' added.</p> <ul style="list-style-type: none"> <li>• Practice adding 'ed' to base/root words over as many lessons as necessary to gain mastery with Closed Syllable words. Have the student identify the base/root word and the suffix as often as necessary to gain mastery.</li> </ul>			
	<p><b>Adding Suffix 'ing'</b></p> <p><i>Some examples: camping, mending, batting, hopping, blushing</i></p> <ul style="list-style-type: none"> <li>• Discuss/review the concept of a base/root words and the Doubling Rule 1:1:1 (above). Introduce the concept of adding a suffix, using the suffix 'ing'. Note that the student has previously been introduced to 'ing'. Review the sound 'ing' makes and discuss how it can be used as a suffix. Discuss with the student that 'ing' starts with a vowel.</li> <li>• Practice adding 'ing' to base words over as many lessons as necessary to gain mastery with Closed Syllable words. Have the student identify the base/root word and suffix as often as necessary to gain mastery.</li> </ul>			
	<p><b>Schwa in Closed Syllables</b></p> <p><i>Some examples: bacon, seldom, gallon (o is schwa); final, central, infant &amp; husband (a is schwa); bagel, chapel &amp; funnel (e is schwa)</i></p> <ul style="list-style-type: none"> <li>• Introduce the concept of schwa. Schwa will only appear in multi-syllabic words and makes a short vowel sound, but not the short vowel sound of the letter that appears in the word. It will be the vowel sound in an unstressed syllable. Depending on dialect, the schwa will sound like a short /u/ sound for most vowels in schwa syllables.</li> <li>• Schwa is identified in most dictionaries as the upside down 'e' ( ə ).</li> <li>• Practice with syllable cards and printed word lists for reading. Practice during the spelling section of the lesson as the student gains fluency with the reading of these types of words. The student will need to have seen the words in print a few times before they will be able to visually determine if they have spelled the word correctly.</li> </ul>			