

## COMMON PATTERNS OF LONG VOWEL SPELLINGS

(submitted by Christina Boughal, OG Tutor)

When utilizing the Orton Gillingham approach, spelling becomes a cognitive task rather than a memorization task. This allows for words to be truly learned rather than memorized. Spelling patterns are taught by placement and the frequency in which they occur, resulting in a greater depth and breadth of word knowledge.

For example, the vowel team igh may be introduced on day 1. Students would create a notebook entry for igh. Depending on the student, y making the long i sound may be introduced on day 2. On day 3, generalizations can be taught. For example, igh mostly goes in the middle of a word. Additionally, igh is often followed by the /t/ sound. Y mostly goes at the end of a word. Students would then create a student notebook page where they would write words with igh in the middle of words and y at the end of words. The mnemonic night sky may be included. This is to help students remember the placement and spelling pattern.

### Long Vowel Phonemes

- The long vowel 'i' can be written as:
  - y as in cry
  - igh as in sigh
  - i\_e as in magic 'e' bike, live

When doing the auditory drill, students would list the open syllable first and the v-e pattern next. Depending on the frequency in the English language the particular vowel team or letter would go next. For example, igh appears more than y making the long i sound. A student would list i, i-e, igh, and y in this order. The open syllable i is the most frequently occurring way to spell long i. Therefore, students list this way first in the auditory drill. The goal is for students to think about the spelling pattern but which way it is most likely to be spelled based on frequency and placement in the word. Also, students would learn that the open syllable i frequently occurs in two syllable words. When students are spelling a word such as title they would know that the i sound in the first syllable is spelled i because of the two syllables in the word.

These lessons are delivered using the discovery process when possible. For example, the teacher may have words that have igh and y making the long i sound. Depending on the student the teacher may ask what do you notice about the words with igh. What do you notice about the words ending with y? The goal is for the student to discover that igh is found in the middle of the word and y is found at the end of short words.

Many believe that the English language is not predictable, but this is not actually the case. Orton-Gillingham instruction gives students a clear way of understanding the frequency and placement of these spelling patterns. In turn this provides knowledge about how to spell. Students pause to think about the most likely way an unknown word may be spelled. This eliminates spelling as a memorization process, but it makes it a thinking process. Thinking allows more pathways to be created in the brain. This not only improves writing, but reading as well.

Mark Your Calendars



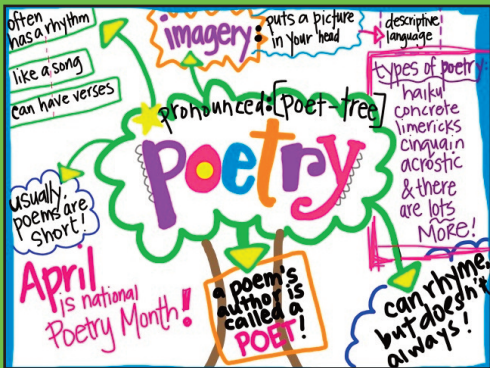
## EVENTS



**April 6 - 14** - Daytime hours only;  
no evening tutoring.

**April 8 & 15** - Tutoring center closed.

## APRIL IS NATIONAL POETRY MONTH



In celebration of Poetry Month, please write an original poem during one of your sessions and submit it to us to display in the tutoring center.



## Literacy Nassau's OG Summer Intensive Program

CHOOSE ONE OR BOTH SESSIONS

**JULY 10 - JULY 28**

MONDAY - FRIDAY  
9:15-12:00

**JULY 31 - AUGUST 18**

FOR STUDENTS  
ENTERING GRADES 1-6

Building literacy skills for students with dyslexia, or other language-based learning disabilities.

\$1,950 (cash/check)  
\$1,990 (credit) per session.

THERE IS AN EARLY BIRD SPECIAL OFFER OF \$1,710 THAT MUST BE PAID IN FULL BY APRIL 15TH. (CHECK/CASH ONLY - NON-REFUNDABLE)

For more information email [kquijano@literacynassau.org](mailto:kquijano@literacynassau.org)  
(516) 867-3580

## STUDENT SPOTLIGHT: LUCY

(submitted by Melissa Sansobrin, OG Tutor)

Lucy is a sweet, funny, and smart 8-year-old student that I met in July during our Summer Intensive program. She became my 1:1 OG student in September and she has made great progress over the past few months! Her enthusiasm and positive attitude are infectious! Lucy is now successfully reading and spelling two syllable words and mastering common irregular words. It has been a pleasure working with Lucy and watching her grow! Here's what Lucy had to say about our tutoring sessions:



**Tell our Literacy Nassau friends a little about yourself! How old are you and what do you like to do for fun?**

I am 8 years old and in the 3rd grade. I live in Bellmore with my mom and dad. My favorite things to do are to play with my cousin, Olive, and my one-year old Aussie doodle puppy named Ralphie. An Aussie doodle is a mix of an Australian Shepherd and a poodle.

**What is your favorite food?**

I like sushi, but not the kind with fish. My favorite types of sushi are sweet potato tempura and avocado rolls.

**What is your favorite holiday and why?**

My favorite holiday is Christmas because every year my grandparents get me and my cousin, Olive, themed nutcrackers. This year, we got Disney nutcrackers with Mickey Mouse and Goofy. It's our tradition!

**What are your most/least favorite subjects in school?**

My favorite school subject depends on the day. On the days we have art, it's art. On the days we have gym, it's gym! My least favorite subject is math, but I'm not sure why. I just don't like it.

**What do you want to be when you grow up?**

I want to be a baker and own a bakery called "Lucy Goose's Bakery" (Lucy Goose is my nickname). Everything in the bakery would be goose, duck, and swan themed. I even have a cake planned out in my head! It would be a goose inside of a circular pool floaty, holding a cold drink, wearing sunglasses. He is floating in a pool with a bunch of pool toys around him!

**How do you feel about your OG sessions and what do you enjoy learning?**

I like it! I feel like it's been helpful with my reading and spelling. And I like when we giggle, especially when we get silly and yell about English being kind of crazy. I enjoy script! It is so fun to write in script and I have always wanted to learn. I also like how we come up with new ways to remember some of the spelling rules, like "tch".

**Is there anything that you have learned here that has surprised you?**

Not really; the things we are learning make sense to me!

**Is there anything that you would like to learn more about with me in our future lessons?**

I'd like to read a chapter book. I'd also like to be able to write sentences in script!

## STUDENT SPOTLIGHT: CASSIDY

(submitted by Stacey Popkin, OG Tutor)

Cassidy is a sweet, and kind 7 year old girl. She has been attending Literacy Nassau since November and skips into the center for every session with a huge smile. She loves to learn and is very dedicated to her education.

Below is a little snippet of this lovely student:

**Q: What is your favorite sport?**

A: Ballet

**Q: What is your favorite vacation spot?**

A: Disney and Great Wolf Lodge

**Q: What is your favorite color?**

A: Pink

**Q: What is your favorite summer activity?**

A: Pool parties in my backyard.

**Q: What is your favorite holiday?**

A: My birthday and Christmas but it is very hard to choose.

**Q: What is your favorite candy?**

A: Twix

**Q: What is your favorite food?**

A: Smile mac and cheese

**Q: What is the most important thing you have learned during tutoring?**

A: The C / K rule and the floss rule

**Q: What is your favorite tutoring activity?**

A: Matching learned words

