

**MAXSCHOLAR  
TEACHER'S MANUAL**

# **CONSONANTS & SHORT VOWELS**

**A BLENDED LEARNING APPROACH TO  
TEACHING ORTON-GILLINGHAM PHONICS**

**MAXSCHOLAR**

ISBN:

©2019 MaxScholar, LLC

All rights reserved. No part of this publication may be reproduced in whole or in part, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission from the publisher.

Printed in the United States of America.

**MAXSCHOLAR**

**Teacher's Manual**

**A Guide to the Use of**

**MaxPhonics**

**a blended learning approach to teaching**

**ORTON-GILLINGHAM**

**Phonics**

## INTRODUCTION

We are dealing with a crisis in education. Only 37% of 4<sup>th</sup> grade students are reading at grade level, a statistic that has not changed much over the past 15 to 20 years. In many schools in fragile communities, fewer than 20% of their students are reading on or above grade level. Without improvement of this problem, our country will be facing even more challenges, as being able to read is critical for middle school, high school, college, and most jobs.

It has been known for years that there are two distinct groups of students entering Kindergarten: those who enter prepared, and those who are not prepared. Those students who are prepared usually remain on or above grade level through school. Those who enter behind, often plateau in their reading skills somewhere around 3<sup>rd</sup> grade level.

In looking carefully at those students who enter Kindergarten unprepared, those students usually lack the language skills necessary to learn to read, mainly a strong background in phonemic awareness, phonics, and vocabulary. Whether these issues are a result of cultural issues, lack of English being spoken at home, specific learning difficulties, or even the effects of poverty (or a combination of all), it is imperative that schools understand these issues and are prepared to deal with them at as early an age as possible. Even though this program is geared for students in Kindergarten to 2<sup>nd</sup> grade, we know that many older students never received an adequate foundation in phonics and could benefit from this program.

MaxScholar was created to help schools and teachers deal with these problems. MaxScholar is based on the Orton-Gillingham approach which is thought to be the best way to teach phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

Many teachers have not been prepared to teach these concepts, which require a program that is explicit, systematic, and multi-sensory. Teachers need strong professional development and materials at hand to create the lesson plans needed to work with these struggling readers.

MaxScholar has created this teacher's manual to describe the online version of the explicit, systematic, and multi-sensory MaxPhonics as well as the Orton-Gillingham explicit instruction version. Teachers need to be well versed in both approaches so that they can work with their students in both ways to offer drill and practice to create optimal results.

This manual is designed to support the teacher training and to provide a reference for teachers to use when they are not sure how to proceed.

We encourage you to read the manual, but the real way to learn our version of the Orton-Gillingham approach is by working with students. As we say so many times in our program, drill and practice is the key to success.

## Table of Contents

<b>MAXSCHOLAR ORTON-GILLINGHAM PHONICS ONLINE</b>	
Logging in to maxscholar.com: teacher and student	<b>1</b>
Phonics Placement Test	<b>2</b>
MaxPhonics: Introduction	<b>5</b>
MaxPhonics: Software lesson	<b>8</b>
Software lesson: Visual	<b>8</b>
Software lesson: Tactile-kinesthetic	<b>8</b>
Software lesson: Auditory (Phonemic Awareness)	<b>10</b>
Software lesson: Letter Quiz	<b>10</b>
Software lesson: Review of Letters and Sounds	<b>12</b>
Software lesson: Auditory Motor Drill	<b>13</b>
Software lesson: Sound Blending & Spontaneous Reading	<b>13</b>
Software lesson: Fluency Drill	<b>15</b>
Software lesson: Sight Words	<b>17</b>
Software lesson: Controlled Readers	<b>18</b>
Software lesson: Master Quiz	<b>19</b>
Student Workbook	<b>21</b>
MaxPhonics Workbook Guide	<b>22</b>
Reports / Progress Monitoring	<b>23</b>
Reports	<b>23</b>
Reports: School	<b>23</b>
Reports: Class/group	<b>23</b>
Reports: Student	<b>28</b>
Progress Monitoring: Grade	<b>30</b>
Progress Monitoring: Class/group	<b>31</b>
Progress Monitoring: Student	<b>34</b>
Offline	<b>35</b>
Suggestions	<b>36</b>
For Those Who Need More Help	<b>37</b>
Phonics Song	<b>38</b>
MaxScholar At Home	<b>39</b>

<b>MAXSCHOLAR ORTON-GILLINGHAM EXPLICIT INSTRUCTION</b>	
Kindergarten Objectives	<b>41</b>
Orton-Gillingham Kindergarten Flow Chart	<b>42</b>
MaxScholar Phonics Lesson Template (blank)	<b>43</b>
MaxScholar Phonics Lesson Template (sample, srcke)	<b>47</b>
Lowercase Alphabet Fluency	<b>50</b>
Uppercase Alphabet Fluency	<b>51</b>
Phonemic Awareness: Rhyming	<b>52</b>
Phonemic Awareness: Substitution & Manipulating Sounds	<b>53</b>
Visual Drill: Letter Pronunciation Guide	<b>55</b>
Visual Drill: How to Make Sounds (Schwa)	<b>57</b>
Visual Drill: Reading Deck	<b>58</b>
Kinesthetic Drill: Letter Writing Instructions	<b>63</b>
Auditory Drill: Sound Dictation	<b>64</b>
Sound Blending: Tapping	<b>65</b>
Sound Blending: How to Use MaxScholar Alphachips	<b>66</b>
Fluency Drill: Word List	<b>67</b>
Fluency Drill: WPM chart	<b>68</b>
How to Teach Sight (Red) Words	<b>69</b>
Sight Word List	<b>72</b>
Dictation: SOS	<b>73</b>
Dictation: Spelling Words	<b>74</b>
Dictation: Spelling Drill (Template)	<b>75</b>
COPS Strategy	<b>76</b>
Dictation: Sentences	<b>77</b>
Error Analysis	<b>79</b>
Controlled Readers	<b>80</b>
Progress Monitoring Chart	<b>85</b>
Review of All Short Vowels	<b>86</b>
Three Part Orton-Gillingham Drill	<b>87</b>
Orton-Gillingham Post-test for Teachers	<b>88</b>
Course Vocabulary	<b>89</b>

## Log into MaxScholar

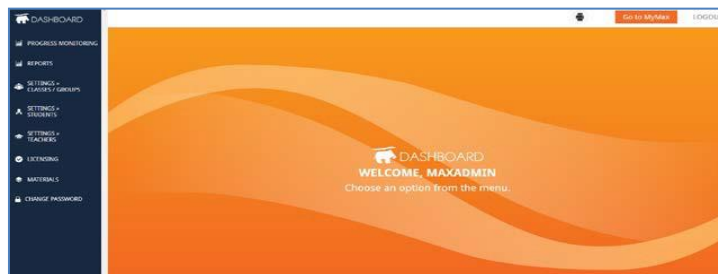
Make sure Google Chrome is installed in your computer. If it is not, you can easily download and install it in a few seconds by following this link: <https://www.google.com/chrome/>

Use your Google Chrome browser to go to [www.maxscholar.com](http://www.maxscholar.com) and click on the LOGIN button that appears in the upper right hand corner of the page.

### Logging in as a teacher

Use your username and password to log into your teacher account. This will give you access to the MaxScholar DASHBOARD with reports, materials, settings, etc.

You will also be able to click the "Go to MyMax" button at the top right of the screen in order to see the program as a student. This will help you provide a direct lesson on the three-part Orton-Gillingham drill, as well as the components of the drill for use with your whole group on a smartboard or with an LCD projector.



### Logging in as a student

Use the student's username and password to log into his/her account.

All students in grades K-2 will be prompted to take an initial assessment in phonics, which will start when they log in for the first time. Once the phonics test is done, they might be prompted to take a reading comprehension test as well. After all tests have been completed, they will gain access to MyMax.



## Phonics Placement Test

The Placement Test will start as soon as the student logs in. It will come up by default for all students in grades K-2, although a teacher can assign the Placement Test to students in other grades as well.

- Make sure your students have headphones before starting the test!
- There are speakers on every screen which can be used to repeat instructions or for clarifications.
- There will be four different types of questions for every letter in the alphabet.
  - Each question will be read or told to the students. They have to select the answer(s) and then click DONE to move on.
  - In some questions, students will be asked to select multiple answers. Students must choose ALL the correct options before clicking DONE.
  - Mastery of a letter is defined in this Placement Test as correctly answering all 4 questions associated with the letter. These questions relate to letter identification, phonemic sound identification, phonemic awareness, and proper letter formation.
  - When the students do not show mastery of five letters in a row, the test will stop.
  - Otherwise, the students will continue through all the consonants and short vowels.
  - If the students get all the consonants and short vowels right, they will move on to the blends. If they get all the blends right, they will move on to the digraphs.
- The test can be stopped at any time and continued at a later day, resuming at the place where the students leave off.
- At the end of this test, teachers and students will be told which letters they have mastered, and where they should start.
- The detailed results of the test will be immediately available to the teacher and found in the students' individual reports section of Reports.

Please consider using the presentation found in the link below in order to introduce your students to the test, and the types of questions they will encounter:

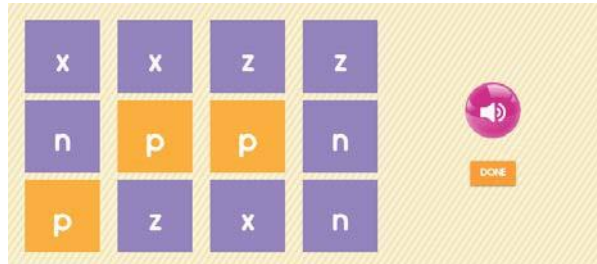
[https://maxscholar.com/media/shared/Placement\\_test\\_2019\\_1.pdf](https://maxscholar.com/media/shared/Placement_test_2019_1.pdf)



Here are samples of questions students will encounter:

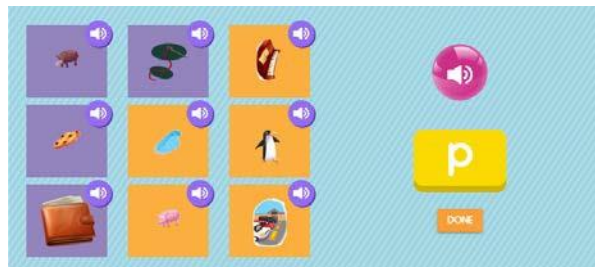
### 1. Letter identification

Students have to click on all the boxes that have a specific letter.



### 2. Phonemic Awareness

Students have to choose all the pictures that start with a specific sound made by the letter to get it correct. Students must click on the speaker to hear the name of the picture before being able to select the image that matches the specific sound (phoneme).



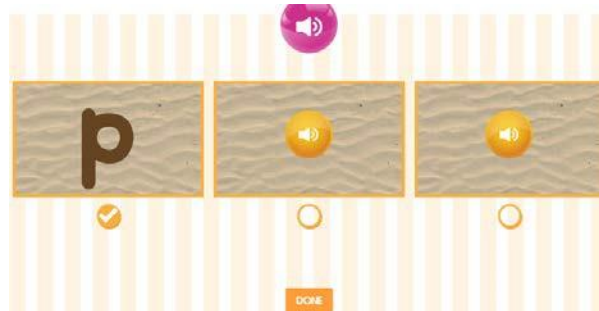
### 3. Phoneme Recognition

Students have to select the video of the teacher pronouncing the sound of the letter being evaluated.



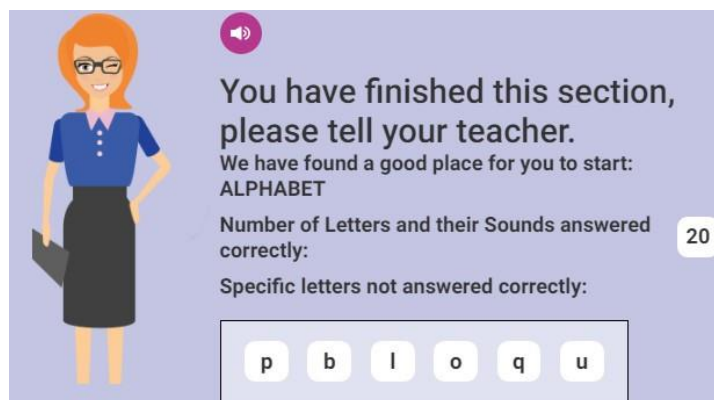
#### 4. Tactile / Kinesthetic

Students have to select the video that traces the proper letter formation.



This is the screen that will let you know the test was finished. Students are instructed to tell the teacher so he/she can take note of the results and have them log out.

The results will tell the program on which Phonics module the student needs to start. The teacher can always override that starting point.

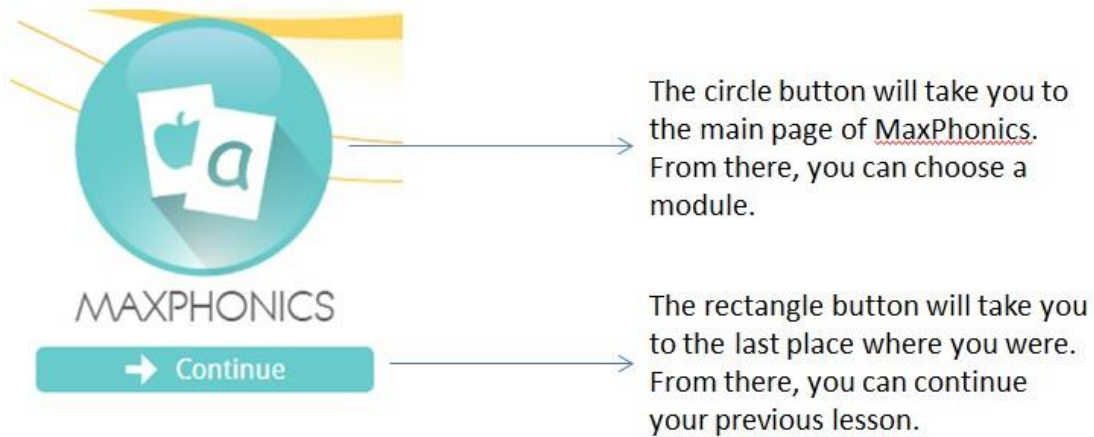


Next time the student logs in, he/she might be prompted to take a reading test. Only when both tests are finished, will the student have access to MyMax and the actual lessons.

# MaxPhonics

## Introduction

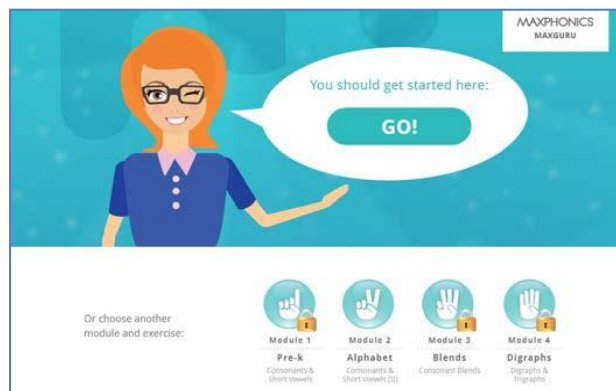
Once the starting module has been determined (either by the results of the placement test, or the settings adjusted by the teacher), the students will be able to access the phonics program by clicking on one of these buttons.



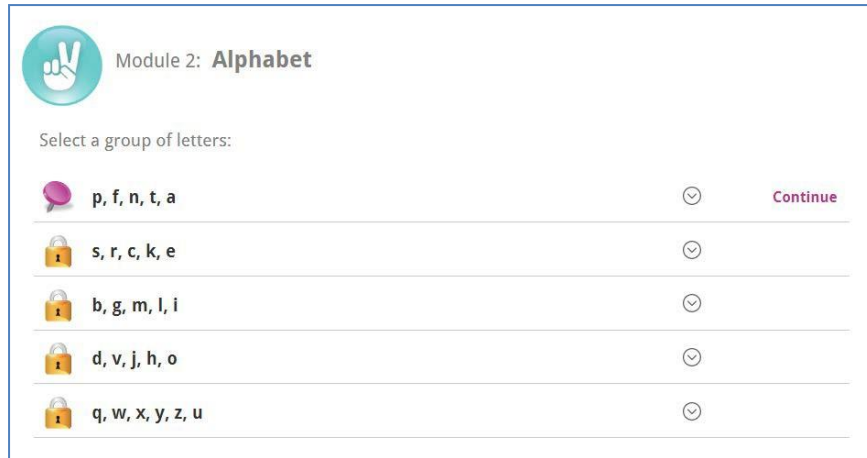
The circle button will take students to the main page of MaxPhonics. From there, they can choose to **GO** (only the first time they enter the program), **Continue** (if they want to pick up where they left off last time), or choose one of the four **Modules** at the bottom of the screen, if the software has not already assigned a module.

1. PreK
2. Consonant and short vowels
3. Blends
4. Digraphs

As a teacher, you will be able to choose any module and move around freely through the program. The student will only have access to one module at a time. This student was assigned to Module 2. Notice all others are “locked.”



When the student enters Module 2, the screen will look like this:



Note that this looks just like Module 1 (PreK), except that Module 1 includes only basic steps, and a sing along song.

### **Grapheme-Phoneme connection**

The student will be able to see different groups of letters/sounds, each consisting of 4 or 5 consonants and a short vowel.

It is very important that students learn to recognize each letter (which is also called “grapheme”) and the sound the letter makes (which is also called “phoneme”). This is mastered by teaching the letter, the picture association, and the proper sound of the letter. This is the Orton-Gillingham approach: teach letter, picture, sound.

By knowing these letters and sounds (which is called a “grapheme-phoneme connection”) the student will be able to learn how to blend the sounds into words and develop a firm foundation in reading.

It is important that the teacher and the student follow the explicit order as listed above. Do not advance to the second set of letters until the student has mastered the letters and sounds of the first one.