

## MAKING THE MOST OF YOUR SOUND DECKS

First and foremost, Orton-Gillingham practitioners use the salmon and white cards to drill symbol to sound. Students pronounce the sounds represented by the letters. However, inventive Orton-Gillingham practitioners use the cards for other exercises. The activities below are difficult to describe but easy to implement. Read the instructions carefully for a variety of drills. Also, feel free to use letter tiles, magnet letters, and other letter sets for variety:

c	a	t
c	a	b
t	a	b
t	u	b

A. Form a closed syllable (a salmon vowel card surrounded by two appropriate consonant cards). The student pronounces the word/syllable. Change the vowel or either of the consonants to form a new closed syllable. (The figure at right shows three transformations, each completed by placing one card on top of another, changing the word.) Continue, changing a letter immediately after the student pronounces the word or syllable. (The activity above can also be done with open, silent-e, vowel-r, and vowel team syllables.)

*Advanced:* When the student is ready to practice closed, open, and silent-e syllables together, the instructor can begin with an open syllable, add a consonant to form a closed syllable, and then add an e to create a silent-e syllable. Switching back and forth between the closed, open, and silent-e syllables is an excellent cumulative review.

c	a
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Ask the student to pronounce the different syllables you create. This activity also provides a good opportunity to question the student concerning what kind of syllable has been created and the qualities of that syllable. (The figure at left shows an example.)

c	a	b
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B. Hand the student two consonants and one vowel and pronounce a word that those three phonograms could make. After the student repeats the word, he creates it, using the phonograms. For example, hand the student the c, the t, and the a, and say cat. The student repeats cat and sequences the letters

c	a	b	e
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correctly to form the word. For a more difficult variation, hand the student four cards. The student must return the unneeded card as he creates the word. Continue handing the student cards to make new words. Segmented syllables can be substituted if the student is ready.

For a variation, once the student has created a word from cards you hand her, pronounce a word that involves changing one letter in the word the student has already made. The student finds the letter from a group placed in front of her and makes the change to create and then pronounce the new word. Another variation involves the same activity, but the student tells the tutor which letter is no longer needed and which letter she will need to create the new word. The tutor is prepared to hand the correct letter to the student when asked for it.

C. Place the vowel cards in front of the student and pronounce vowel sounds, asking the student to repeat the sound and tap the appropriate card. (This can be done with consonants, vowel teams, or anything with which the student is struggling.)

D. Place two consonants on the table with a space between them. Put all the vowels above the two consonants and pronounce a syllable. The student moves the appropriate vowel between the consonants to create the appropriate syllable.

*Note:* Make sure you have *two e's*. Most decks only come with one (though V.C. Educational Consulting's deck has two). With two e's, you can create e-e syllables for the above activities.