

Starfish Thrower



THERAPIST NEWSLETTER PUBLISHED BY FUNDAMENTAL LEARNING CENTER FEBRUARY 2021

**Join ALTA for a 2-day virtual conference
and collaboration between professionals
in the field of dyslexia!**

February 5-6, 2021



The ALTA Pennsylvania Chapter in collaboration with King's College is hosting an exciting and timely virtual conference, *Making Connections Making a Difference*, created to advance education and foster communications between professionals in the field of dyslexia, taking place on February 5th & 6th 2021. Bringing together leaders in dyslexia therapy, education, and research, you will hear success stories from great keynote speakers, and much more!

By registering for the conference, you will:

- Advance your dyslexia training
- Get the latest IMSLEC and ALTA organizational updates
- Learn how you can earn a King's College master's degree
- Earn up to 7 continuing education hours and Act 48 hours

As part of your registration, you'll get access to a gallery of on-demand videos to reinforce your training in the remediation of dyslexia.

The Details:

Date: February 5-6, 2021

Time: 11:30 AM – 2:00 PM EST (each day)

Where: Virtually via Zoom

Cost: \$75 (members) / \$150 (non-members)

View the full speaker lineup and

[CLICK HERE TO REGISTER TODAY](#)



Keynote Speakers for **Making Connections** **Making a Difference**

Friday, February 5

Mary Dillon

CALP,
Director of Elementary
Curriculum and Instruction
Pen Argyl Area School District

*The Science of Reading in Action
at Pen Argyl SD!*



Saturday, February 6

Kayla Reggio

CALT-QI,
Director of Dyslexia Resource Center

*A Model for Success
in Louisiana Public School
for Children with Dyslexia*





MAKING CONNECTIONS MAKING A DIFFERENCE

FEBRUARY 5-6, 2021
11:30AM - 2:00PM EST

**VIRTUAL
CONFERENCE**

AGENDA

DAY 1 - February 5, 2021

11:30 AM - 12:30 PM

- Marilyn Mathis, CALT-QI, President of ALTA Pennsylvania Chapter
- Maggie Farrell, King's College Associate Director of Graduate Admission
- Dr. Jill Yurko, King's College Program Director of OG/Reading & Special Education
- Dr. Lynne Fitzhugh, CALT-QI, President of ALTA National
- Kara Lee, CALT-ICALP, ALTA Chapters Chair
- Karen Avrit, CALT-QI, President of IMSLEC

12:30 PM - 2:00 PM

- Daphne Uliana, Founder of Dyslexia and Literacy Network
- Mary Dillon, CALP, Director of Elementary Curriculum & Instruction
Pen Argyl Area School District

DAY 2 - February 6, 2021

11:30 AM - 12:45 PM

- Dr. Lynne Fitzhugh, CALT-QI, President of ALTA National
- Dr. Mike Pickering, Superintendent
School District 49 Colorado Springs, CO

12:45 - 2:00 PM

- Kayla Reggio, CALT-QI, Director of Dyslexia Resource Center

Plus access a gallery of on-demand videos featuring presentations from Linda Gladden, CALT and Libby Grafa, CALT-ICALP of the ALTA Legislative Committee, Dr. Tracy Johnson, author of *Journey of Hope Everyday Guide for Dyslexic Adults*, and more!



PENNSYLVANIA
CHAPTER

HOSTED BY:

&



KING'S COLLEGE
WILKES-BARRE • PENNSYLVANIA

Become a Dyslexia and Literacy Interventionist

Friends University and Fundamental Learning Center (FLC) have joined forces to effectively prepare teachers to teach those with reading difficulties. The joint partnership will allow teachers pursuing their Master of Education at Friends University to apply their elective hours toward the new Dyslexia and Literacy Interventionist Concentration. During 2021 specific graduate credit courses will be offered through FLC.

Every school will need a Dyslexia and Literacy Interventionist. Be the one who makes an impact on the success of your students. Visit our [Literacy Intervention Specialist](#) web page and access the Professional Dyslexia Intervention Course Guide 2021.

CHOOSE
LITERACY
INTERVENTION
SPECIALIST
OR
TAKE FLIGHT
COURSES FOR
NEW!



Advanced Literacy Intervention Specialist



June 21 – July 2, 2021

November 8 – 19, 2021

June 20 – July 1, 2022

November 7 – 18, 2022

8:30 a.m.-4:30 p.m.

Total Cost: \$2,555.20 + materials tax
(\$2,275.00 + \$280.20 materials)

Course available to those who have completed the Introduction to Literacy Intervention Specialist course.

Advanced Extension Literacy Intervention Specialist



July 19 – 23, 2021

July 18 – 22, 2022

8:30 a.m.-4:30 p.m.

Total Cost: \$1,044.00 + materials tax
(\$875 tuition + \$169 materials)

Course available to those who have completed the Advanced Literacy Intervention Specialist course.

2021 Introductory Workshops

Please contact Robin if you are interested in Distance Learning for any of these Workshops and Classes.

Introductory Workshop #1

March 5, 2021 8:30 a.m. – 4:30 p.m.

September 10, 2021 8:30 a.m. – 4:30 p.m.

November 5, 2021 8:30 a.m. – 4:30 p.m.

Introductory Workshop #2

April 16, 2021 8:30 a.m. – 4:30 p.m.

Introductory Class

February 8-19, 2021 8:30 a.m. – 4:30 p.m.

Take Flight II



July 12 – 16, 2021

July 11 – 15, 2022

8:30 a.m.-4:30 p.m.

Total Cost: \$2,411.00 + materials tax
(\$2,127.00 tuition + \$284.00 materials)

Course available to those who have completed Take Flight I.

Take Flight III



July 19 – 23, 2021

July 18 – 22, 2022

8:30 a.m.-4:30 p.m.

Total Cost: \$1,044.00 + materials tax
(\$875 tuition + \$169 materials)

Course available to those who have completed Take Flight II.

2021 Advanced Workshops

Advanced Workshop #1

September 17, 2021 8:30 a.m. – 4:30 p.m.

December 10, 2021 8:30 a.m. – 4:30 p.m.

Advanced Workshop #2

April 2, 2021 8:30 a.m. – 4:30 p.m.

October 1, 2021 8:30 a.m. – 4:30 p.m.

Take Flight

Seminar Day #3

February 26, 2021 8:30 a.m. – 4:30 p.m.

Seminar Day #4

April 23, 2021 8:30 a.m. – 4:30 p.m.

Fundamental Learning Center is a 501(c)(3) teacher/parent education center offering a teaching lab school for children 5 years -10 years old – specializing in those with dyslexia and other reading related difficulties located in the heart of the nation.



**Fundamental
Learning
Center™**



20 YEARS

Providing
clarity and hope
for kids with dyslexia

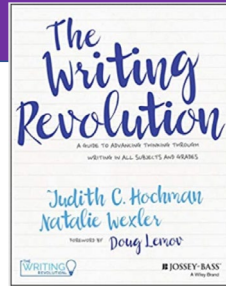
Fundamental Learning Center does not discriminate against individuals of any race, color, national or ethnic origin as to all the rights, privileges, programs, and activities generally accorded or made available to those who enter our facility. It does not discriminate on the basis of religious beliefs, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

2220 E 21st Street N | Wichita, KS 67214 | 316-684-READ (7323) | funlearn.org | info@funlearn.org



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Check out some fun samples from [The Writing Revolution](#) by Judith Hochman and Natalie Wexler



The following sentence writing procedures are found in *The Writing Revolution*, a highly recommended addition to your instructional library. All of the examples were created for demonstration lessons by Anita Archer.

Hochman, J. C. & Wexler, N. (2017) *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass.

These activities will make a great addition to your Verbal into Written or Comprehension Lessons.

Sentence Patterns

1. Place three columns on your board or fold a piece of paper into three parts and label each column with **WHO? / ACTION? / WHAT?**
2. You will be the secretary and help your students generate sentences with **WHO? / ACTION? / WHAT?**
3. Once your student can successfully generate sentences with this pattern then you can choose a new pattern to practice.

Sentence Pattern #1

WHO?	ACTION	WHAT?
April	played	the piano.
Chris	hiked	a trail.
Ryan	ate	lunch.

Read the sentences to your students.

Explain that these sentences each have three parts.

WHO? / ACTION? / WHAT?



The Writing Revolution is a nonprofit organization created to ensure that The Hochman Method reaches as many students as possible.

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Sentence Pattern #2

WHO?	ACTION	WHERE?
Mark	walked	around the park.
Joan	sang	at her church.
Kristen	drove	to the school.

1. Place three columns on your board or fold a piece of paper into three parts and label each column with WHO? / ACTION? / WHERE?
2. You will be the secretary and help your students generate sentences with WHO? / ACTION? / WHERE?

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Sentence Pattern #3

WHEN?	WHAT?	ACTION	WHERE?
Yesterday	a deer	ran	across the field.
This morning	the old car	quit	at the stop light.
After lunch	Mrs. White	went	to the library.

1. Place four columns on your board or fold a piece of paper into four parts and label each column with WHEN? / WHAT? / ACTION? / WHERE?
2. You will be the secretary and help your students generate sentences with WHEN? / WHAT? / ACTION? / WHERE?

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Sentence Pattern #4

WHAT?	ACTION	HOW?	WHERE?
The tornado	blew	violently	through the town.
The bird	flew	effortlessly	over the tree.
Mother	waited	patiently	in the car.

1. Place four columns on your board or fold a piece of paper into four parts and label each column with WHAT? / ACTION / HOW? / WHERE?
2. You will be the secretary and help your students generate sentences with WHAT? / ACTION / HOW? / WHERE?

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Sentence Pattern #5

WHEN?	WHO?	ACTION	WHAT?
Today in class	Mr. Blake	introduced	a new student.
Last night	Michelle	attended	a wedding.
On Sunday afternoons	Mom	takes	a nap.

1. Place four columns on your board or fold a piece of paper into four parts and label each column with WHEN? / WHO? / ACTION / WHAT?
2. You will be the secretary and help your students generate sentences with WHEN? / WHO? / ACTION / WHAT?

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Sentence Frames

Three types of sentence frames:

- 1. Generic**
- 2. Related to a specific question**
- 3. Created by student**

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Sentence Frames

Sentence frames are used to:

Give students a framework to support thinking and writing

Encourage use of content vocabulary

Provide scaffolding for academic language

Increases oral language proficiency

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Generic Sentence Frames

Activity	Description	Example	How the Teacher can Implement the Activity
Sentence Framing	Teachers provide sentence frames to guide students' sentence writing.	<p>I like _____.</p> <p>I like to _____ and _____.</p> <p>My _____ is _____.</p> <p>When I _____, I like to _____.</p> <p>She didn't go to _____ because _____.</p>	<ol style="list-style-type: none"> 1. Develop a sentence frame for students to use. 2. Model the use of the sentence frame. 3. Have students use the sentences frame to construct their own sentences. 4. Slowly fade the use of sentence frames During instruction until students are able to do it on their own.

Generating Questions Comprehension Activity

1. Do before Listening Time.
2. Show the cover of the book that you are going to read during listening time.
3. Discuss the pictures on the cover and help your student write four questions about the picture of the book.



Generating Questions

Write four questions about the picture of this book.

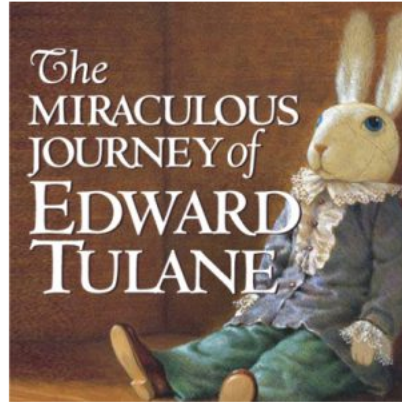
Example:

Who is Edward Tulane?

Is Edward a real rabbit?

What kind of journey did he go on?

What time period does this story take place?



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Making Predictions Comprehension Activity

Predicting what will happen next based on information in the story.

Because the main character _____ I predict she/he will _____.

At first I thought _____, but now I believe _____.

Since _____, I can assume that _____ will _____.

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Making Predictions

Example Book: *The Miraculous Journey of Edward Tulane*

Predicting what will happen next based on information in the story.

Because the main character continues to get lost, I predict she/he will take many years to find his way home.

At first I thought Edward's journey was just a physical one, but now I believe his journey is spiritual as well.

Since Edward keeps getting lost and found, I can assume that Edward will have been loved by many.

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Compare and Contrast Comprehension Activity

Compare = same

Contrast = different

Same

_____ and _____ are similar because they both _____.

Different

There are several major differences between _____ and _____. The most important is _____.

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Compare and Contrast

Example Book: *The Miraculous Journey of Edward Tulane*

Compare = same

Contrast = different

Same

Edward (Malone) and Bull are similar because they both are lost.

Different

There are several major differences between Edward and Abilene. The most important is Abilene loves Edward but Edward loves no one.



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Arctic Adventure



Materials needed:

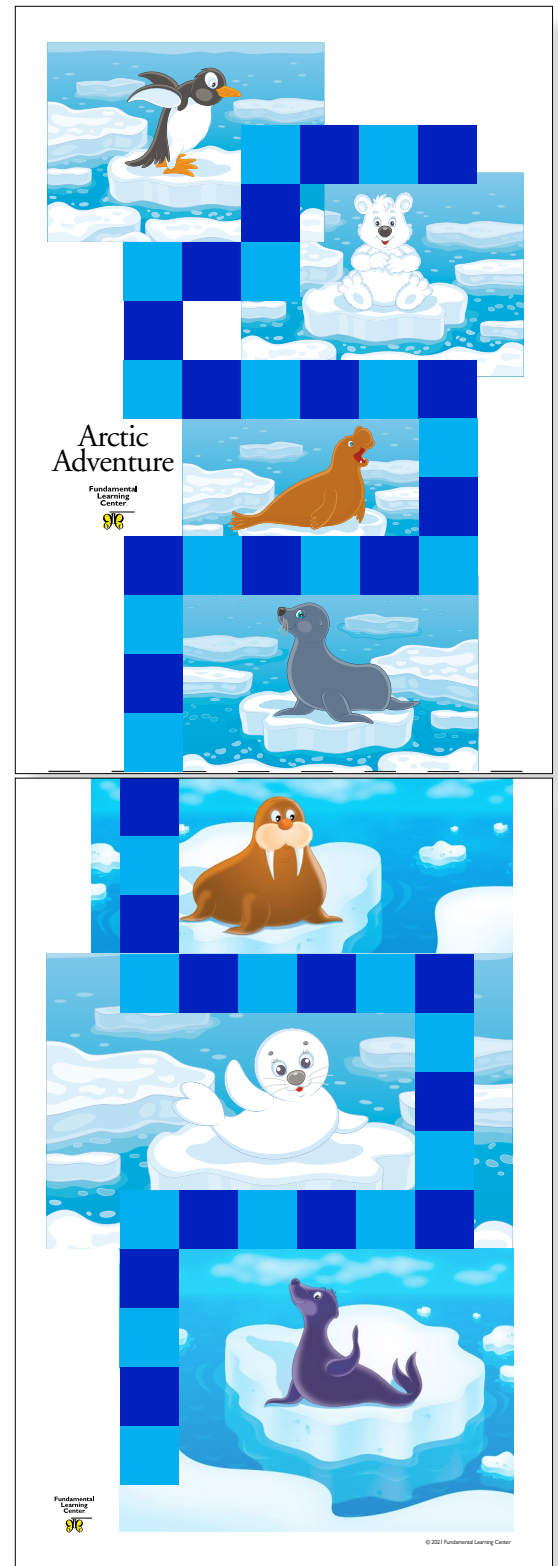
game pieces

die

words or sentences to read

Directions:

1. Roll die, student with the highest number can go first.
2. Player one reads a word or sentence, rolls die and takes a turn starting at the top of the ice.
3. Player two takes a turn.
5. Student who makes it through the Arctic ice wins the game.





Arctic Adventure

Fundamental Learning Center.



