Dyslexia Awareness Training

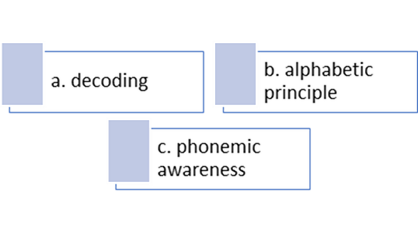
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| --- |
| 1. What do you plan to gain from this session? |
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| --- |
| 1. List one thing you think of when you hear the word dyslexia? |
|  |

Session #1

C. Where can you go to find if a student failed the dyslexia screener in kindergarten or first grade?

*What foundational skill is necessary for learning to read and write?*



E. Think about a student that you have previously taught or are currently teaching that exhibits one of the cognitive behaviors mentioned. Pause the video to write down that student’s name, the behavior exhibited, and a strategy that could be put in place to support that student.

|  |  |  |
| --- | --- | --- |
| Student | Behavior | Strategy |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 6 | 4 | 2 | 3 |
| 1 | 9 | 5 | 8 |
| 3 | 7 | 4 | 2 |
| 5 | 6 | 9 | 4 |

G. Phonemic Awareness Activities

Segment words into syllables Segment words into sounds Sound deletion

|  |  |
| --- | --- |
| Backpack | 2 |
| Sidewalk | 2 |
| Pencil | 2 |
| sunglasses | 3 |

|  |  |
| --- | --- |
| Sip | 3 |
| Frog | 4 |
| stop | 4 |

|  |
| --- |
| Say “shipment” without “ship” ment |
| Say “wonder” without “der” won |
| Say “safety” without “safe” ty |

H. List two new strategies that you can implement I. We have discussed many ways to support your students.

with your students after watching this video. Take the next five minutes and reflect on students

1.

2.

that you have taught or are currently teaching that

could benefit from this specific instruction.