



MAXPHONICS

MAXSCHOLAR
PROFESSIONAL DEVELOPMENT MANUAL

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MaxPhonics Professional Development Manual

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1. Visual drill

**Must have sound cards (index cards with letter on one side and image on the other)*

- a. Show letter (this is the letter...)
- b. Show image (as in...)
- c. Make sound (it makes the sound...)

2. Kinesthetic/tactile drill

**Must have sand/paper (have students repeat the writing instructions as they write the letter)*

- a. Sky writing (write with your finger in the air)
- b. Sand writing (trace on sand or screen)
- c. Paper writing (practice writing on paper)

3. Auditory drill (dictation)

**Must have paper numbered 1-10*

- a. "Write the letter that makes the sound ... as in ..."

4. Sound blending drill

**Must use sound cards to blend sounds together (see step 1)*

- a. "Sound out each letter and then blend the sounds together"

5. Word Per Minute timing drill (WPM)

**Must have list of words and WPM timing sheet.*

- a. Teacher tracks how many words are read correctly in one minute. (DO NOT correct the student as he/she reads, use sound cards to practice the incorrect ones)

6. Word dictation drill

**Must have paper numbered 1-10.*

- a. Choose 10 words from list of words and say "Type the word ..."

7. Sight words drill

**Must use list of sight words and/or index cards with words in RED*

- a. Show cards and have student repeat the words (words are memorized, NOT sounded out)

8. Controlled readers

**Must have story, or prepare it.*

- a. Student reads the story, teacher times how long it takes them to do so.

Adaptive Orton-Gillingham Lesson Directions

1. Visual Drill

- a. Select the visual card for the blend being taught. This card is found in the Appendix. Cut out the picture and the blend, and paste each to a different side of an index card. Be sure to follow the sequence of blends as they are listed in this workbook. For example, start with the card that has the blend “cl” on one side and the image “clam” on the opposite side.
- b. Show the student the blend “cl” and say “These are the letters “c-l”. Turn the card around and say “like clam”. Then say: “They make the sound /cl/.” (There is no card for the sound.) Do not add a vowel sound to a consonant sound. For example, do NOT say “cluh” for the sound “cl.”
- c. Again, show the student the same card, and ask the student to say the names of the letters themselves. Turn the card around, and ask the student to say the name of the picture. Then ask the student to say the sound the blend makes.

2. Kinesthetic Drill

- a. Show the student how to write the letters. Read the directions to the student.
- b. Ask the student to trace the directions of the letters in the workbook.
- c. As an alternate direction, have a flat cookie sheet available (or a flat box like a plastic storage box used for food) with sand or uncooked rice in it, and ask the student to use the index finger to write the letters in the sand (or rice).
- d. Using the page in the workbook, have the student write the blend five times on each line, making sure that the student says the auditory directions properly as the letters are being written. For example, for the letter “c,” say, “around and around,” and for the letter “l,” say, “down.” Then write the letters on the lines that are below the image.

3. Phonological Processing Drill (to learn to associate the sound the blend makes with the first sound of a word)

- a. The student looks at each image. The student should say out loud the name of each image. Then the student should place a check mark (✓) in the box that is directly under the image that starts with the blend being taught.
- b. Repeat steps 1, 2 and 3 for every blend in the group.

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4. Auditory Sound Drill

- a. Dictate the sound of the first blend (for example "cl") by saying to the student, "Write the letters that makes the sound /cl/ as in clam."
- b. The student writes the blend on the line next to the number 1.
- c. Repeat the process for each blend in a group. Then repeat the same process but change the order of the blends/digraphs and their sounds.

5. Decoding Drill (Sound blending)

- a. Ask the student to say the sound the first letter makes, then say the sound the second letter makes, and so on, then blend the sounds together. For example, /c/+/l/+/a/+/p/ says /clap/. Remember, some of the words are real and some not.

6. Word per minute timing drill

- a. This drill is designed to improve the reading fluency of the student. First, read to the student all the words on the word list. Start in the upper left hand corner, go across the row to the right, then start the next row and go to the right, until all the words are read.
- b. Then ask the student to read the same set of words in the word list. Tell the student that he or she will be timed for one minute. Use a stop watch, a timer, or the second hand on a wrist watch or clock to track 60 seconds. Tell the student when the minute is up. If the student should finish the word list before the minute is up, the student should start reading the list again. Have the student read the word list five different times. These tries do not have to be on the same day.
- c. Then, use the graph on the next page to record the results. Take any color marker, and color in the total words read per minute, making a vertical bar. If some words are read incorrectly, they should be deducted from the total score

7. Spelling Drill

- a. Select ten (10) words from the word list. Dictate each word, one at a time and have the student say the sounds as he or she writes the word.
- b. An example that might be used is: "Write the word "clap." Ask the student to say /c/ /l/ /a/ /p/, as they write the word /clap/.

8. This completes the directions for the first group of blends. If the student has not mastered any one blend, please review it.

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9. The next exercise involves learning Sight Words. Sight words are words that are not sounded out. They need to be memorized by the student. You can create your own cards by using a red Sharpie Marker and an index card. We want the sight words to be in red. Show each card to the student. The teacher tells the student what each word is. Then have the student say the word. Then shuffle the cards and have the student read each one again. Continue to do this until the student has learned all the sight words in the section. You can add sight words not included in this workbook.

10. The last exercise involves the use of a "Controlled Reader." A controlled reader is a passage that does not make sense, but allows the student to practice reading the letters and sounds the student has just learned in sentences. Then the student should read the sentences out loud. The controlled reader section is supposed to be read several times until the student can read the entire passage fluently.

11. For the second, third, fourth, and fifth sets of blends, the student will be asked to start the lesson by reviewing all the blends and their sounds that have already been learned. Make sure to use your visual cards (from Step 1) to do this.

12. Continue the same steps through each of the blends in the next four groups.

Lesson Plans for MaxPhonics

Using a SmartBoard.....

1. Either have students sitting at their desks or gather them on floor around board.
2. Have paper ready for the students to use when it is time for them to write each letter. This can be handwriting paper, notebook paper, or plain paper.
3. Open www.maxscholar.com
4. Login with teacher's username and password.
5. Left click on **MaxPhonics**, located in left column.
6. Left click on the icon "The Space (MaxPhonics)" on the right side of the screen.
7. Follow the order, starting in the upper left with "p,f,n,t,a" Left click on that circle with p,f,n,t,a.
8. Left click on the circle with the letter "p" Let the computer guide the student through the entire sequence.
9. For the group activity, the students should all say the letter, the word, and the sound made right after the teacher says each one.
10. It should take approximately 30 to 45 minutes to go through the entire pfnta sequence.
11. At the end of the pfnta sequence, plan to repeat the entire sequence at least five to seven times. It might be possible to call on many individual students to respond on all the sequences after the first time.
12. Once the teacher feels that each student understands what to do, that student can be directed to the computer using his or her own username and password to sign in and using headphones.

When there is no SmartBoard or LCD projector, gather the students around the computer with the largest monitor. Or select groups of five students and have them gather around a single computer while the other students are doing another activity.

1. Follow the same steps as above
2. Be prepared to repeat everything for each group of students until the teacher feels that the students all understand the process.

p



f



n



t



ä



s



r



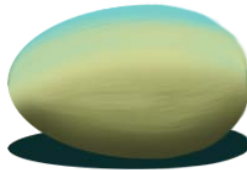
c



k



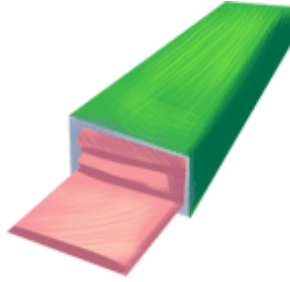
e



b



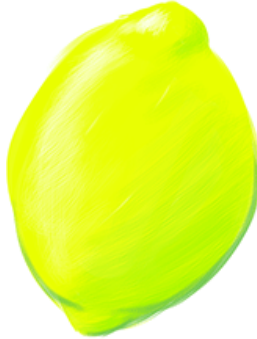
g



m


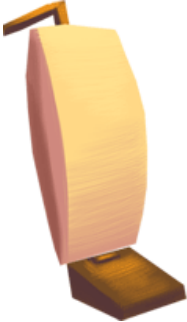





l



i



<p>d</p>	
<p>v</p>	
<p>j</p>	
<p>h</p>	
<p>ö</p>	

q



w



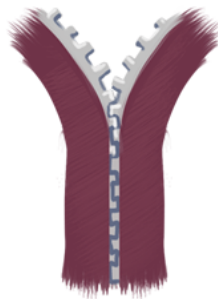
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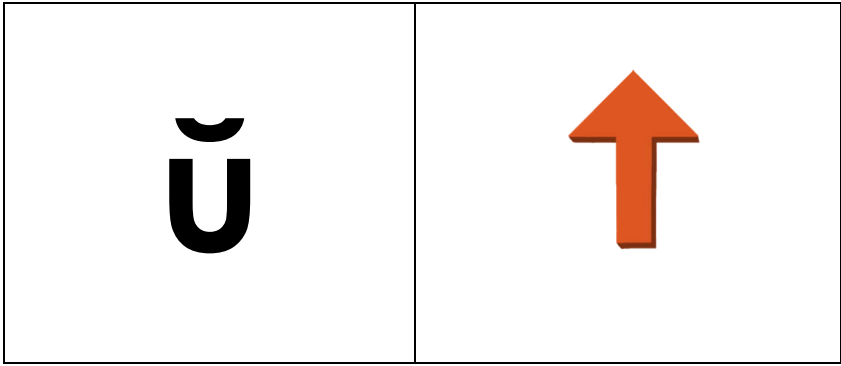


y



z





p	down, up and around
f	half-around, down, and across
n	down, up, and hump
t	down and across
a	round, up, and down

s	around, turn, and around
r	down, up, and half-around
c	around, and around
k	down, up to the right, and down
e	across, and around

b	down, up, and around
g	around, down, and half-around
m	down, hump, and hump
l	down
i	down and dot

d	down, up, and around
v	down and up
j	down, half-around, and dot
h	down, up, and hump
o	circle

q	round, down, and hook
w	down, up, down, and up
x	down to the right, and down to the left
y	down to the right, and down to the left
z	across, down to the left, and across
u	down, around, up, and down

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

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an	at	ap
pat	paff	nap
fat	tap	pan
fap	tan	nat
fan	fat	at
taff	pat	tan
nat	fan	tan

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an	at	rep
set	pen	nep
set	sat	pet
net	tan	cat
fan	fat	rat
ken	cap	ten
pet	ran	pen

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fit	bit	big
lit	bin	fit
sit	tin	fib
lip	kit	tip
fin	fat	leg
pat	pin	rim
rip	pet	pit

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nob	jot	vom
jog	dog	pop
hog	top	rot
cod	rob	nod
hot	pod	lot
cat	hem	rid
pad	van	get

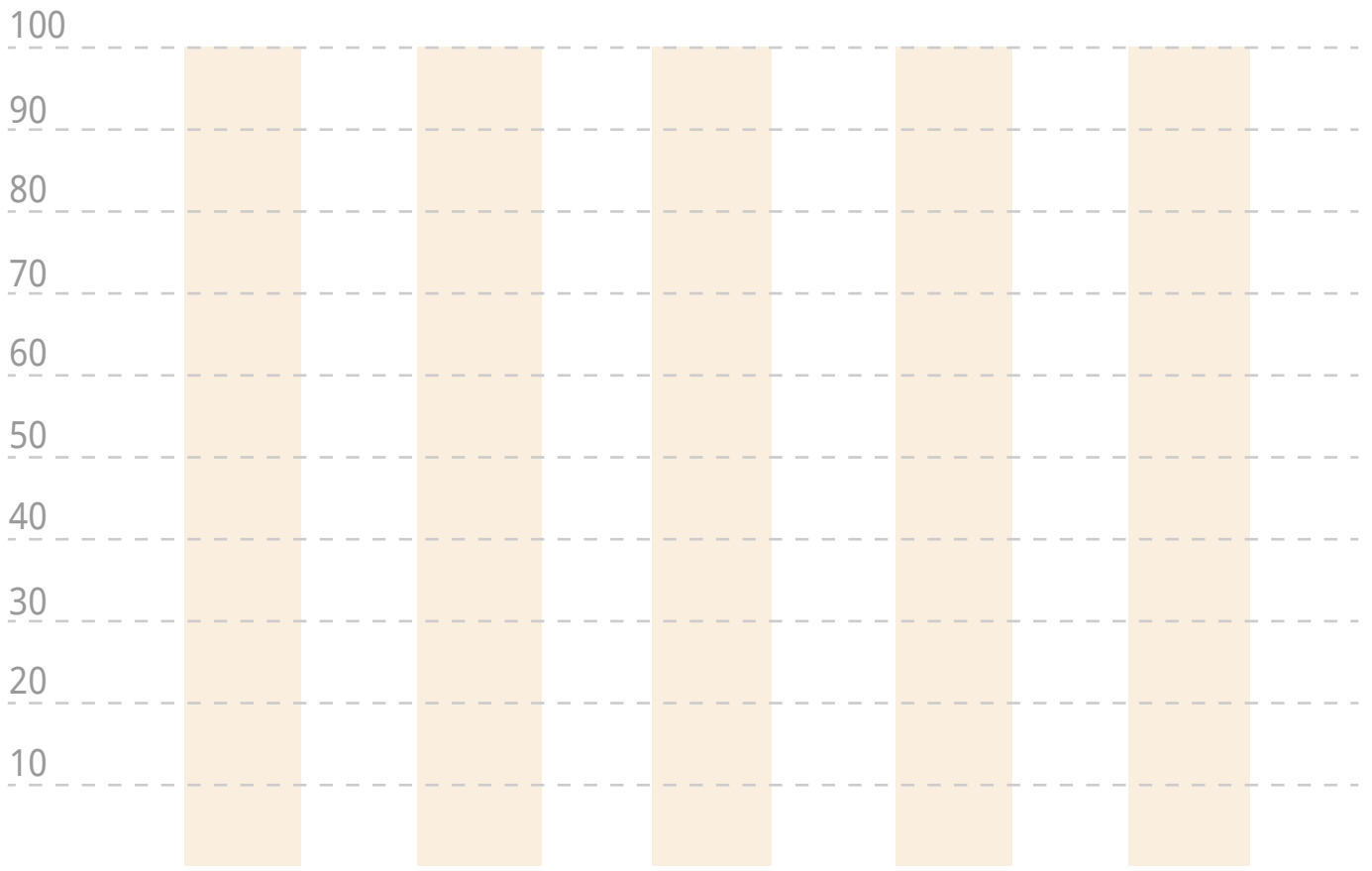
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bud	yum	cub
up	dud	rut
rug	gum	nut
mud	cup	jug
gut	bad	hem
rib	sod	fax
pet	log	bud



WORD PER MINUTE TIMING CHART

After each timing drill use a marker to color in each bar indicating the number of words read by the student.



Date ----- ----- ----- ----- -----

Notes

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

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Set 1	mastery	Set 2	mastery	Set 3	mastery	Set 4	mastery	Set 5	mastery
I		go		can		sit		new	
a		no		said		did		take	
in		see		use		now		live	
it		way		each		down		me	
is		do		there		long		just	
on		who		their		get		name	
at		day		which		come		good	
as		may		how		made		man	
an		that		will		from		say	
if		was		them		word		help	
up		for		then		other		too	
of		are		these		about		much	
or		with		some		many		set	
all		his		her		would		put	
and		they		make		could		big	
the		this		like		should		such	
to		have		him		into		men	
you		one		time		number		us	
he		had		has		people		off	
be		but		look		first		end	
we		not		two		water		well	
she		what		more		called		work	
by		were		write		find		back	
my		when		than		part		give	
so		your		been		line		our	

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Set 6	mastery	Set 7	mastery	Set 8	mastery	Set 9	mastery	Set 10	mastery
where		air		year		add		eat	
most		still		thing		food		four	
above		over		sentence		last		let	
right		only		through		keep		cut	
old		little		before		stop		girl	
any		know		means		own		far	
same		place		following		city		soon	
tell		very		around		life		high	
boy		after		form		left		near	
came		think		another		don't		between	
want		great		even		saw		school	
show		also		because		light		tree	
three		large		turn		might		never	
small		read		ask		fight		start	
must		land		different		night		plant	
does		move		picture		open		under	
here		kind		change		got		story	
why		again		animal		run		few	
went		spell		letter		side		while	
need		house		answer		feet		close	
home		point		found		cat		seem	
try		page		study		took		next	
hand		mother		learn		book		hard	
play		father		American		sea		those	
away		sound		world		miss		white	

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Set 11	mastery	Set 12	mastery	Set 13	mastery	Set 14	mastery	Set 15	mastery
state		river		sun		map		become	
hear		carry		fish		farm		busy	
face		once		dog		north		better	
watch		later		room		draw		during	
list		without		bird		seen		hour	
song		almost		told		plan		whole	
leave		talk		red		hold		wave	
it's		begin		best		cold		reach	
every		being		ship		south		wind	
below		thought		across		cried		space	
country		example		low		sing		himself	
earth		together		short		dull		morning	
eye		group		today		king		pass	
head		important		order		I'll		TRUE	
along		walk		since		town		against	
something		second		knew		wood		table	
always		idea		horse		fire		pull	
both		enough		mark		war		voice	
paper		Indian		color		black		ground	
often		really		body		music		upon	
until		top		stand		question		area	
children		sometimes		rock		ever		problem	
mile		mountain		fast		didn't		complete	
began		young		five		friend		piece	
grow		family		step		door		usually	

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Set 16	mastery	Set 17	mastery	Set 18	mastery	Set 19	mastery	Set 20	mastery
easy		ten		six		glad		behind	
heard		fly		am		ocean		force	
sure		dry		hot		wheels		understand	
however		ran		yes		base		warm	
product		gave		deep		ago		common	
happen		box		yet		stood		explain	
remember		road		bring		plane		though	
listen		wait		shape		brought		language	
early		afternoon		heat		cannot		thousand	
cover		became		size		able		clear	
several		feel		rule		pair		fill	
toward		star		ball		minute		full	
hundred		street		dark		inch		check	
pattern		rest		fine		decide		among	
numeral		boat		done		contain		produce	
slowly		game		English		course		equation	
money		round		half		surface		government	
notice		less		strong		built		object	
unit		class		front		build		season	
figure		note		fact		nothing		power	
certain		green		shown		carefully		material	
field		week		finally		island		special	
travel		known		correct		scientist		heavy	
measure		stay		quickly		machine		circle	
please		inside		person		system		include	

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Set 21	mastery	Set 22	mastery	Set 23	mastery	Set 24	mastery	Set 25	mastery
can't		race		center		probably		temperature	
bill		store		farmer		length		natural	
felt		job		anything		interest		chair	
test		past		ready		arm		speed	
moon		wild		divide		brother		count	
dance		gone		thank		beside		someone	
paint		sky		general		reason		smile	
mind		glass		subject		present		kill	
love		happy		return		beautiful		middle	
cause		edge		pick		finish		wonder	
rain		west		believe		sign		angle	
train		lay		egg		record		bottom	
blue		root		summer		discover		iron	
wish		meet		energy		million		couldn't	
drop		third		Europe		weather		sight	
out		month		member		describe		protect	
sum		soft		simple		teacher		surprise	
wall		drive		window		instrument		copy	
forest		held		cell		paragraph		fraction	
leg		shall		exercise		raise		French	
sat		matter		develop		whether		Africa	
main		square		difference		flower		melody	
winter		perhaps		heart		clothes		exactly	
wide		suddenly		written		represent		remain	
kept		direction		distance		region		finger	

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Set 26	mastery	Set 27	mastery	Set 28	mastery	Set 29	mastery	Set 30	mastery
gas		grew		mouth		strange		crop	
row		valley		equal		caught		hit	
foot		sent		bit		fell		sand	
law		save		report		receive		cook	
ear		east		decimal		team		tail	
cool		key		party		captain		fit	
lost		president		yourself		direct		supply	
bad		pay		coast		serve		doctor	
least		brown		control		desert		thus	
climb		cloud		God		art		mine	
catch		alone		ring		feeling		safe	
wrote		trouble		practice		cost		corner	
shout		wear		salt		increase		belong	
else		experiment		straight		history		electric	
continue		touch		child		maybe		tone	
itself		engine		woman		uncle		insect	
plain		replace		visit		lady		provide	
burn		information		clean		human		won't	
join		bread		statement		business		bone	
brass		express		suppose		break		wasn't	
you're		yard		period		hunt		board	
skin		stick		wire		flow		modern	
cent		seed		whose		student		addition	
England		rise		chose		separate		compound	
design		bank		garden		single		guess	

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Set 31	mastery	Set 32	mastery	Set 33	mastery	Set 34	mastery	Set 35	mastery
rather		lie		science		radio		church	
enjoy		spot		lift		isn't		wrong	
flat		loud		hat		fair		nose	
bell		movement		rhythm		born		fun	
fun		exciting		observe		chance		huge	
silent		thin		necessary		company		worker	
trade		rich		weight		we'll		oxygen	
crowd		tied		meat		settle		column	
compare		branch		swim		yellow		prepare	
poem		blood		park		action		western	
blow		consider		process		print		plural	
element		suggest		sell		wouldn't		opposite	
except		fruit		army		France		pretty	
seven		position		block		sister		solution	
expect		enter		wife		chart		afraid	
interesting		send		wash		factories		shoe	
indicate		fright		property		level		carious	
soldier		dollar		term		ahead		sugar	
sense		stream		cattle		southern		score	
famous		eight		particular		truck		win	
wing		major		current		agreed		camp	
string		chief		spread		fresh		actually	
value		Japanese		shoulder		triangle		apple	
pole		planet		sharp		shop		doesn't	
thick		tube		industry		repeat		range	

p,f,n,t,a

- Nat and Pat
- A nap for Nat
- A nap for Pat
- Nat had a pan
- Pat had a pan
- Nat had a pan. Pat had a pan.
- Nat and Pat in a fat pan

s,r,c,k,e

- Ken has a pet
- It is a cat
- It is a fat cat
- Ken takes the fat cat on a jet
- The jet is set to go
- The jet is up
- The cat is on the jet

b,g,m,l,i

- Mel had a fat pig
- Kim had a big bat
- Tim had a fat rat
- Mel, Kim and Tim sit in a cab. All of them are on the way to see the tar pit
- Mel hit his pig. Kim big her lip. Tim sat on pin
- They all had a fit. They get a fan
- Mel, Kim, Tim, the fat pig, the big bat, and the pet rat sit in a red cab

d,v,j,h,o

- The dog ran to the man who is Tom
- The cat ran to Tom, too
- The white dog saw the black cat
- Then the dog bit the cat
- The cat ran away to his mom
- The man hit the dog with a mop
- The dog was bad. The dog began to sob


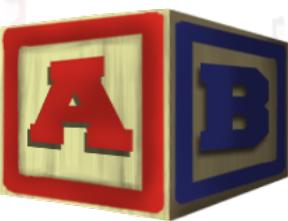



q,w,x,y,z,u

- A bug hid in the rug
- The bug was not big. The bug had been in the mud
- The rug was brown
- The bug sat on top of a man in a pub. The man was a bum
- The little bug bit the old man. The man hit the bug from the rug
- The bug was bad






CONSONANTS & SHORT VOWELS

Name:											
	Sounds	Flashcards	Sky writing	Sand writing	Paper writing	Word beginning with...	Blend sounds	Read words	WPM list	Sight words	Controlled readers
DATE											
p											
f											
n											
t											
a											
DATE											
s											
r											
c											
k											
e											
DATE											
b											
g											
m											
l											
i											
DATE											
d											
v											
j											
h											
o											
DATE											
q											
w											
x											
y											
z											
u											


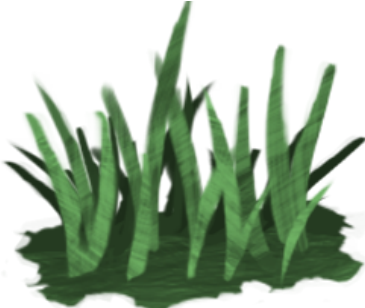


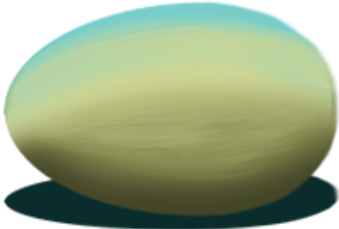
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cl	
bl	
pl	
fl	
gl	

MAXSCHOLAR

sl	
a	
br	
cr	
dr	





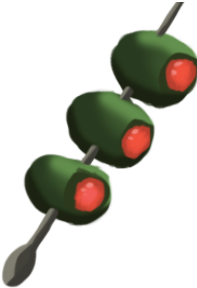
MAXSCHOLAR

fr	
gr	
pr	
tr	
e	






MAXSCHOLAR

sk	
sw	
st	
tw	
i	


MAXSCHOLAR

sc	
sm	
sn	
sp	
o	

MAXSCHOLAR

thr	
scr	
str	
spr	
spl	

MAXSCHOLAR

U	
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MAXSCHOLAR

clap	blat	glam
flat	slam	plan
blap	clag	glat
plap	blan	flab
slat	blam	plat
slap	clad	glad
clap	blat	glam

MAXSCHOLAR

bret	cref	dreb
fret	gren	preg
trem	bret	cref
dreb	fret	gren
preg	trem	bret
cref	dreb	fret
gren	preg	bret

MAXSCHOLAR

skit	swim	stig
twig	skiff	stir
swid	twit	swip
skim	twiff	stib
skin	twin	stip
swit	skir	stim
skit	swim	stig

MAXSCHOLAR

scot	smog	snot
spot	smop	smot
snod	scom	spob
smob	scon	snob
spoff	spog	snom
snog	scot	smog
snot	spot	smop

MAXSCHOLAR

thrut	scrum	strum
throb	sprut	splug
strug	sprum	scruff
splud	sprub	scrup
spluff	splub	spruck
thruk	thrud	spruss
thrum	thrut	scrum

cl,bl,pl,fl,gl,sl,a

- Dan is slim and has a big flag. He will bring it to class to play with his pal, Ben. The class will be glad to see a big red flag. It may be hot if it is in the sun. Peg, Sam, and Meg like flags. Dan's dad also likes flags.

br,cr,dr,fr,gr,pr,tr,e

- Fred and Meg saw a big, red crab one day. They were glad that the crab was not sad. The crab was proud. The sun was bright, and the crab was hot. Fred had a great big glass of milk with him. The glass did not have a crack on it. Fred and Meg put some milk next to the crab. The red crab was glad to have milk on a hot day.

sk,sw,st,tw,i

- One day Kim, Bob, and Ed went for a swim. They were playing and twisting their arms in the water. Bob did a fake skit about a boy clinging to his cat. The boy did not want his mom to take the cat to the vet. Kim and Ed had fun watching Bob do his skit. They had a great day swimming by their home.

sc,sm,sn,sp,o

- In class, we need a smock for art. Today we will make a small scarf. We will use red, yellow, and green clay. We must try not to spill any clay on the rug. Jack will make a red scarf. Sam will make a green scarf. Scott will just smile. We can eat a snack when we are done.






thr,scr,str,spr,spl,u

- Jack and Jen were running fast. They felt their hearts throb. Spring was almost there. They met their pals, Rick and Bob, at the new park. They splashed in the water. Rick started to run, but ran into a tree. He scratched his arm and got a scab. They all felt bad and made Rick a snack when they all got home.

BLENDS

Name:											
	Sounds	Flashcards	Sky writing	Sand writing	Paper writing	Word beginning with...	Blend sounds	Read words	WPM list	Sight words	Controlled readers
DATE											
cl											
pl											
bl											
fl											
gl											
sl											
DATE											
br											
cr											
dr											
fr											
gr											
pr											
tr											
DATE											
sk											
sw											
st											
tw											
DATE											
sc											
sm											
sn											
sp											
DATE											
thr											
scr											
str											
spr											
spl											

MAXSCHOLAR

sh	
th	
wh	
ch	
ph	

MAXSCHOLAR

qu	
ck	
nk	
ng	
tch	

MAXSCHOLAR

mb	
ss	
zz	
dge	

MAXSCHOLAR

shed	thin	then
whiz	quiz	what
chat	shed	thin
then	whiz	quiz
what	chat	shed
thin	then	whiz
quiz	what	chat

MAXSCHOLAR

sick	dock	bang
catch	pitch	lung
sing	thank	watch
sick	dock	bang
catch	pitch	lung
sing	thank	watch
sick	dock	bang

MAXSCHOLAR

bass	muss	fizz
razz	edge	fudge
judge	mass	cazz
buzz	limb	suss
bass	muss	fizz
bass	muss	fizz
razz	edge	fudge

sh,th,wh,ch,ph,qu

- Mom had a shop. It had thirty photos. One was a photo of a quilt which was made on Thanksgiving. There were also photos of a quill, a wheel, a charm, a queen, a chess set, a quart of milk, and a whale with a white cheek. The charm was the size of her thumb.

ck,nk,ng,tch

- We went on a path. We had a snack. We drank milk. We sang a song about spring. We saw a patch of sand near a bush. We think we sunk a dish in the water. There was an inch of sand in the tank by the truck. We will watch for the sun to sink in the sky and march home.

mb,ss,zz,dge

- The judge has on a new dress.
Where is her pet lamb? It is over there near the edge. Her desk is a mess. There is fizz on her drink. There is a mass of girls and boys in the sand. They will miss the judge and want to blow her a kiss. She does not want their kiss. They all went home.

DIGRAPHS

Name:											
	Sounds	Flashcards	Sky writing	Sand writing	Paper writing	Word beginning with...	Blend sounds	Read words	WPM list	Sight words	Controlled readers
DATE											
sh											
th											
wh											
ch											
ph											
qu											
DATE											
ck											
nk											
ng											
tch											
DATE											
mb											
ss											
zz											
dge											