

## Sample 3-Day AVKO Workshop

Page Numbers refer to pages in *The Teaching of Reading & Spelling: a Continuum from Kindergarten through College* which came as a free e-book with membership.

### Tuesday, May 8<sup>th</sup>

9:30 Registration, conversation, and refreshments compliments of AVKO. Distribution of programs and hard copies of *To Teach a Dyslexic*.

10:00 Welcome, overview, and collection of written questions that participants want answered sometime during the workshop. Survey Test, painter/partial See p. 37

10:10 Classic definitions of dyslexia by the leading authorities translated into simple English. See pp. 12-14, 182-191

10:20 Fonnix ken bee phun Pre-Test: pp. 26-28

10:30 Logic and dyslexics: The reason why English is not and cannot be a strictly left to right single letter phonic correspondence and why dyslexics have difficulty applying “rules” for English spelling. A, MA, MAG, MAGI, MAGIC, MAGICIAN or DEM, DEMO, DEMON, DEMONS, DEMONSTRATE, DEMONSTRATIVE or DEM, DEMO, DEMOCRAT, DEMOCRACY (p. 33)

**AVKO TUTOR RULE #1 “HOW A WORD SOUNDS AT ITS BEGINNING DEPENDS UPON ITS ENDING!” So NEVER say, “Sound it out!”**

10:50 Break

11:00 Mechanics of English Spelling: The Simple vs. the Fancy  
See pages 131-146; 182-190 SPECIAL CHARTS & FLASH CARDS The “Insane” words of English from *was* to *wont*. Flash Cards!

11:45 Break for lunch

1:00 The “Tricky” words of English from the *new gnu knew* how to *read* the *red* book he had *read* about and how the *effect* of the blast would *affect* anyone who would *desert* a *dessert* in a *desert*. See Page 216 for 11 different varieties of “Tricky”.

1:20 The “Scrunched up” words of English, see pp. 229 to 231. “Thay shud have wip thay slave for eny reson” The three different words spelled h-a-v-e see p. 261. Origin of: Self-Corrected Dictation Exercises, Learning Russian, Teaching English in English to Japanese teachers in Japan. AVKO Rule #2 – WE CAN REMEMBER ANYTHING IF WE FORGET IT ENOUGH TIMES

1:50 Break

2:00 Teaching English from scratch. See Starting at Square One. Basic Tutoring Techniques: Sitting across the corner of a table and practice learning to write manuscript and cursive upside down with both hands

2:20 VCe rule, NOT ICE IS NOT NOTICE & NOTICE IS NOT NOT ICE pp. 363-365

The I/Y Identical Twins and the U/W Identical Twins + **Never Drop a Y!**

2:50 Break

3:00 Almost Open Question and Answer period. Questions that were submitted earlier will not be addressed at this time because they most likely will be answered later on. This period is for new questions as the result of what has already been presented.

3:30 End of Session # 1. Homework assigned: Chapters 1 and 2 (First 12 pages)

### Wednesday, May 9th Morning

10:00 Refreshments and conversation. Distribution of the tutoring book, ***IF IT IS TO BE IT IS UP TO ME TO DO IT***

10:30 ***Sequential Spelling*** demonstration with dyslexic students.

10: 50 Break

11:00 A Comprehension Test for Good Readers Who Know the Importance of Context Clues.  
See p. 29 AVKO RULE #3: **THERE IS NO SUCH THING AS A WILD GUESS BY A STUDENT READER.**

11:15 Comprehension: What is it? Methods that don't work. Methods that do. Methods to avoid:  
A Monk Swimming or Our Father Who Art in Heaven Harold be Thy Name.

11:30 KEYBOARDING, A METHOD OF TEACHING READING AND SPELLING SKILLS.

11:45 Break for Lunch

1:00 Using ***The Patterns of English Spelling*** as a resource tool.

1:20 Using ***Word Families in Sentence Context*** or how to develop you own to help students learn to think in and create sentences in English.

1:50 Break

2:00 VOCABULARY DEVELOPMENT, traditional methods plus AVKO methods such as underlining rather than skipping unknown words, (p. 274) pre-teaching of pre-teaching (p. 98-99), roots with patterns ECT, JECT, RECT, VECT, TECT, + IVE, OR, TION.

2:50 Break

3:00 Almost Open Question and Answer period. Questions that were submitted earlier will not be addressed at this time because they most likely will be answered later on. This period is for new questions as the result of what has already been presented.

3:30 End of Session Two. Homework: Read Chapters 11 & 12, p. 34-46

**Important: Tomorrow, participants will need to bring one file folder, one old American magazine, and a yellow highlighter.**

### Thursday, May 10th

10:00 Refreshments, and conversation.

10:30 The Mind/Body Connection. Body language and the power of suggestion. Get Outta My Face! Get Offa My Case!

10:50 Break

11:00 HOLDER OF THE FOLDER, p. 360. Participants will need to bring one file folder, one old American magazine, and **a yellow highlighter.**

11:45 Break for lunch

1:00 Readings for Fluency. Using a computer to make your own.

1:20 READING SPEED, FLUENCY, AND COMPREHENSION

1:30 The Case of the Invisible Y or Why is there a y in you and youth but not in union?

1:50 Break

2:00 The Complete Use I Before E Rule

2:15 Teaching the IT-SS, TOOZE, THAIRZ, WANNA'S, HAFTA'S AND SPOSTA'S.

2:50 Break

3:00 Summary and wrap up Question/Answer period including those asked at the beginning.

3:30 Sayonara, auf wiedersehen, ciao, dos sveedonya, au revoir.