

When students are taught how the written language works they become empowered advocates for their own learning. They begin to look for patterns, sense, and meaning in the structure of our highly ordered **morphophonemic** language system and learn that English is NOT crazy!

Morphology, etymology, and phonology, as well as syntax and semantics all have a role to play in orthography. It's so much more than phonics!

Come and join us as we take a journey through time and encounter the fascinating history that is our language.



**FUNDAMENTAL LEARNING** uses **guided inquiry** as well as **direct instruction** with explanations of **WHAT** is to be learned, **WHY** it is to be learned, and **HOW** it is to be learned.

Instruction employs **all learning pathways** (seeing, hearing, feeling, and most importantly—THINKING) **simultaneously** in order to enhance memory and learning.

Reading, writing and spelling are **integrated**.

Concepts are **systematically reviewed** and **practiced** and new material is layered upon and **connected** to what has been previously learned.

Teaching plans are **individualized** and based on careful **assessment** of each student's needs.

When students experience **SUCCESS** through **UNDERSTANDING** and positive reinforcement, **self-confidence** and **motivation** increase.

## Services

- Teacher & Tutor Training
- Workshops & Presentations
- Practicum Supervision
- Student Instruction & Tutoring

## About Us

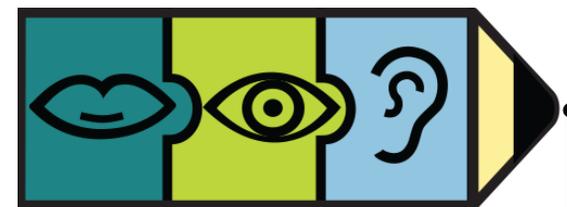
Liisa Freure, M.Ed., OCT, FELLOW / OGA  
Structured Literacy Dyslexia Specialist / IDA

Liisa Freure, founder of Fundamental Learning, Toronto, Canada, brings a unique perspective that comes from experience being a mother, a certified elementary classroom teacher with expertise in diverse learning needs, a private tutor, an advocate, and an educational consultant. She holds a Master of Education degree, is certified as a Structured Literacy Dyslexia Specialist with IDA, has extensive training in Structured Word Inquiry, and is a Fellow with the Orton-Gillingham Academy (OGA), formerly known as AOGPE.

Dyslexia runs in her family so she has personal as well as professional experience—she understands.

## Contact Us

liisafreure@funlearning.ca  
416.433.9580



## FUNDAMENTAL LEARNING

Making sense of language

A multisensory structured language approach to teaching literacy skills that **benefits all students** but is especially important for those who struggle with language or dyslexia.

VISUAL  
AUDITORY  
KINESTHETIC  
TACTILE  
COGNITIVE



## Scientific Word Investigation Structured Word Inquiry

This series of workshops will introduce the basics of a structured word inquiry approach, using examples of word sums and matrices as tools to investigate the morphological structure of words and show the relationships between words that share morphemes. Participants will explore how phonology fits within this framework and learn the importance of understanding etymology.

*Morphological awareness is the term used to describe one's sensitivity to morphological structure and one's ability to manipulate that structure. It has been shown to play a role in development of vocabulary, word reading, reading comprehension and spelling.*

Mini Matrix-Maker Results				
via		ed		
ab	duct "lead"	ible		
con		ile		
de		s		
in			ee	
intro		ion	s	
re	or			
se		ive	ity	
by		ly		
over	pro			
re				
un				

### Word Sums

<ab> + <duct> + <ed> → abducted  
 <by> + <pro> + <duct> → byproduct  
 conduction → <con> + <duct> + <ion>  
 deductible → <de> + <duct> + <ible>

*The importance of teaching morphology has been gaining greater attention in recent years. Morphology focuses on how words are composed of meaningful parts; the smallest units of language that have grammatical function or meaning are known as morphemes. Studies have found that teaching morphology has significant positive effects across ages from preschool to grade 8 and effects are most pronounced with the youngest children and children with underdeveloped skills.*

## Orton-Gillingham /MSL Teacher & Tutor Training

### FUNDAMENTALS

This introductory 34-hour course is a **PREREQUISITE for all other training.**

Provides an overview of: the processes underlying literacy development; current research in the fields of reading, writing, spelling, and dyslexia; the scientific study of language and its structure; the basics of the Orton-Gillingham approach.

#### Course content includes:

- Orton - Gillingham – who and what?
- Dyslexia – symptoms & simulations
- Introduction to Phonetics and Phonology
- Basic Phonics—Sound-Symbol relationships
- Syllables
- Basic Spelling Patterns / Generalizations
- Introduction to Morphology and Etymology
- Fluency
- Handwriting
- Early Screening and Error Analysis
- O-G Lesson Overview

All required readings and materials will be provided to registrants.  
 Coffee, tea and snacks at breaks are included.

All training is conducted by a Fellow of the Academy. This training meets or exceeds the standards of OGA and IDA. After successful completion of coursework, as well as required readings, assignments, and the supervised practicum, participants may apply to the Academy (OGA) and / or the International Dyslexia Association (IDA) for Membership.

*A University degree is not required to take the training but it is required for membership with OGA or IDA.*

*Consult the website for upcoming scheduled training sessions or a list of possible topics for speaking engagements or workshops.*

*Topics and trainings can be arranged to suit the needs of individual groups or schools.*

### THE ASSOCIATE LEVEL PRACTITIONER

*Prerequisite: Fundamentals*

A more in-depth immersion in the linguistic structure of language, with an additional 32 hours of coursework in assessment and profile development, diagnostic and prescriptive teaching, in-depth student error analysis, vocabulary and morphology instruction, the history of English, basic grammar, as well as practice in designing and delivering O-G lessons.

**Practicum:** 100 hours; 10 observations over 8 months.  
*\*additional fees; limited space*

### THE CLASSROOM EDUCATOR 8 hour seminar

*Prerequisite: Fundamentals*

*Recommended: Teachers are highly encouraged to complete the Associate training prior to this seminar.*

This 8-hour seminar is specifically designed to provide teachers with a wide variety of resources and practice in delivering beginning literacy instruction in a small group or classroom setting.

**Practicum:** 50-hours; 5 observations over 8 months  
*\*additional fees; limited space*

### THE CERTIFIED LEVEL ADVANCED Training

*Prerequisite: Completion of ALL Associate level coursework, assignments, and practicum.*

An additional 100 hours of advanced coursework which includes current research, study of the brain, dyslexia and related difficulties, language structure, writing, grammar, morphology, etymology, assessment, error analysis, organization and study skills, technology, lesson planning and using O-G strategies across subject areas.

**Practicum:** 200 hours; 10 observations over 2 years  
*\*additional fees; limited space*

This training is suitable for educators, tutors, parents, and professionals involved in general education, special education, resource, tutoring and homeschool programs. It can be used with all ages and all levels.