

When students are taught **how** our written and spoken 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.

DOES THIS SOUND FAMILIAR?

- *There's so much information "out there" I don't even know where to start!*
- *My students are reading well, but their spelling isn't improving so much...*
- *I have taught my students the "rules" like "English words don't end in <v>" but then they asked me WHY!*

I DON'T KNOW WHAT TO SAY WHEN THEY ASK:

- "Why don't we pronounce the <i> in family?"*
- "Why does the word "people" have an <o>?"*
- "Why does "house" have an <e> on the end?"*
- "Why does "sign" have a <g> in it?"*

Maybe you already teach phonics but want to **UNDERSTAND** our writing system better or how to **EFFECTIVELY** teach those words that don't fit the "patterns" or "rules"?

Maybe you are looking for more ways to **ENGAGE** your students, develop their **CURIOSITY**, and support their **CRITICAL THINKING**?

Come and learn the WHY along with the WHAT!

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

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Services

Teacher & Tutor Training

- OGA / IDA accredited training
- Structured Literacy
- Structured Word Inquiry

Workshop / Presentations

Conference Speaking

School / Clinic Consulting

Student Instruction & Tutoring

Practicum Supervision

Coaching / Mentoring

About Us



Liisa Freure, M.Ed., OCT,
Accredited Training Fellow /
Orton-Gillingham Academy
Structured Literacy Dyslexia Specialist / CER-IDA
Structured Word Inquiry Coach

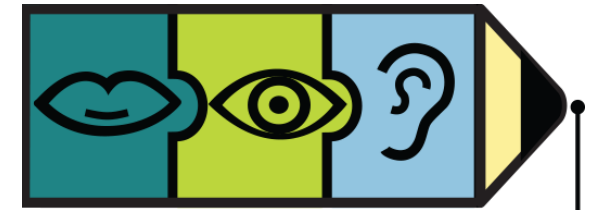
Liisa Freure, Founder of Fundamental Learning, in Toronto, Canada, has over 30 years of experience in the field of education. Liisa's experience trying to reach struggling students in her classroom and parenting her own children with learning challenges, led her to engage in extensive professional development and a deep study of linguistics. She became certified as an education advocate, a CER-IDA Structured Literacy Dyslexia Specialist, and an Accredited Training Fellow with the Orton-Gillingham Academy. She served on the board of IDA Ontario for more than a decade including two terms as President. She passionately believes that learning is truly a lifelong journey and continues to expand and enrich her understanding of language, literacy, and learning.

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

Contact Us

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FUNDAMENTAL LEARNING

Making sense of language

Our rich, engaging professional development, based in the science of literacy and learning, offers a clear, accurate, and comprehensive **UNDERSTANDING of the structure of the English language** along with the tools to help turn that knowledge into effective practice. We teach the **WHAT** and the **HOW** along with the **WHY!**

EMPOWERING
students of all ages through
UNDERSTANDING

The mind is not a vessel to be filled, but a fire to be kindled.

Plutarch

funlearning.ca

FUNDAMENTALS — This introductory course is a **PREREQUISITE** for all other training.

Provides an overview of: brain processes underlying skilled reading; current research and theories in the fields of reading, writing, spelling, and dyslexia; the scientific study of language and its structure; basics of the Orton-Gillingham approach and compares it with other programs and approaches.

Course content includes:

- Phonetics and Phonology
- Graphemes & Orthography
- Syllables & Stress
- Basic Spelling Patterns / Generalizations
- Function & Content words
- Introduction to Morphology and Etymology
- Fluency
- Handwriting
- Basic Grammar and Writing
- Early Screening and Error Analysis

*“There were SO many amazing **RESOURCES** included!”*

*“It was so helpful to learn the **WHY** along with the **WHAT**”*

ORTON-GILLINGHAM TRAINING

CLASSROOM EDUCATOR

Prerequisite: Fundamentals

Designed to provide teachers with a wide variety of resources and practice in delivering beginning literacy instruction in a small group or classroom setting.

ASSOCIATE LEVEL PRACTITIONER

Prerequisite: Fundamentals

A more in-depth immersion in the linguistic structure of language, with additional 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.

CERTIFIED LEVEL TRAINING

Prerequisite: Associate Level Practitioner

Advanced coursework—see website for details.

WORKSHOP & SPEAKING TOPICS

- Structured Literacy Overview
- Multisensory Grammar (series)
- High Frequency Words
- Dyslexia 101
- Teacher Training & Dyslexia
- Morphology 101
- Morphology in Content Subject Areas
- Letters Have Stories Too
- Etymology / History of English
- Word Wonderings & Wanderings
- Congratulations it’s Twins! Alternant Bases
- Structured Word Inquiry (series)

Consult the website for upcoming sessions and additional topics

“This training has changed the way I think about words. Having taught a structured literacy program based on O-G for years, I thought I had a decent grasp of what these courses would include. However I was blown away by all that Liisa had to share. These courses have been life changing, and I so look forward to continuing to learn from Liisa and enhancing my literacy intervention services.”

“Liisa’s leadership has transformed the literacy practices at our school. She has inspired and supported our teachers, tirelessly providing knowledge and resources. We are seeing significant improvements in our children’s learning, but more importantly we are more skilled at assessing and monitoring the improvements than we were before. She has been extremely flexible and responsive to ensure that professional development was job embedded and just in time learning.”

Nancy Steinhauer—Principal Mabin School

Topics and trainings can be custom designed

Scientific Word Investigation Structured Word Inquiry

This series of workshops 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 (parts that contribute to meaning). Participants will explore how phonology (speech sounds) fits within this framework and learn the importance of understanding etymology (the origins of words).

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.

Matrix

de	re	con	struct	ed	ing	
				ion	or	s
				ive	ly	
				ure	ed	
					ing	
					s	

Word Sums

struct + ure/ + ed → structured

con + struct + ion → construction

obstructive → ob + struct + ive

reconstructing → re + con + struct + ing

The importance of teaching morphology has been gaining greater attention in recent years.

Studies have found that teaching morphology has significant positive effects across all ages starting from preschool, and effects are most pronounced with the youngest children and children with underdeveloped skills.

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.