



Build: A K-1 Reading Intervention Teacher Training

Friday, February 16, 2024

8:00-4:30

Cost - \$125.00 to payable to Scottish Rite Learning Center of S. Texas

- **Training kits need to be purchased from the Scottish Rite Hospital for Children**

<https://scottishriteforchildren.org/research-and-education/education/dyslexia-educator-center>

- Cost: \$800.00
 - Materials included in Kit
 - 1 Letter Deck
 - 1 Instant Word Deck
 - 1 Alphabet Deck
 - 1 Keyword Card Deck
 - 7 Alphabet Strips
 - 5 W-Charts
 - 3 Teacher Books – downloadable **twice** from the portal
 - 3 Student Books - **unlimited** amount of downloads from portal
 - Interactive Lesson Files
 - Additional purchases:
 - Various picture books for comprehension (may be in school library or if purchased, approximately \$300, list to be sent later)
 - No Glamour Language Cards – 1 set (ProEd - @\$50, order information to be sent later) (These are same cards used in Take Flight)
 - Tokens

Build Registration Form

Name: _____

Address: _____

City, State, and Zip Code: _____

Phone: _____ E-Mail Address: _____

School District or Charter School: _____



Build: A K-1 Early Reading Intervention

To meet the needs of the K-1 students who have been identified at risk for dyslexia, the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children has developed a 100-lesson reading intervention called Build: A K-1 Early Reading Intervention. Build is a small group intervention that addresses five specific components of reading intervention. Each component is taught developmentally using a direct, systematic, cumulative, multisensory method of introduction and practice to meet the specific needs of Kindergarten and first grade students struggling in reading.

The five components are:

1. **Alphabet:** the identification of letters, sequencing skills and alphabetizing.
2. **Letter/sound knowledge:** the direct instruction of individual letters and sounds, leading to the practice of reading words and sentences.
3. **Phonological awareness:** the explicit introduction of the relationships between speech-sound production, from rhyme to spelling.
4. **Vocabulary:** the direct teaching of strategies using context clues to infer the meaning of unfamiliar words.
5. **Comprehension:** the explicit teaching of specific learning strategies used to identify the basic components of a story.

**Phonological Awareness
Lesson 6**

Emphasis:
Learning: Identify Rhyme

Preparation:
Write flat rhyme have the same ending sound.

Practice:
Read and follow directions: Read: Star Rhyme p. 64 and 68
Circle the picture in each row that rhymes with the first word.

Choices:
Do egg and egg-riest? ... No

Rhyme 6A
The teacher reads the pictures. The students circle the picture that rhymes with the first word in each row. First 2 sets of words on the interactive board.

Picture of:	word	the
sock	egg	three
sun	tree	one
spoon	leaf	ship
egg	leaf	ten
fox		

Rhyme 6A



For details about the latest research, please view the Luke Waites Center for Dyslexia's research summary of *Take Flight: A Comprehensive Intervention for Students with Dyslexia* on our website at scottishriteforchildren.org/dyslexia.