1-HOUR WORKSHOP

Multisensory Strategies for Struggling and Beginning Readers

Pre-K through Third Grade

GROWTH READING CENTER

About Me

Dana Huss, Certified Dyslexia Tutor

Owner | COO, Growth Reading Center

Wife to a Serial Entrepreneur with dyslexia

- Growth Construction
- Growth Real Estate
- Growth Publishing

Mom to two sons with dyslexia

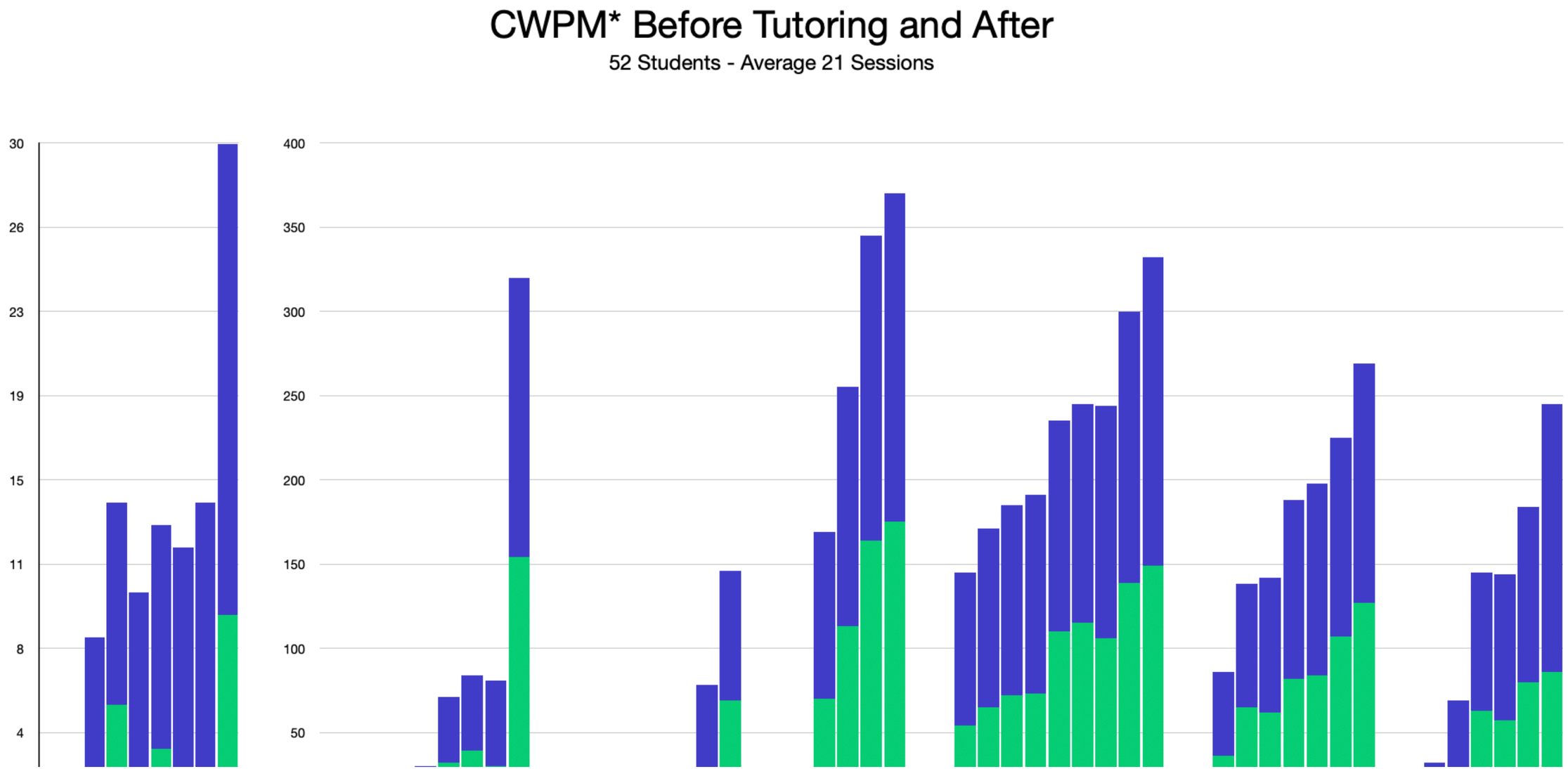
Teacher for over 25 years

Dyslexia Tutor since 2006

C-SLDS (in Process)



There is hope



Download the slides here

GROWTH READING CENTER

By the end of this hour you will understand:

01	**Why Multisensory**	Why structured literacy works for every child
02	**The Science**	Five pillars + how the brain stores language
03	**OG Framework**	Direct, sequential, cumulative, multisensory, diagnostic
04	**Pre-K & Kindergarten**	Phonological awareness and letter-sound foundations
05	**1st & 2nd Grade**	Blending, word building, dictation, decodable text
06	**3rd Grade**	Morphology, syllable types, keeping automaticity alive
07	**Sustainable Practice**	Low-prep routines that fit a real classroom

Familiar moments

- Name every letter… freeze on a simple word.
- Sings the alphabet song perfectly but can’t tell you the sound of B.

That’s not a discipline problem.

That’s a missing foundation.

The Science

Multisensory teaching isn’t a gimmick. It’s how the brain stores language.

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

Explicit • Systematic • Multisensory

See it • Say it • Write it • Touch it

Orton-Gillingham Principles

- **Direct** — You teach it. Nothing is left to guess.
- **Sequential** — Sounds before words. Words before sentences.
- **Cumulative** — Every new skill sits on top of old ones.
- **Multisensory** — See it, say it, write it, touch it.
- **Diagnostic** — If they can’t do it, go back and reteach.

Pre-K & Kindergarten

Phonological awareness first — hearing sounds before seeing letters.

- Rhyming, syllable clapping, initial sound games
- Air writing: big arm movements while saying the sound
- Sand/salt trays: write, say, erase — low stakes
- Weave into circle time — 2 minutes is enough
- Introduce a few letters at a time, in order

First & Second Grade

- Blending routines: teacher says sounds, kids blend to the word
- Word building with tiles or magnets — physically move letters
- Dictation as a class tool — diagnostic gold
- Decodable text that matches your sequence
- Repeated reading of short passages (3x) for fluency

Third Grade

Where gaps get louder. Automaticity is required for comprehension.

- Morphology: prefixes, suffixes, roots as patterns
- Syllable types: closed, open, magic e, vowel teams
- Keep multisensory alive — whiteboards still work
- Diagnostic loop: if they’re failing, go back

Making It Sustainable

Low-prep: letter tiles, sand tray, sound cards.
Stations that rotate. Same routine, different entry points.

Ten minutes a day beats an hour a week.

We cannot simply hope struggling readers will catch up.
We have to give every child the structured, multisensory foundation from day one.

Next Week: try one 5-minute sound game or blending routine with your whole class.

What's Next

Download Slides

- Free Evaluations for Students
- Free Consultations for Teachers and Schools
- Tutoring for your Students
- We accept Step Up Funds PEP & Unique Ability
  Absolute Reading and Dyslexia Tutoring
- Contact me or schedule a call:

Email - Reading@GrowthVenturesLLC.com
Phone Call - https://calendly.com/dana-huss/15-minute-phone-call
Free Reading Evaluation here https://calendly.com/dana-huss/evaluation