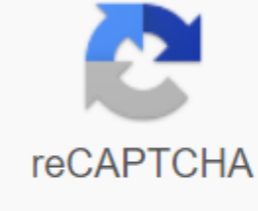




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Malcolm Alexander, a famous dyslexic sculptor, tells the story of one of his teachers who made a difference. According to Malcolm, this teacher said: When I teach, when I look at a student's work, I always try to find something good in it. It's a gift that you can give to all students, but especially those who are dyslexic: find something positive, something they've done well, and recognize it. They will remember that comment - and you. As a teacher, you most likely already have a print-rich environment in your classroom. We know that all teachers, whether new to the profession or experienced veterans, continue to look for offers and customize their skills so that they can better help their students. The following suggestions may trigger a new idea for your class. The good news about honing your teachings for people with dyslexia is that many of the strategies will be useful to the typical learner as well. And, importantly, strategies will be especially helpful to any struggling readers and writers in your class. In addition to general recommendations, there are suggestions to promote phonological awareness skills, understanding reading and fluency, developing vocabulary, oral reading, understanding of written instructions, spelling and writing. As always, choose strategies and activities that best suit your students, your class, and you. Some general recommendations for teachers of beginner readers and writers make personalized books and stories with the student's name and photos. Also, have him or her dictate the story and draw pictures that an adult can then decipher and associate with the lid. Increase print awareness by asking your student to search for everything he/she can find off writing (i.e. McDonald's sign, labels, and packages). Give students multi-sensory experiences related to each book they read, such as using stories and coloring pages (available with a storytelling guide). Choose rhymed books with a high repetition of words and phrases. A sharp pause to allow students to fill out a refrain as you read. Play the sound of matching the game. For example, say: Let's think about as many things as we can that start with Mmmm. Your student can say: Mouse, moo, milk. If your student is having difficulty, give him or her clues. Say: We drink mmmm. Wait two seconds and then give an answer (milk). Increase the repertoire of shapes your student draws to include circles, triangles, squares and various facial features such as eyes and mouth. Increase the repertoire of letters written by your student to include all letters in the alphabet and numbers up to 10. Guide drawing your student and writing by putting your hand on top of his or her hand. Gradually level of assistance. General recommendations At times when other students work independently at the class work, the student should be able to work in the carrel study with headphones to eliminate distractions. Give extra time to complete the tests. Provide regular study buddy whose student sits next to in class. Give THINK TIME before answering the question. This can be done by presenting the question and then pausing or returning to the student after a while and repeating the question. In addition, several students answer the same question. Thus, there are several models. Provide opportunities for writing and writing every day, in different formats, such as writing in a magazine, sending an email, writing or copying a homework list, writing on a large calendar wall, writing thank-you letters, or archiving items in a collection. Explicitly teach organization and planning skills to complete and track homework. Instruct students how to break down large projects into smaller tasks. Improve word search for naming through participation in one or more of these games: Scattegories, Taboo, Guesstures, Password, Scrabble, Logical Puzzle, Rebus Puzzle, Catch-Phrase, UpWords, Tribond, Plexers, Crosswords and other word puzzles. Give manipulatives (things to touch and move around) when possible to work on math related to time, money or factions. Explicitly and systematically teach mathematics to students with dyslexia (including models of professional problem-solving, verbalization of thought processes, managed practice, corrective feedback and frequent cumulative review). Dyslexia and Mathematics Second Edition edited by T.R. Miles and Elaine Miles, 1992, and the Institute of Educational Sciences (IES) Guide to Helping Students Fight Mathematics: Answer to Intervention (RtI) for elementary and high schools to provide more information. Recommendations to support understanding of reading and fluency for instruction materials before reading a preview title, photos, chapter names, and bold words in order to make a prediction. Connect new information to previously studied information by talking about personal experiences related to the topic. Verbalize or write questions before reading the text. Discuss reading patterns for different types of textbooks (i.e. compare math and history). Highlight the detailed information that is addressed in each genre. Visual networks are useful for the student to preview and complete as they encounter key information. Pre-train a key vocabulary for a particular unit or chapter before submitting a text. Pre-train topics or background information (i.e. historical context) for reading fiction. Explicit to teach how content table, glossary, index, headers, sidebars, diagrams, captions, and review questions in the tutorial. While reading Provide a set of textbooks for the student to take home home Select. Assign classy readings a week ahead of time for a preview by students. This will increase attention and understanding. Provide audio recordings for the student to use while reading the text. Books on tape and audio equipment are available for free through the National Library Service. A large assortment of books has already been scanned and is available for free through Bookshare. Give the student a choice of what to read in the chosen genres, themes and themes. High interesting reading makes it easier to understand and read for pleasure. In addition to classroom learning, the curriculum should cultivate the interests and strengths of students (both in the classroom and beyond). Time on my hands and Affinities checklists on all kinds of minds can be helpful in guiding a student with a high interest in reading materials. Make texts at different reading levels available so that students can read freely, but also be a bit challenged (appropriate academic level). Allow a student to use text software for information on a computer. This can be established by setting preferences on your

Macintosh computer. Text-to-speech software is available through a free trial on CNET. The OCR (optical character recognition) scanner can be used to scan textbooks on a computer. Self-control model with the following questions: Does what I read make sense? What do I think will happen next? Are there words I don't know? Can I find out what the words of the sentences around them mean? Encourage text sub-vocalization and self-control issues. The model actively interacts with text through scene visualization (i.e. tries to take a photo of the word in his/her mind's eyes while enhancing visual features), highlighting, noting, taking, or recording the question. Educate students to silently read at different speeds depending on the goal; for example, skimming to find a specific term or get a basic idea or substance against reading more carefully to guide or understand a key concept. Encourage a few readings of the text. Give students templates to write notes and key concepts while reading (i.e. storyline, visual web, or WH list). If a student reads a chapter of a book or novel, one template must be completed for each scene or chapter. Ready-made templates are available for free at Inspiration Software. They can be customized as well. Many teachers have made their Inspiration units/lessons available online. Strengthening understanding of idioms and more abstract language by reading scripts of everyday conversations at Randall's Listening Lab. Students can listen to the conversation as they read. The key vocabulary is illuminated and defined. Support for vocabulary when reading a magazine a dictionary that includes a sentence that contains a word, a page number, an assumption of meaning, pronunciation, a dictionary definition, and a new sentence using the word. Improving vocabulary for written and verbal expression by forming associations between words, paraphrasing and developing an idea. Teach students prefixes, suffixes, and root words to improve spelling, deciphering, and understanding. Give ample opportunity to practice writing targeted words. Students may be asked to tell them, or use them in sentences or stories. See unfamiliar words with an electronic spelling that has a speech output (such as Franklin Speller) or a web dictionary. For example, Dictionary.com ensures the pronunciation and definition of a word. After reading Verbalize or write answers to pre-reading questions and share your answers with a friend or family member. Make an alternate ending to the story or write a sequel. Act out key scenes from the text or give how to demonstrate to Kineston students. Calling students to draw conclusions from the text (i.e. do you think the main character feels? Oral reading Increased fluency reading through reading apprenticeships, including the following elements: Models of fluent reading. Repeat the same passage while reading freely. Dramatic readings (i.e. parodies, poetry and speech). Regular tracking and graphs of reading speed and fluency. See Read Naturally for a systematic program that includes choral reading (reading at the same time as a free reader), reps and tracking fluency reading. For more information on reading an apprenticeship, see Support for Understanding Written Instructions Submit less written material to a page with no more than two directions in the sentence. Double distance and bullets or numbers are also useful. Give you extra time to test it. Helping the student break down written directions into smaller steps. Check your understanding of the directions. Both hearing and written instructions should be given. Subrepet (quietly or silently repeating) directions to keep them in working memory long enough to complete them. Recommendations to support writing in school increase phonetic writing of unfamiliar words, counting the number of sounds in a word, and then correlate sounds with letters. Explicitly teach the acoustics of the rules and review them several times. Provide a disproportionate amount of positive reviews to write (relative to the correction). Students should be praised for words that are written phonetically and accurately. Using Kidspiration, Inspiration other web strategies for planning. Institute delays that require a student to wait 5 minutes before starting a written task. The student should be instructed to spend these 5 minutes of planning. Explicitly learning the elements of writing stories or essays. Brainstorm the key dictionary before writing. Provide a focused spelling program, such as Spellography, to work on the specific morphological, semantic, and mental spelling rules of spelling. Group words in family words with multiple samples of each phonetic pattern. Provide models of good essays for struggling writers to use as a template. Dictate stories with audio recordings or dictation software. Emphasize the need to write in stages, rather than completing a long narrative in one sitting. The steps should include: planning, writing and reviewing. Teach mnemonic editing devices such as: SCOPE (spelling, organization, word order, punctuation, and expresses full thought) Instruct students to create an alternate ending to a familiar story, make a modern story historical, or create a comic book of two characters having a conversation. Use word prediction software, such as Co:Writer, to improve spelling and complex sentence structure. Text-to-speech software and text processing should be available for writing. Encourage students to log in. To increase motivation, visual images must be added on each page (i.e. things found during the day: maps, photos or clippings from the magazine or the internet). Improve the penmanship with a large pen or pencil grip and a raised line of paper. Practice handwriting using the following high-tech strategies: pencil pens, paper with raised lines and a sloping board. Recommendations for visually impaired students recommend that students use a guide on the line as he/she reads to avoid skipping lines. Use a cut-out window to fill out the math sheets. Give visual images for usually reverse or inverted letters: (i.e. which way does b/ D go to bed?). Use a marker for keywords, concepts, and/or directions when writing the material. Give visual images to associate with problematic sounds such as short a and e (i.e. does the e in bed sound like a short e in an elephant or a long e in an eagle? Encourage students to keep a copy of the letter forming a card in his/her school supplies and home supplies for easy reference. For more information, download our paper below, which summarizes tutoring tips from Tutor Also download MindShift's PDF, Teachers' Guide to Video Use. 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