

Language Arts Strategies:

1.

- Make your breaks constructive (sequence game, Simon Says, Mr. Picky Words)
- Repetition
- Choices – writing, drawing models
- Organization – Folders
 - Home side/school side
 - Table of Contents

- Spelling points to encourage dictionary use.
- I Spy – descriptive words
- Fun Friday
- Movement
 - Vocabulary matching

2.

Spelling Twister

Need: Twister board (each space labeled with a letter)
Letter tiles (1" plastic)
List of words
Timer

Objective: Review correct spelling of vocabulary words

Outcome: Students will, in a cooperative setting, demonstrate decoding and spelling of words; promotes teamwork.

- 1) Group students in teams of 3-4
- 2) Equip with letter tiles and lists of words
- 3) Each team chooses a word and finds tiles
- 4) Team hands tiles to another team
- 5) Timer starts when team receives letters
- 6) Team must:
 - a. Unscramble word
 - b. Use all team members to uncover letters on Twister sheet
 - c. Team must uncover letters in order
 - d. Timer stops when letters are successfully uncovered

- 7) Team with lowest cumulative time wins!

3.

Setting up Note-taking ahead of time.

Compare/contrast charts.

Outlines.

TAPS: Problem solving

4.

Picture Prompt

1. Get a beautiful or interesting picture from a magazine. Landscape, racecars, anything interesting.
2. Place the picture on a small poster board.
3. Students can do above themselves or teacher can do in advance and let students pick their (picture, poster).
4. Each student takes their picture and brainstorms descriptive words and places them on their poster.
5. Class then does a gallery walk and adds to each poster.
6. Students then take ideas and writes stories or poems to accompany their pictures.

5. Build a story

Need:

Computers
Floppy for each student
Printer

Procedure:

- 1) Group students in teams of 3-4.
- 2) Each student begins a story 3-5 sentences in length (types on the computer).
- 3) They must proof their work using spell check and grammar check. After proofing they must save their work to their floppy disk using an assigned name.
- 4) They pass their disk to the next person in their team, who is to add to their story 3-5 sentences (saves to disk). This continues until the final person adds the ending and passes it back to the person who started the story.
- 5) The person who began the story then has to proof the story to make sure it can be understood.
- 6) They then print their stories and read them to the class.

6.

Writing Strategies:

For students who do not like to write, we found pictures that were of great interest to the students. We mounted the pictures on a large piece of construction paper. The students were given time to write as many “descriptors” as they could think of about their picture. The class then moves around the room placing more descriptors on the papers/pictures of other students. The teachers then worked with students to choose the best ones and start building a theme, sentence, and finally a poem or a story. Students seemed to rise to a higher performance level and were proud of the work they did!

7.

Writing Strategies:

Syllabic Poetry Writing as a means to get students to use a richer and more specific vocabulary in their writing.

Materials needed:

Information about how to write haiku, concrete, acrostic, cinquain, diamante and tanka poetry.

8.

Instructional Area: Any

Targeted Skills: Paying attention

Strategy: Have students stand behind their desks during the lesson. This helps kinesthetic learners as well as your ADHD students.

9.

Strategies: Reading and English

As a precursor to the Perceptions Unit, read Dr. Seuss’s The Sneeches to deliver the message that everyone is the same on the inside and that appearances are superficial. After reading the story to the students, divide the class into groups of writers, actors, artists, and musicians. Finally students participate in full class presentation that they script, act, perform, and orchestrate to retell the story and the story’s message. (The students work well together and have a blast with the presentation!)

10.

Reading Strategies:

Improving Reading Skills through U.S.A. Map Search (inter-disciplinary reading with social studies).

Materials:

Worksheet
USA map
Oral instructions

11.

- 1) Encourage regular education teachers to break-up unit tests so students have less to remember at a time.
- 2) Teach concepts using the same vocabulary, process, and perspectives as are on the test. If this is impossible, give special education students a heads up about how a particular concept will be assessed.

12.

Strategies-Instructional Area

Organizational Skills (Currently used in English)

Targeted Skill-Maintaining a notebook

Materials-

Students are often unprepared and will easily avoid work saying they don't have materials. We provide it if needed. I also work with students to prewrite (do ahead of time) the charts needed for our novel.

13.

Effective Strategies:

1. Drama and role playing
2. Games
3. Manipulatives
4. Jigsaw grouping

5. Reciprocal Teaching
6. Highlighting
7. Timelines
8. Study Guides
9. Self-questioning
10. Graphic Organizer
11. Exit and admit slips
12. Diorama
13. Use planners-objectives

14.

Reading Strategy-RAFT—Use when assigning a project or writing assignment.

- 1) R-Role of the writer
- 2) A-Audience (Who will be reading this?)
- 3) F-Format (What is the best way to present this writing?)
- 4) T-Topic (Who or what is the subject of the writing?)

*I like to create a menu of choices to allow the student to choose an assignment that is right for them.

After students make their selections, this can be followed up by giving them a more detailed prompt or set of directions as well as the grading criteria.

This is something I used with a mini Titanic unit I developed. However, it could be used in many ways.

15.

1. Mind Map/Graphic Organizers
2. Directed Reading (Cloze)
3. Think-Pair-Share
4. Remedial Assistance Using Computers
5. Reciprocal Teaching
6. Jigsaw
7. Wilson
8. Games
9. Sentence Starters
10. Drama Games – movement
11. Writing: Using different colors for each selection
12. Math: Use color
13. Mnemonic Devices
14. Crack the Whip
15. Scaffolding
16. Modeling

16.

Strategy – Word Trees

Area: Reading

Skill: Root Words

Source: Housel, Debra J. (2002) Nonfiction Strategies, Teacher Created Materials, p. 30-31.

17.

For some the drill is basic letter/sound combinations; others comprehension is the targeted area.

I use plenty of the Wilson Reading Program in conjunction with other materials I have from Soar to Success and various “real” life materials.

*I use a “Center” set-up in order to meet bi-weekly with each student individually.

18.

Thinking Aloud:

When you think aloud, you talk to yourself about what you’re reading. This helps you clarify your thinking and go step-by-step, Thinking aloud and visualizing go together. When you do one, it helps if you also do the other.

1. Read and Sketch
2. Listen to your Thoughts

19.

Setting up note-taking ahead of time.

Compare/Contrast charts.

Outlines.

TAPS: Problem-Solving.

20.

1. Drama and Role Playing
2. Games
3. Manipulative
4. Jigsaw grouping
5. Reciprocal teaching
6. Highlighting
7. Timelines
8. Study Guides
9. Self-questioning
10. Graphic Organizer
11. Exit and admit slips
12. Diorama
13. Use planners – objectives, H.W.

21.

Reading Strategy

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22.

SCAN Book Cover
 Summary
 Introduction

PREDICT
 3 predictions

REVIEW

Log concepts/ideas not understood

EVALUATE

3 questions
literal
inferential
evaluate

AUDIENCE

To inform
To entertain
To persuade

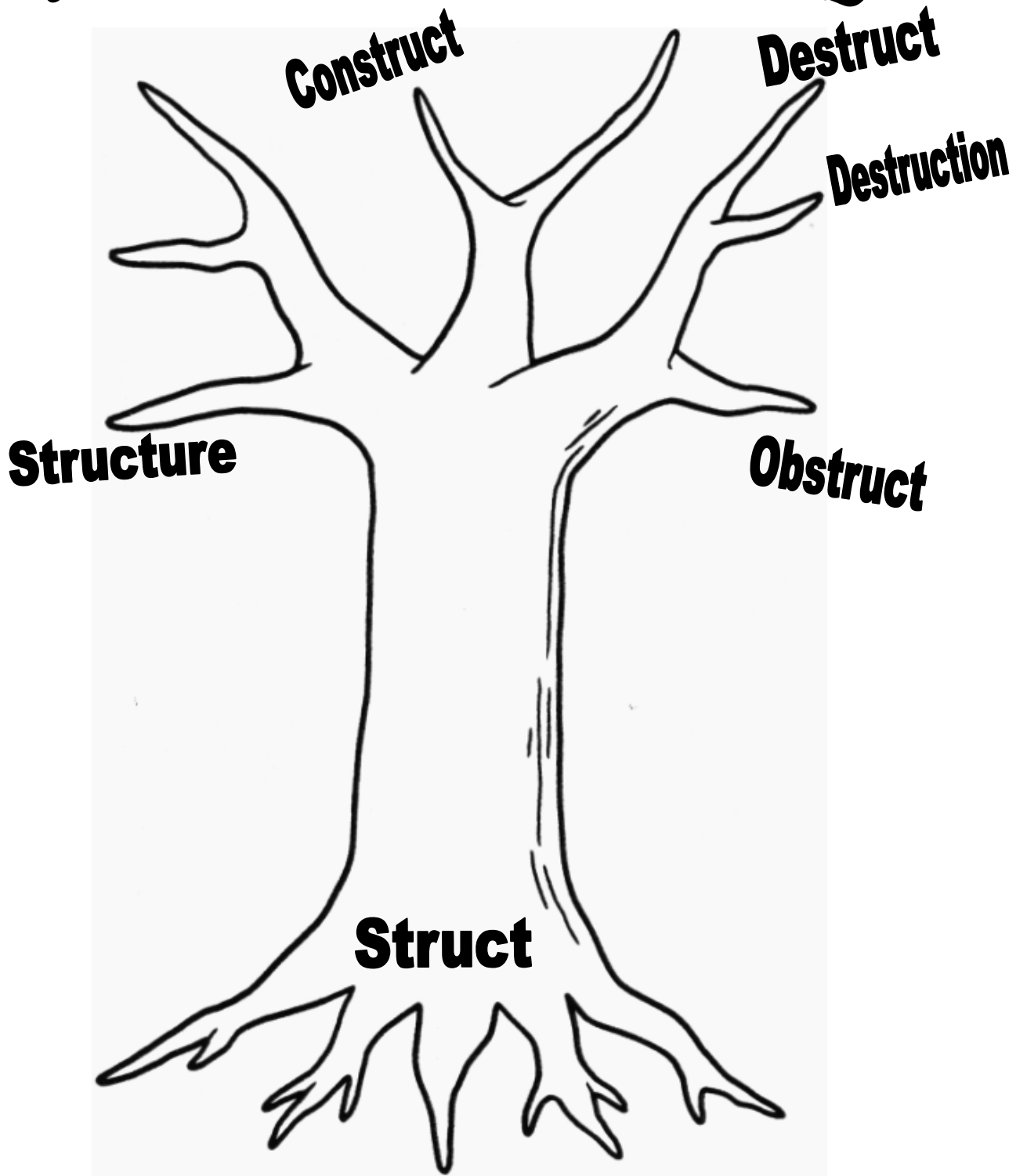
DETAILS

5 from story
5 key ideas
5 connections

SUMMARY

Paragraph
Outline
Storyboard

Word Trees

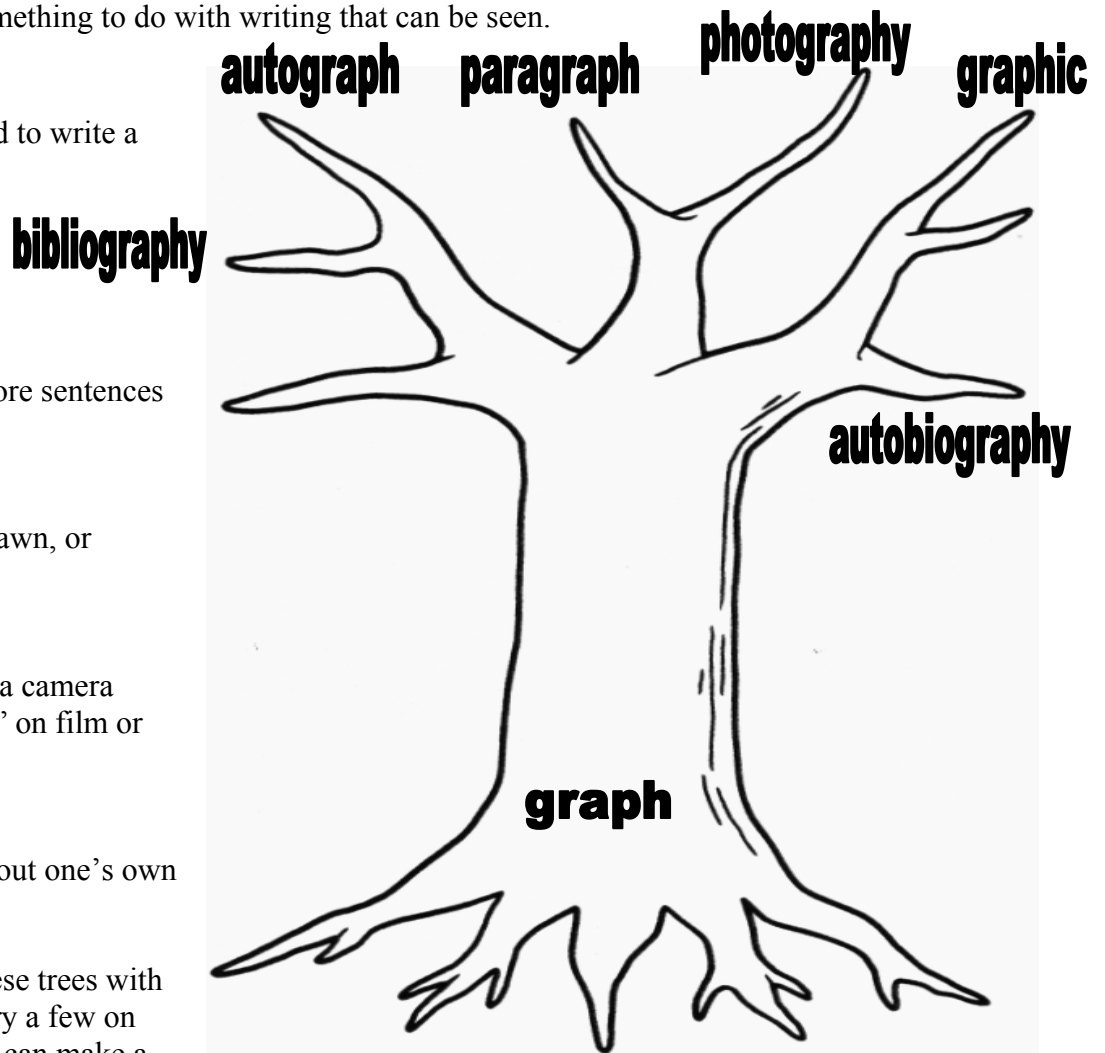


Strategies: Word Trees

Word Trees

Just as trees grow from roots, many words also “grow” from roots. One way to teach roots is to create and display word trees. Give students an opportunity to guess at what the root “graph” means (to write in a way that can be seen). Explain that even if the students don’t know the meaning of all the words in the tree, they know that each word must have something to do with writing that can be seen.

- ◆ Bibliography:
a list of materials used to write a report
- ◆ Autograph:
a person’s signature
- ◆ Paragraph:
a group of three or more sentences about the same topic
- ◆ Graphic:
something written, drawn, or printed
- ◆ Photography:
making pictures with a camera (pictures are “written” on film or disk)
- ◆ Autobiography:
an account written about one’s own life



Directions: Do several of these trees with your class: then have them try a few on their own. For example, you can make a copy of the black tree and write the “form” words listed below in the branches. On the back of the paper write sentences that use each of the words in the branches. Photocopy (double-sided) and distribute. Pair the students and ask them to identify the common root (set of letters). Then after reading the sentences on the back, see if they can define what the root (form) must mean. Ask them to write a definition for the words in the branches. “Form” means “to give shape,” as is illustrated by these examples

- ◆ Conform = to shape the same
- ◆ Reform = shape again to make it better
- ◆ Transform = change shape
- ◆ Uniform = of the same shape as others
- ◆ Format = to give a shape
- ◆ Deform = ruin the shape