August 2, 2016 Faith Builders Teachers Week Becky Sue Kreider

**Resources and Ideas for the Special Ed Classroom ~ Part 1**

1. Integrate your students into activities and classes with other grades where possible.
* Give the child a homeroom with another classroom.
	+ The special needs child should interact with another classroom on a regular basis for devotions, lunch, recess, singing times, art class, school trips, etc.
		- The special needs child benefits from the example of the other students.
		- Other children benefit from learning how to relate to a special needs child.
	+ Communication with the other teacher(s) working with your student is important.
* Place them in classes with other grades that they can handle by themselves.
* Pre-teach a subject the afternoon before so that the child can do that subject with another grade.
1. Adapt the curriculums your school uses when possible.
* Be creative in making the classes visual and hands on.
* Brainstorm with the homeroom teacher and get tips from her for teaching the concepts.
1. If the curriculums at your school are not working for your student, look for other curriculum ideas.

Sight Reading ~ learning to read by memorizing the word

Why might sight reading be a better option than phonics for teaching my special needs student to read?

* Sight reading is more meaningful.
	+ Words are more meaningful than a bunch of sounds such as they would learn first in phonics.
* Sight reading is more interesting.
* The first words you teach them should be words in which they are interested. Family names (show them pictures), objects (ball), or action words (jump).
* Sight reading provides success faster than phonics.
* Memorizing words is easier than the steps it takes to sound out a word phonetically.
* Sight reading provides a base for teaching phonics later.
	+ Letter book. Make a book with a letter on each page and sight words that start with that letter.

These sight reading ideas come from the book “Teaching Reading to Children with Down Syndrome” by Patricia Logan Oelwein.

Method for Teaching Sight Reading

* INTRODUCE the new word. Show him the new word card and tell him what it is. Say it several times so he hears it often. Whenever possible give him an object, picture, or motion to go with the word so that he understands what it means.
* MATCH. Take a small card with the new word, tell him what it is, and have him repeat it after you. Get him to match the small word card to the big word card. Do this a couple times.
* SELECT. Start with one distracter card (a card with another word) and the new word. Have him select the word that matches the new word and lay it on top of the big card. If he gets mixed up, the distracter card may have to be a blank card at first. When they can handle it, up the number of distracter cards to two, three, then four. Do this several times with different words until he can consistently select the new word you are learning.
* NAME.
	+ Hold up the card and have him name the word. “This card says \_\_\_\_\_\_\_\_\_\_\_\_\_.”
	+ Once he knows several words, make up sentences with the cards and have him read the sentences.
	+ After he has learned a lot of words, make up a sentence card on the computer for each new word. I used these sentences for quick review.
* Make matching and selecting worksheets.
* Teach new words at the rate the child is able to retain them.
* Review, review, review.

 Sight Reading with Dick and Jane Readers

After my students learned to read a nice-sized stack of words that were of high interest to them, I switched to the Dick and Jane readers and followed the lists of new sight words in those. They LOVED the readers with colored pictures!

Phonics ~ Can you use your school’s curriculum modified to fit the child’s needs?

What is the advantage of phonics?

* They are able to read a lot broader range of words.
	+ They are not dependent on memorizing.
	+ They can sound out new words.
* When they forget a sight word, they can sound it out =)

Disadvantage – Phonics is more complex. Will my student be able to do it?

I started teaching my students phonics after they had a nice-sized stack of sight words.

Barton Reading and Spelling – Level 1 ~ Phonemic Awareness

* I highly recommend teaching Level 1 of Barton before or along with teaching a struggling learner how to read and spell words.
* Barton is a user friendly program. All the training you need is on DVD’s included in each level.

***PHONEMIC AWARENESS*** - Barton Level 1

* A phoneme is a single sound.
* Phonemic Awareness is the ability to identify, remember, and manipulate each sound in a spoken word.

A student who has good phonemic awareness skills is…

* Able to isolate each individual sound in a word.
* Able to read a word by sounding it out.

A result of not having solid phonemic awareness skills is that…

* Some students read by guessing. They use cues such as word shape, pictures on the page, context of the story, etc. to figure out words instead of sounding them out phonetically. They may be able to read a word on one page and not know the same word on the next page if the cues are missing.

When do you begin teaching phonemic awareness?

* Students first need to be able to say each single sound correctly.
* They do NOT need to be able to associate the letter with the sound. Phonemic awareness skills can be built before or as they are learning the letters that go with the sounds.

Barton Reading and Spelling Levels 1 – 10.

Continuing on through the Barton levels is a good option for students **of any age** who struggle with learning to read and spell fluently.

* The Barton System was designed for students of any age who have, or are suspected of having, [dyslexia.](https://bartonreading.com/about-dyslexia/)

Students with dyslexia struggle to easily and accurately decode words when reading (despite being taught phonics), are slow and inaccurate readers, and have always struggled with spelling – especially when writing sentences, stories, and compositions.

Time saving tips for teaching Barton…

* Put magnets on the back of the letter tiles and organize them on cookies sheets.
* Put the student pages in sheet protectors and write on them with dry erase markers.

See to Spell Sight Word Flashcards

* These cards correspond with the sight words taught in levels 3 – 5 of Barton.
* These cards are excellent for teaching sight words to the visual learners who need pictures to help them learn.

Practical Tips for Reading, Spelling, and Alphabetical Order

* Learning to sound out words.
	+ Tap the vowel. Apple, apple, a, a, a. Eddy, Eddy, e, e, e. Itchy, itchy, i, i, i. Olive, olive, o, o, o. Upper, upper, u, u, u.
	+ Tap each sound in the word.
	+ Slowly blend.
	+ Say it fast like a word.
* Word frame.
* Model good expression for your children. Read the story to them the day before their reading lesson.
* Reading transparencies. These can help children who have sensitive eyes.
* Reading guide strip. (Ken’s Joys)
* Learning to spell.
	+ Use objects and have the child break apart the word placing one sound on each object. Use blocks, smarties, buttons, or whatever else your imagination invents.
		- Have the student spell the word, pointing to the object that “says” the sound with his non dominant hand and writing the corresponding letter with his dominant hand.
* Finger spell. Use a finger to show each sound in a word, starting with the thumb. Child should use his non-dominant hand so that his dominant hand is free to write the word on his paper.
* Alphabetical Order
* Underline the first letter in each word.
* Put a button on the alphabet strip for each underlined letter.
* Start at A and drive a truck along the strip to pick up the buttons. Every time you pick up a button, write down the word that starts with that letter.
* If two words begin with the same letter, put two buttons on the letter. When the truck comes to the two buttons, put wiggles eyes on the second letter in those two words to see which of them comes first.

I would love to hear from you!

Becky Sue Kreider

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**Every child is a different kind of flower,**

**and all together, make this world a beautiful garden.**

Curriculum List

Communication

**Communicate with Your Child** – 15 Ways to Become a Communicator

by James D. MacDonald and Barbara Mitchell

[www.amazon.com](http://www.amazon.com) or [www.ebay.com](http://www.ebay.com)

Sight Reading

**Teaching Reading to Children with Down** **Syndrome** – A Guide for Parents and Teachers

by Patricia Logan Oelwein

[www.amazon.com](http://www.amazon.com) or [www.ebay.com](http://www.ebay.com)

**Dick and Jane Readers**

Primers

* The New We Look and See
* The New We Work and Play
* The New We Come and Go

First Grade

* The New Fun With Dick and Jane
* The New Our New Friends

Second Grade

* The New Friends and Neighbors
* The New More Friends and Neighbors

Third Grade

* The New Streets and Roads
* The New More Streets and Roads

[www.amazon.com](http://www.amazon.com) or [www.ebay.com](http://www.ebay.com)

Reading and Spelling Curriculums

**Barton Reading and Spelling**

Phonemic Awareness – Barton Level 1

Continuing on through Barton – Levels 1 through 10.

[www.bartonreading.com](http://www.bartonreading.com) or buy the levels used on [www.ebay.com](http://www.ebay.com)

**To order by phone,** call 408-559-3652.

**See-to-Spell** sight word flashcards (These correspond with the sight words in levels 3 through 5 of Barton and can be used with or without the Barton curriculum.)

[www.seetospell.com](http://www.seetospell.com)

**All About Spelling**

This course was recommended to me by a homeschooling mom as a curriculum that helps children who have difficulty with spelling.

[www.allaboutlearningpress.com](http://www.allaboutlearningpress.com)

615 Commerce Loop, Eagle River, WI 54521

Phone: 715-477-1976

Dianne Craft’s Resources

**CD’s from workshops** that Dianne presented at a home school convention (a cheaper way of getting an idea of what she has to offer before buying the products on her website).

[www.ghea.org](http://www.ghea.org). Find the tab that says “Click here for conference CD’s and DVD’s.” Click on the year 2012. Select the six topics by Dianne Craft.

**Brain Integration Therapy Manual**

**Right Brain Phonics Cards**

**Right Brain Phonics Program**

**Right Brain Sight Words**

**Biology of Behavior CD’s**

[www.diannecraft.org](http://www.diannecraft.org)

**Contact Dianne:**

**E-mail:**craft@ecentral.com
Short questions only, please.

**Phone:** 303-694-0532

**Contact the web store - Phone:** 303-697-7511

Math

**Math-U-See**

[www.mathusee.com](http://www.mathusee.com)

Phone: 866-440-9706

**Visual Math Learning Helps** - for students who have difficulty memorizing math facts

Addition facts with stories and pictures from 2 through 18

Order from:

Lorrain Steiner

342 N West Lebanon Road,

Dalton OH 44618

Make no payment until you receive your order.

Phone: 330-828-2453

**Teaching Math to People with Down Syndrome and Other Hands-On Learners Book 1 & Book 2**

This book was recommended to me by a mom who had a child with Down syndrome.

[www.amazon.com](http://www.amazon.com) or [www.ebay.com](http://www.ebay.com)

**Times Tales**

[www.timestales.com](http://www.timestales.com)

E-mail: triggermemory1@gmail.com

Phone: 541-377-0064

**Right Brain Multiplication Cards**

[www.diannecraft.org](http://www.diannecraft.org)

**Phone:** 303-697-7511

Handwriting

**Handwriting Without Tears**

[www.hwtears.com](http://www.hwtears.com)

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