

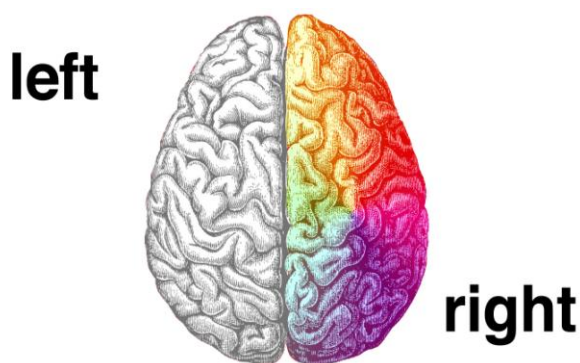
## *Resources and Ideas for the Special Ed Classroom ~ Part 2*

### *Dianne Craft's Resources*

**BRAIN INTEGRATION THERAPY MANUAL** ~ teaches how to do midline exercises that help a child create connections in their brain for easily transferring information from one hemisphere to the other

Left hemisphere – short term memory

Right hemisphere – long term memory



- ❖ Daily exercises done four times a week
  - Cross Crawl
  - Cross leg touch toe
  - Fencer
  - Eye eight
  - Ear eight
  - Writing eight
  - Jogger's Lunge
- ❖ Brain training that targets specific learning glitches done on Friday
- ❖ Exercises are boring, but to get results, you need to do them consistently. Results come slowly, and I have yet to find something that is a "miracle cure" for my slow learners. But whatever we can do to diminish the frustration in their lives will be a blessing!

### **RIGHT BRAIN PHONICS**

- ❖ Teach using pictures and color. If we can teach using pictures and color, the information goes straight to the right side of the brain (long term memory).

- ❖ **Right brain phonics cards** with the sound printed ON the picture. This way the child stores the picture and the sound as a single unit in their brain. If the letter is printed below the picture, the letter goes into the left side of the brain and the picture goes into the right side of the brain. A child who has a faulty connection between the left and right hemispheres of the brain cannot pull up the two images together and therefore does not connect the sound with the picture when he tries to remember it later.
- ❖ **Right Brain Phonics Program.** The Right Brain Phonics book consists of wordlists that have a specific sound in color on each page. A child reads the same wordlists for a week, spending 15 – 20 minutes a day reading the lists. The next week they start where they ended the week before and read a new set of wordlists for the week. We are embedding the sounds in color into the child’s long term memory.
  - Dictate three or four words from the lists for the child to write on the board.
  - Read books orally. Pre-teach hard words that the children won’t know in the book you have chosen for them to read. When they do read the book, they won’t be stumbling over the hard words and will feel successful.

*See to Spell Sight Word Cards* – sight words with pictures on the letters and a sentence to go with the pictures

- ❖ Say the word aloud to your student three or four times. Read the story on the back of the card several times, too. Do this as many times as your student needs to learn the word.
- ❖ Discuss the pictures and letters linked to the word.
- ❖ Have your student say the word and repeat the sentence.
- ❖ Hold the card in front of the student just above eye level so his eyes are pointed slightly upward. Have him study the drawings, taking a mental “picture” of the word.
- ❖ Have him look up at a blank wall and describe the pictures on the word.
- ❖ Have him spell the word forwards and backwards. If a child can spell the word backwards, you know that he is using his photographic memory, “seeing” the word in his mind.
- ❖ Have him write the word on paper, on the board, or in the air saying each letter as he writes it.
- ❖ Teach the words all week, pretending they are new every day.
- ❖ You can use these words for a spelling test grade on Friday. I teach mine five new words each week and give them a spelling test of fifteen words. The test includes the five new words and ten review words.

Dianne Craft has a very similar method to teach sight words in her phonics book and sells a set of 220 sight words with pictures on the cards. Both methods are teaching the child to spell using their photographic memory.

## Practical Tips for Reading and Spelling with Pictures...

- ❖ Picture sound cards. Use a magic marker and write the sound on top of the picture on the sound cards you already have.
- ❖ Make flashcards for the new words in the first grade phonics. Use cardstock and colored markers. Write the vowels or diagraphs they are learning that day in their own color. Big flashcards are easier for some children when learning to read.
- ❖ Make your own wordlists instead of sending home the black and white word practice book.
  - Type up wordlists on the computer with the vowels or diagraphs in color.
  - Enlarge the wordlist on the copier and highlight the vowel or new letter combination for the day.
  - Type up wordlists with spaces between the words.
- ❖ Sight word cards. Make up your own pictures and stories to go with words that your student can't remember. Doing it yourself isn't a huge investment. It just takes lots of card stock, colored markers, and a good imagination!
- ❖ "Dress up" the words in the spelling list. Have the students work together in groups and draw pictures on their words. They can make up stories to go along with the word and pictures.
- ❖ Have the whole class stand and do the cross crawl for a boredom breaker and brain stimulator.

## Biology of Behavior CD's by Dianne Craft

- ❖ If you're interested in learning the effects of supplements and nutrition on a child's learning, Dianne's Biology of Behavior CD's are a good resource. She has a parent friendly nutritional program that lasts three months.
- ❖ Fish oil is wonderful brain food. There are studies showing that it helps the plasticity of the brain, the ability of the brain to change and form new connections.
  - EFA Blend by Nature's Way or Twinlab Emulsified Cod Liver Oil

## Math - U - See Build - Write - Say

- ❖ Math-U-See has seven levels of general math and six levels of secondary math.
  - Multisensory approach. Build - Write - Say. Build with the blocks. Write the answer. Say the problem.

- Word problems. Math-U-See focuses on word problems to help the students use math in everyday life.
- Teacher materials
  - Instructional DVD's
  - Teacher's guides
  - Manipulative block set – large blocks for teaching
  - Skip count CD and songbook
  - Worksheet generator – [www.mathusee.com](http://www.mathusee.com) has a worksheet generator where you can print out extra practice fact sheets
- Student materials
  - Student workbook with worksheets for the new lesson and activity pages
  - Test booklet
  - Manipulative block kit

❖ Math-U-See techniques to demonstrate

- Place value
- Memorize the block values. This is to keep children from counting to do addition.
- Addition
  - Use other objects as well as the bars to get concept across and prepare them for word problems where you add other objects.
  - Focus on the fact that adding means you're getting more, getting bigger, going forward on the number line, etc.
- Add numbers that make 10
  - Build a wall making 10
  - Sing the song
  - Friends of ten
- Memorize the facts!
  - Fact sheets
  - Road with facts
  - Wrap ups
  - Flashcards with incentive chart
  - Triangles
  - Dots on the numbers

- Mental addition
- Solve for the unknown
  - Show flashcards with one number covered
- Subtraction – Must know adding facts well first!
  - Teach the concept of subtraction. In the hole, take away, minus, numbers getting smaller, go backwards on the number line, difference.
  - Show how it's the same as solve for the unknown.
  - Show adding up.
  - Use number line!!!! Hop backwards on the number line.
- Use objects such as buttons and work on the concepts of both plus and minus. Get more buttons when we add. Take buttons away when we subtract.
- ❖ Model first. Model the new concept for several days if necessary before the child does the concept on their own.
- ❖ Think out loud so the child can hear how to think.
- ❖ Do math on a sideways paper to keep columns straight.

Visual Math Learning Helps - charts with pictures and stories to go with the addition facts up to the 18's

Times Tales ~ Pictures and stories to teach difficult multiplication facts

- ❖ Materials included in the Times Tales
  - Instruction manual
  - Student book with stories
  - Flashcards with and without pictures for multiplication and division
  - Tests
- ❖ Introduce the number symbols
- ❖ Memory stories
  - Read the story along with the student three or four times.
  - Discuss the story.
  - Student tells the story.

Once the student can tell ALL the stories in Part 1, start using the flashcards.

- ❖ Trigger memory flashcards
- ❖ Regular flashcards
- ❖ Tests
  - Practice test
  - Regular test
  - Verbal test

Once the student knows the multiplication well, they are ready for division!

- ❖ Division flashcards. Show how multiplication and division are related!

Note: Times Tales does not include any facts with 0,1,2, or 5. It only includes 18 of the most difficult to learn facts.

*Dianne Craft Right Brain Multiplication Cards* ~ These include all the facts from the 0's to 9's. They use a similar teaching method as the Times Tales.

### *Handwriting Without Tears*

GOAL: To be able to dictate any letter sound and have the child write it correctly.

#### **Uppercase letters**

- ❖ Show. Show them the letter card. Show them how to write the letter on the board.
- ❖ Build. Build the letter with the card and wooden pieces.
- ❖ Build. Then build the letters with the blue mat and wooden pieces. Make sure they are building the letter in the right order.
- ❖ Slates. Practice writing the letter on small slates.
  - Wet, dry, try.
- ❖ Songs. There are two CD's that you can use with this curriculum.
- ❖ Workbooks. Do the page in the workbook. Have them trace the letters that are there with crayon first. Keep writing upbeat and fun. If their letter isn't touching the line, you can say that the letter got too excited and they need to calm it down and make it sit still! If the letter goes below the line, they may need to trim its toe nails!
- ❖ Extra practice worksheets.

#### **Lowercase letters**

- ❖ Sayings and songs to go with the letters
  - e – Place the pencil on the dot. Say, “Batter up to bat. Here comes the pitch. Hit the ball, wait, then run the bases: first, second, third...Stop! It's not a home run.”
  - r – Dive down, swim up and over.
- ❖ Slate with lines
  - Use the wet, dry, try method again.

No curriculum is perfect. Every curriculum has its strong points. We can gain a lot by gleaning ideas from various curriculums and supplementing the weaknesses with our own imaginations.

### **A Few Extra Writing Ideas for Fun**

- ❖ Fingers. Use their finger to write the letters on their hand or arm.
- ❖ Sand. Let them practice writing letters in sand on a tray.
- ❖ Make letters out of play dough, pipe cleaner, shoe string licorice, yarn, toothpicks, etc.

**When you are teaching children to write, it is important that they learn to write their letters neatly.** When they write sloppy letters, sometimes when they try to read a word they wrote, they get confused because they can't read their own writing. Example....Writing an e that looks like a c. Then when they go back and tap the word to check it, they get confused. I know they meant to write the correct word, but it is too sloppy and now they can't read their own writing.

**Neat writing is developed and improvement will be gradual.** If they tend to make a couple letters sloppily, start working on one letter and be consistent with that one. Once they have improved in writing that letter, start working on another letter. For one of my students, I wasn't as hard on his writing on the spelling test for the first little while because it took so much concentration to spell. Now that spelling comes more easily, I require him to write more neatly because he is capable of spelling correctly and writing neatly! We want to help them do their best without pushing them to the point of unnecessary frustration.

**Don't let them do patch work on their letter or go back over if it doesn't get quite right...Erase!**

**SHOW them how to do it.** The first time you teach a letter, make sure they get started in the habit of doing it right. Take their hand and help them with tough letters. If a whole sheet takes too much time, maybe a child needs to do half the sheet so they can write the letters correctly.

**When you give a worksheet, walk around and make sure they are writing the letters correctly.**

**Each child has different abilities.** Some children's fine motor skills are more developed than others. Learn to know your students and have expectations according to their abilities. They can learn, but some take more time than others.

### **Practical Tips**

- Divider. Place a divider between students' desks to avoid distraction and allow you to communicate with one student without others being aware of it.
- Flags. Give the student a flag to put up when he has a question in his work. Then teach him to hop like a frog over the one he has a question on and keep working.
- Keep extra preschool books or activity workbooks in a child's desk for them to do in spare time. The child enjoys something different, and they are still doing something profitable. Ollie's is a great place to look for extra fun workbooks.
- Have educational games and activities on your bookshelf and let them play for five or ten minutes as a reward for studying well. Scrabble tiles to make words, puzzles, etc. The children light up at "playing a game" and they are still learning!

- Let the child teach you. This works great if you only have one child in the class, and he is lagging because of no competition. Let him point to the math facts as you say them together.
- Allow the child to verbalize or “think out loud” when working on their lessons if possible. Some children can think better that way, and then you can tune in and know how to help them think.
  - You can also have the child talk into an elbow pipe so that what he is saying goes straight to his ear.
- Set goals to keep your-self focused, but move at the child’s pace. Teach them well so the child can experience success in each new concept rather than hurrying through the book.
- Give the child assignments they are capable of doing and require good work habits such as staying busy, completing the assignment on time, writing as neatly as they can, etc.
- Drill, drill, drill, and drill some more!
- If a child has finished a grade level in reading and is not ready for the next grade, get a reading course from another publisher.
- Handwriting - highlight. Highlight from the dotted line to the bottom line to help a child visualize where the letters should be sitting.
- Handwriting - .09 lead. Give the child a pencil with .09 lead to help their writing look smooth.
- Use a math curriculum as your outline so that you are not as likely to miss foundational concepts.
- Money incentive. Let your students earn money for an incentive. Give them coins. Teach them that there are 100 cents in a dollar. Teach them the value of coins and give them practice counting their coins. When they have 100 cents they can trade for a dollar bill. When they get five one dollar bills, they can trade for a five. Have a store where they can spend their money or take them somewhere to spend it and let them have the experience of paying and getting back their own change.
- Use a snack divider to practice sorting money. Sorting money is a great spare time activity. You can even grade your students on it.
- Use muffin tins or egg cartons to practice counting objects or money. If you use muffin tins, you can write the numbers or prices with a wet erase marker and reuse it.
- Math-Aids.com has free printable money. It isn’t as large as real money but it looks like the real thing. They also have free worksheets that you can customize.
- TREAT YOUR STUDENTS AS NORMALLY AS POSSIBLE!
- Love the child and see them for who they are...God’s wonderful creation! The child is more important than the academics. Don’t get frustrated when he cannot get a new concept. Take it as a challenge to teach the concept in a different way.



- Older students may be embarrassed to acknowledge you as their teacher outside of the classroom. Do not take this personally. The child is simply trying to fit into what he perceives as normal.

I would love to hear from you!

Becky Sue Kreider

[simplejoys86@gmail.com](mailto:simplejoys86@gmail.com)

I'm not telling you it's going to be easy.

I'm telling you it's going to be **WORTH** it!

Fresh Quotes

# 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](mailto: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](mailto: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)

Company Information:

Maryland

8001 MacArthur Blvd

Cabin John, MD 20818 USA

Phone: 301-263-2700

Fax: 301-263-2707

**DVD's of Work Session at Faith Builders Teachers Week 2013** by Becky Sue Kreider

### **HELP! What Did I Get Myself Into?**

Three DVD's and a handout booklet with topics including sight reading, phonics, spelling, handwriting, teaching tips, how to relate to students as they get older, math, and more!!! I used many video clips to demonstrate techniques I used with my students.

Buy from: Becky Sue Kreider ~ [simplejoys86@gmail.com](mailto:simplejoys86@gmail.com)

## Speech Program

**Straight Talk ~ A Parent's Guide for Correcting Childhood Mispronunciations – Binder 1**

**Straight Talk ~ A Parent's Guide to Language Development – Binder 2**

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