

WHAT CAN YOU DO IN THE CLASSROOM? - Subjects

Talking and Listening

Early Stage One and Stage One

- Use **felt boards/magnetic shapes and letters** for story telling, teaching vocabulary of spatial concepts, shape, letter and number patterns.
- During news **have listeners ask questions** eg Who? What? When? Where? Why? How?
- Play **sound bingo** and as skills improve use middle and last sounds, rhyming words.
- Use taped stories and then **ask detail and inference questions**. Ask the questions prior to listening (“listen to find out...”)
- Correct **articulation and grammar** by modelling.
- Practise **temporal, spatial and comparative** relationships.

Stage Two and Stage Three

- Asks questions **one at a time**.
- **Suit grammar structure and vocabulary** to student needs.
- Practise **figurative language**.
- Encourage **critical and evaluative thinking** - what if, yes but, if - then, either - or – prediction, contrast, function, cause and effect, conclusions.
- Always **acknowledge every response** and use it as the basis for the next question.
- Play **barrier games** to encourage questioning skills and visualising – see ESL scales.
- Encourage **exploratory talk** – thinking aloud to guide reasoning.

Reading

Early Stage One and Stage One

- Use **multisensory methods to impress letter/sound learning** eg writing in sand, writing in the air, writing on child’s back, making letters with play dough – while saying the name and sound of the letter.
- Use **hands-on-materials** (letter cards) to practise sequencing of sounds into words.
- Follow a **well structured, sequential phonic program** that covers all letter/sound combinations.

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- Stick **visual reminders** on top of the desk for easy referral eg b with a picture of a book; d with a picture of a dog.
- Use **pictures for comprehension** sessions – asking who, what, when, where, why?
- If using a marker to keep the place, **always place it above the line being read.**

Stage Two and Stage Three

- Don't make students read aloud to the class **unless they volunteer and/or have had time to prepare** and practise the text.
- Make sure **handouts are easy to read** with *clear, well spaced printing*.
- Use **larger print** and font such as Times New Roman, *don't overload the page*.
- **Highlight** key words. Colour code like words – parts of speech, categories.
- Use appropriate **coloured paper** for handouts for SLD students as if they may experience *difficulty with glare*.
- **Describe verbally** what is written or drawn on the board or on the handouts.
- Provide **taped books** for supported individual reading.
- Allow use of **electronic aids as appropriate**.

Writing and Note Taking

Early Stage one/Stage one

- Give **lots of practice time for the initial learning of handwriting skills** – use chalk/white board.
- Be **very direct when teaching letter formation**. Some students may benefit by learning the cursive script from the beginning as it encourages flow and aids in letter orientation.
- Give **lots of practice learning basic sentence formation** –eg. manipulating word cards into a correct sentence sequence, copying the sentence into a book; matching sentences to pictures, using colour codes for subjects and verbs etc.
- **Manipulate sentences** on cards to form well sequenced paragraphs, match-to-picture series.
- Use **picture cards to sequence into a story** and give a title to the story.
- **Practise punctuation** (full stop, question mark & quotation / talking marks) starting with listening comprehension saying just sentences at first and then deciding if the sentence story is “telling”, “asking” or “talking.”
- **Colour code groups of words** – verbs, nouns, describing words.
- Start with **one sentence stories** and ask if the story is *pretend or real*, and explain why.

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- Start with a short sentence (The cat is thin) and **expand one word or phrase at a time**, repeating the whole sentence after each addition (oral or written).

Stage 2 / Stage 3

- Allow use of **electronic dictionary, calculator in class**.
- Allow the **use of a lap top computer** in class.
- Encourage experimentation with **different types and shapes of writing tools** if there is a problem with handwriting.
- **Allow additional time for completion of written tasks** – *leave notes on board for as long as possible*.
- **Don't expect students to copy down large chunks of notes from the board or overhead** – *provide copies of teaching notes and overheads*.
- If copying is necessary off board, **write alternative lines in different colour** so easier to find place.
- Students may not be able to *listen and take notes at the same time* – **give them written summaries** of the lesson or use a buddy system to share notes.
- **Don't make an SLD student with SLD rewrite work**.
- Students with SLD will need **direct instruction** in learning how to write sentences and paragraphs.
- Hand out a **glossary of all technical/jargon words** at the beginning of each section of work so there is time to become familiar with the look and sound of new words – or treat the technical terms on the board prior to students encountering them.
- Start the student off with a **personalised dictionary** – use an index book with cut out alphabet down the side; they can write in any word they feel they might need.

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