

## Visualizing & Verbalizing Lesson Plans

1. Picture to Picture (Picture introduced)
<p><b>Objective:</b>            SYDIAF develop his or her ability to verbalize from a given picture, using structure words to elicit details and to increase the length and complexity of expressive language.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Tell the Class:               <ul style="list-style-type: none"> <li>• Teacher draws a head with a thought bubble and then draws the house in thought bubble.</li> <li>• "We will picture words in our minds. We can picture a house, and we can say house."</li> <li>• Teacher draws the word "house" in a speech bubble. "Words turn into pictures, and pictures turn into words. This will help us remember what we read and hear."</li> </ul> </li> <li>2. Picture to Picture:               <ul style="list-style-type: none"> <li>• Teacher says, "Now you will look at a picture. You will tell me about the picture, and your words will help me create a picture in my mind."</li> <li>• Teacher gives student the picture and says, "Here is the picture, I don't get to see it. Your words are going to help me picture it in my mind."</li> <li>• Student describes a given picture.</li> <li>• Teacher questions with choice and contrast.</li> <li>• Student touches and visualizes each structure word.</li> <li>• Teacher summarizes, saying, "Your words made me picture..."</li> <li>• Teacher and student compare teacher summary to picture.</li> <li>• Teacher takes the picture away, and student describes imagery: "I pictured..."</li> <li>• Teacher questions to direct imagery: "What did you picture for..."</li> <li>• Teacher looks for signs the student is imaging (eyes closed, looking up, color/movement descriptors).</li> <li>• Look at picture again and compare.</li> </ul> </li> </ol>
<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Checklist for structure word use</li> <li>2. Collect anecdotal notes on student's complexity and length of expressive language</li> </ol>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>-Use of structure words and gestures to elicit language</li> <li>-Scaffolded questioning</li> <li>-Use of marbles/magic stones for motivation.</li> </ul>

# Lesson Plans Using Visualizing And Verbalizing

**Lynne T. Díaz-Rico**



## **Lesson Plans Using Visualizing And Verbalizing:**

*Leadership Lessons From A Vacuum Cleaner !! ?? !!* Stephanie Olexa, 2012-11-01 Dr Olexa presents everyday guidance and solutions to seemingly insurmountable issues in your business and personal life She offers gems of leadership wisdom all from her observations and keen insights gleaned from watching her robotic vacuum cleaner When you hit a wall change direction but never give up Commit to your vision even if you don't know all that it entails Success is not a straight line Be ready to take on a new opportunity and Recharge your batteries before you can't make it back to the docking station

**Developing Multicultural Teacher Education Curricula** Joseph M. Larkin, Christine E. Sleeter, 1995-01-01 This book explores how to make teacher preparation more multicultural **ITI, the Model** Susan Kovalik, 1993 The Complete Directory for People with Learning Disabilities, 1997 Leslie Mackenzie, 1997-10 *Complete Learning Disabilities Directory 2010* Laura Mars-Proietti, Richard Gottlieb, 2009 This is the most comprehensive directory of Programs Services Curriculum Materials Professional Meetings Resources Camps Newsletters and Support Groups for teachers students and families concerned with learning disabilities This edition is distinguished by its recognition by the National Center for Learning Disabilities as well as a Glossary of Terms This information packed directory includes information about Associations Organizations Schools Colleges Testing Materials Government Agencies Legal Resources and much more For quick easy access to information this directory contains three indexes Entry Name Index Subject Index and Geographic Index With every passing year the field of learning disabilities attracts more attention and the network of caring committed and knowledgeable professionals grows every day This directory is an invaluable research tool for these parents students and professionals

The Christian Educator's Handbook on Teaching, 1988 Early Reading Instruction Diane McGuinness, 2006-01-20 Early Reading Instruction is a comprehensive analysis of the research evidence from early writing systems to computer models of reading In this book Diane McGuinness provides an innovative solution to the reading war the century old debate over the efficacy of phonics sound based versus whole word meaning based methods She has developed a prototype a set of elements that are critical to the success of a reading method McGuinness shows that all writing systems without exception are based on a sound unit in the language This fact and other findings by paleographers provides a platform for the prototype Other elements of the prototype are based on modern research For example observational studies in the classroom show that time spent on three activities strongly predicts reading success learning phoneme symbol correspondences practice at blending and segmenting phonemes in words and copying writing words phrases and sentences Most so called literacy activities have no effect and some like sight word memorization have a strongly negative effect The National Reading Panel 2000 summarized the research on reading methods after screening out thousands of studies that failed to meet minimum scientific standards In an in depth analysis of this evidence McGuinness shows that the most successful methods children reading a year or more above age norms include all the elements in the prototype Finally she argues because phonics type

methods are consistently shown to be superior to whole word methods in studies dating back to the 1960s it makes no sense to continue this line of research The most urgent question for future research is how to get the most effective phonics programs into the classroom

*Teaching Strategies for Students with Mild to Moderate Disabilities* Mary Anne Prater, 2007 Centered on the most recent scientifically based practices *Teaching Strategies for Students with Mild Moderate Disabilities* 1 e comprehensively details everything that pre service teachers need to effectively teach students with mild to moderate disabilities This text includes not only empirically validated instructional strategies but an array of relevant topics such as the application of technology to the field and implications for changing demographics within U S schools Each chapter in the book follows a pattern of instruction by providing key topics key questions scenarios Technology Spotlights teacher tips summary statements and review questions This consistency in format throughout the text helps facilitate learning for both instructor and student Each chapter also includes the Council for Exceptional Children CEC standards that are addressed within the chapter helping instructors align course content to accreditation standards

**Multisensory Teaching of Basic Language Skills** Judith R. Birsh, 1999 This guide reveals the benefits of using multisensory instruction in any classroom After they review 50 years of research and experience with those with learning disabilities the authors explain how and why multisensory methods work

**Teaching English Learners** Lynne T. Díaz-Rico, 2004 Written in Lynne Diaz Rico s passionate style the second edition of *Strategies for Teaching English Learners* continues to be a one stop introduction to teaching English to speakers of other languages It includes an introduction to the fascinating challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies

BOOK JACKET *Holt Music* Eunice Boardman, 1988

*How To Reach and Teach Children and Teens with Dyslexia* Cynthia M. Stowe, 2000-09-04 This comprehensive practical resource gives educators at all levels essential information techniques and tools for understanding dyslexia and adapting teaching methods in all subject areas to meet the learning style social and emotional needs of students who have dyslexia Special features include over 50 full page activity sheets that can be photocopied for immediate use and interviews with students and adults who have had personal experience with dyslexia Organized into twenty sections information covers everything from ten principles of instruction to teaching reading handwriting spelling writing math everyday skills and even covers the adult with dyslexia

*The Principal's Guide to Raising Reading Achievement* Elaine K. McEwan-Adkins, 1998-04-20 I found the Principal s Guide to Raising Reading Achievement to be an excellent source of information for any elementary school principal who is concerned about the level of reading achievement in his her school The book contains not only an excellent and balanced discussion of some of the major controversies in the area of reading instruction but also shows how these controversies should not be a stumbling block to providing a balanced comprehensive instructional program for children Joseph Torgesen Professor of Psychology Florida State University Now you can plan and set the tone for making sure reading levels go up in your school McEwan offers common sense ways to change the way your

students learn to read The author states three important goals Realize and use the power you have to create a school of readers Keep up with the available research on how to teach reading more effectively so that you and your teachers can decide what methods will work best for your students Learn and use the eight key components included in this book to raise student reading achievement The author begins by explaining why your students can't read as well as they should She shows you changes you can make right away to start raising your students reading levels McEwan summarizes the debate between phonics and whole language and helps you understand how a balanced approach can work for your students Find out what you need to boost reading scores at your school The book shows you The eight big ideas essential to improving your students reading What your students need to know about reading and learning Thirty plus things you can do tomorrow to raise reading achievement Teaching reading related web sites you can visit to get more help for your students A recommended reading list to help you start your program McEwan offers you the kind of practical guidance you need to start a productive reading improvement program in your school She shows you the best ways to get buy in from your teachers and how to build their enthusiasm and continued support You'll learn how you can involve your students families along with the greater community and begin to work toward your crucial shared goal of boosting students reading levels If you want to make a significant difference in your students reading abilities and scores and help them learn to like reading this book can point the way

**The Complete Learning Disabilities Directory** Grey House Publishing,1997-08 *Math Instruction for Students with Learning Difficulties* Susan Perry Gurganus,2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction *A Collection of Math Lessons* Marilyn Burns,Bonnie Tank,1988 Offers inspiring practical classroom tested ideas for helping students learn mathematics through problem solving **Subject Guide to Books in Print**, 1996

**Reading Comprehension Strategies** Danielle S. McNamara,2007-05-24 First published in 2007 Routledge is an imprint of Taylor Francis an informa company Dyslexia Gavin Reid,1998-05-05 How can the research in reading help me teach dyslexic children How can I help dyslexic students learn more effectively How can I select appropriate resources for the classroom This comprehensive handbook answers these and many other important questions integrating research and practice in an accessible form This practical guide will help professionals and parents to make an informed choice in the

selection of materials and provides a choice of strategies for classroom use for teachers This thoroughly updated and revised edition of Specific Learning Difficulties Dyslexia will be invaluable for those studying for a recognised qualification in Special Education and Dyslexia and will help to inform the practice of professionals and parents involved in dyslexia

**Forthcoming Books** Rose Arny,2000-06

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