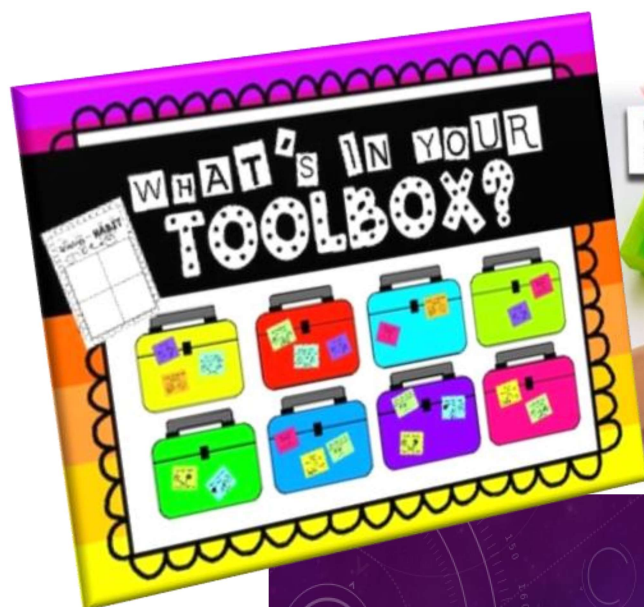


LEARNING COACH TOOL KIT

**THE INS AND OUTS OF READING,
WRITING, AND MATH SUCCESS**



**SHINE THE LIGHT
ON STUDENT
SUCCESS**



Inside this toolkit

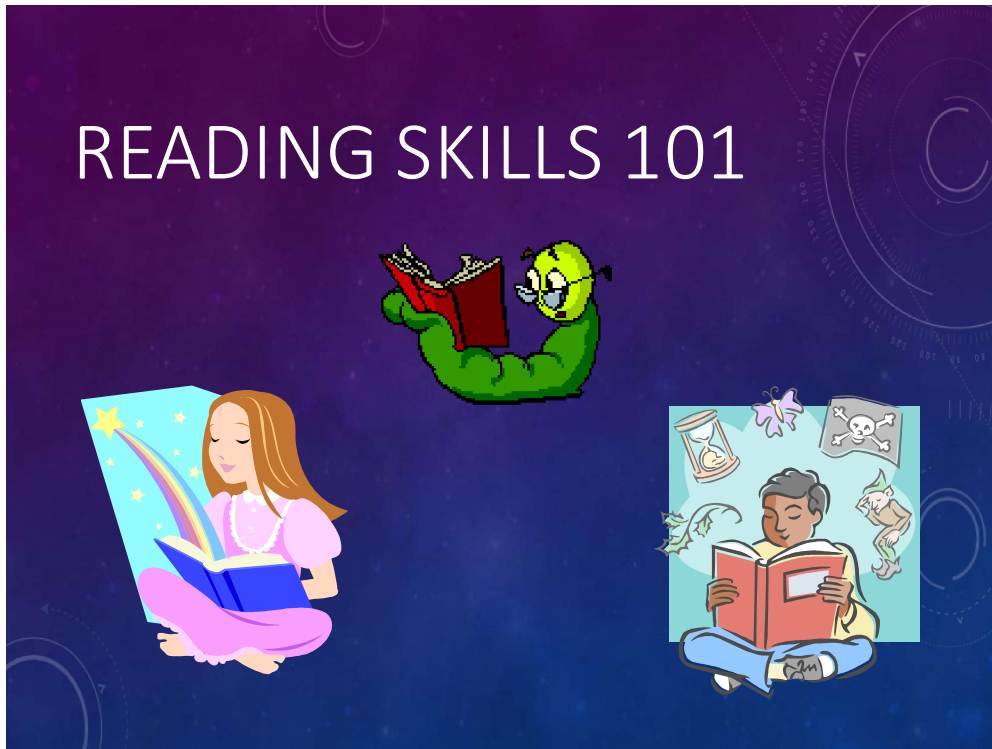
Reading Skills 101	3
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Special points of interest:

- Sections include:
- Age Appropriate Development
- Warning Signs of Delay
- Strategies to help at home

Pages 29 and 30 provide resources around the Web to provide enrichment through games and tutorials.

READING SKILLS 101



OBJECTIVES

After reviewing this section you will be able to say:

- I can identify the different skills needed for my student to be a successful reader.
- I can communicate to my student's teachers the reading skill(s) that he/she is struggling with.
- I can use strategies beyond the classroom to help my student become a better reader.





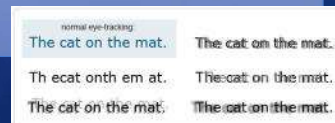
DECODING



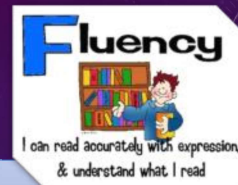
- The first step to reading is forming a letter-sound connection.
 - This means that students are able to match sounds to single letters, letter combinations, and letter patterns.
- This ability allows students to be able to sound out unfamiliar words by knowing the sounds that make up the word.
- Signs you may see if your student struggles with decoding:
 - Not able to spell phonetically
 - Reading is slow and labored
 - May guess words based on the first few letters
 - Not able to identify rhyming words

TRACKING AND BLENDING

- Another key component to reading success is visual tracking.
 - Directional tracking is the ability to track the text left to right. Children must learn to move past the act of viewing the page as a whole as they do in picture books to tracking in a straight line.
 - If your child has difficulty with this, the first step would be to have a doctor check their vision.
- Your student will also need to be able to **blend** or “hook” sounds together to create whole words.
 - This will create better sight word ability.
 - You will recognize a struggle with this if your child can recognize the letter sounds but “chop up” the words as they read.



FLUENCY



- Once your student has developed strong decoding and tracking skills, they can move on to increasing fluency.
 - This is the ability to read at a steady pace without having to stop to formulate the words they are reading.
- Skills needed for strong fluency:
 - Strong and repeated phonologic processing pathways.
 - Base vocabulary skills
 - The ability to build vocabulary while reading using structural analysis and context clues. (We will go over how to build these skills later in the presentation)



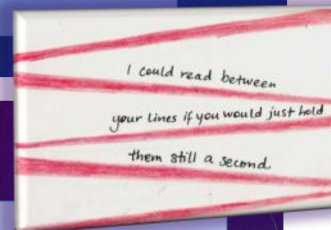
- To build strong comprehension a student must:
 - Have prior knowledge about what they are reading.
 - Have some interest in the subject matter.
 - Have some purpose in mind, such as passing a test or researching a topic.



ADVANCED READING SKILLS



- Reading Comprehension is the ultimate goal for all reading instruction.
- It is deriving meaning from the text and the ability to have a thoughtful interaction between the reader and the text.
- Comprehension allows the student to:
 - Read to learn the language, build vocabulary skills, understand grammar and sentence structure, and understand how language works to convey meaning.
 - Read for content information on subjects they are studying or find interesting.
 - Read for cultural awareness. This will give them insight into world views, lifestyles, and all that literature has to offer.



TYPES OF COMPREHENSION

- **"Reading the lines"** or literal understanding. This will allow a student to answer explicit questions from the text and probably pick out the main idea.
- **"Reading between the lines"** or making inferences. Student will be able to interpret what they have read and derive meaning from figurative language. They will be able to answer why, what if, and how questions. They will also be able to link prior knowledge to the text to make educated guesses about what might happen next.
- **"Reading beyond the lines"** or critical evaluation. With this skill, the reader will be able to draw conclusions and make judgments about what they have read. They will be able to apply what they have read to form their own opinions and ideas. They can analyze characters and answer "What would I do..., What if..., and Compare and Contrast" questions. This is the most advanced level of comprehension and may not develop until upper grade levels.



Read to me riddles and read to me rhymes
Read to me stories of magical times
Read to me tales about castles and kings
Read to me stories of fabulous things
Read to me pirates and read to me knights
Read to me dragons and dragon-book fights
Read to me spaceships and cowboys and then
When you are finished- please read them again.

By Jane Yolen

Raising Readers

HOW TO BUILD BETTER READING SKILLS

- Decoding
 - Play with magnetic letters or make letters out of play-doh.
 - Play games to seek out letters in familiar signs or household items.
 - Build sight word ability with unusual words or words that don't follow "the rules".
 - Have your children sort items by the sounds that their word makes.
 - Play rhyming games and pick out rhyming words while you read with them.
 - Go on a letter hunt by calling a sound and having them find an item that begins with that letter.
 - Practice, Practice, Practice

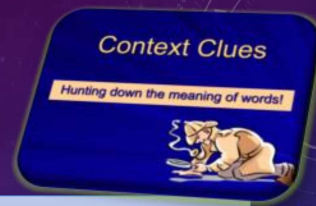
HOW TO BUILD BETTER READING SKILLS

- Blending
 - Read to your student often
 - Stop at intervals and have them fill in the blank while reading familiar text.
 - Have them practice sounding out words repeatedly.
 - Use picture flashcards to help them link the words and sounds to the real object they name.
 - Make up silly or nonsensical words and have them sound them out smoothly.
 - Use these words to make a silly story. *This will also help with creative writing.

BUILDING VOCABULARY SKILLS

- Structural Analysis – are there prefixes or suffixes that are connected to a word they already know?
- Context Clues
 - Semantic-Are there words before or after the unknown word that define it?
 - Appositive- Is the unknown word renaming another word in the sentence.
 - Compare and Contrast-Does the text suggest an opposite meaning for another word they may know that they can use to derive a meaning for the unknown word?

CONTEXT CLUES CONTINUED



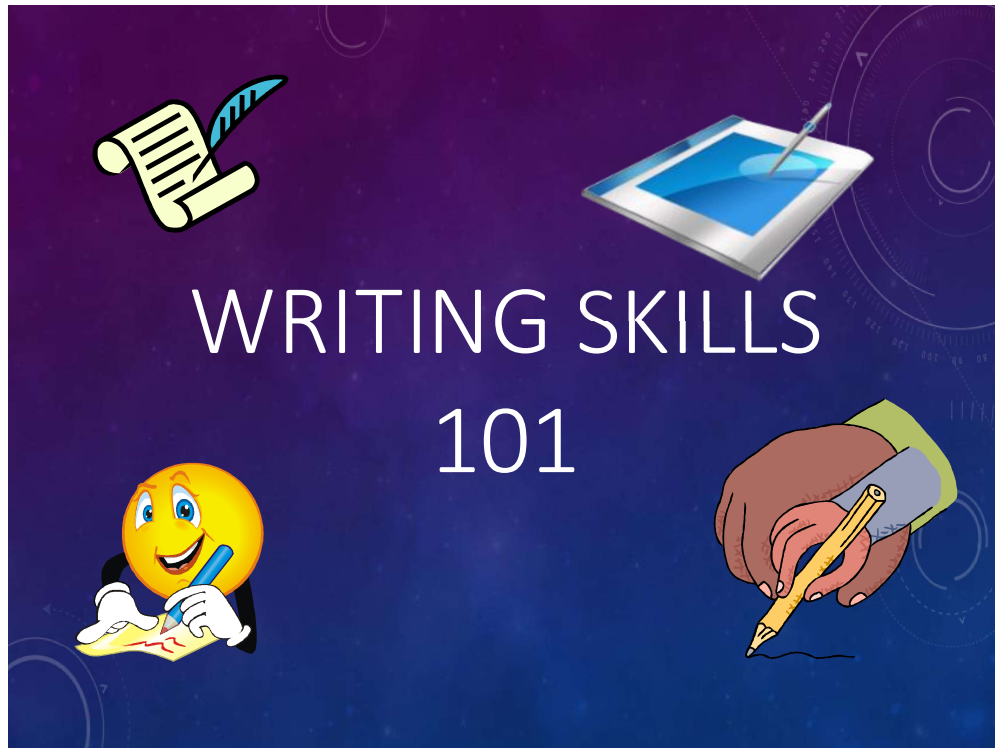
- Explanation-Sometimes the text will explain the word in the next sentence or two.
- Syntactic Clues-These can provide meaning by how the word is used in the sentence and what part of speech it is.
- Presentation Clues-This refers to other tools the author may provide to give meaning such as, diagrams, illustrations, or footnotes.

HOW TO BUILD BETTER READING SKILLS

- Comprehension
 - Help your student activate prior knowledge and connect what they know to what they are reading. Make connections between their world and what they are reading.
 - Prompt your student to visualize about what they are reading. Have them close their eyes and describe to you what they see.
 - Ask your student to retell the story in their own words and answer the “who”, “what”, “when”, and “where” questions.
 - Find graphic organizers to help students organize their thoughts and observations as they are reading.

BUILD DEEPER COMPREHENSION

- Ask your student to predict what might happen next in the story.
- See if your student has any questions of their own that they wonder about.
- Help your student identify the problems and solutions that the characters are facing by having them imagine they are “in” the story.
- Prompt your student to think about how they feel about what happened and if they would do things differently.



OBJECTIVES

After reviewing this section you will be able to say:

- I can identify the different skills needed for my student to be a successful writer.
- I can communicate to my student's teachers the writing skill(s) that he/she is struggling with.
- I can use strategies beyond the classroom to help my student become a better writer.



WRITING AND SIGNS OF TROUBLE



- Writing is a complex process that requires both visual-motor coordination and language processing.
- It also requires a solid Visual-Spatial ability.
- As we go through this section we will go over signs of trouble at different age levels and what can be done to support a student with written expression difficulties.

WARNING SIGNS IN YOUNG CHILDREN

- Awkward pencil grip or body position (sitting funny)
- Writing or drawing avoidance
- Trouble forming letters or shapes
- Poor spacing between letters or words
- Writing in all caps, all lowercase, or an inappropriate mixture of both
- Not able to color within the lines
- Gives up quickly on writing tasks



WARNING SIGNS IN SCHOOL AGE CHILDREN

- In addition to the previous signs, these kids will exhibit the following:
- Not able to read handwriting at all
- Mixing cursive letters and print letters
- Having to say words out loud to write them
- Working so hard to write the letters that they forget what they are writing about.
- Trouble thinking of words or ideas to write
- Omitting words or letters in words in the middle of sentences

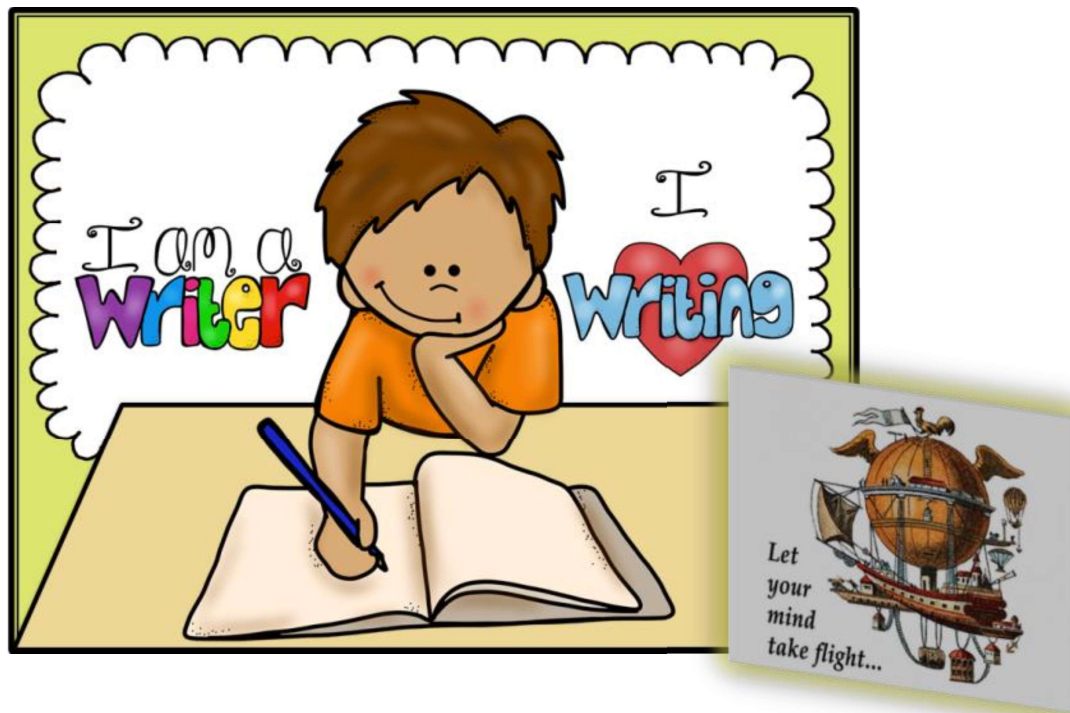
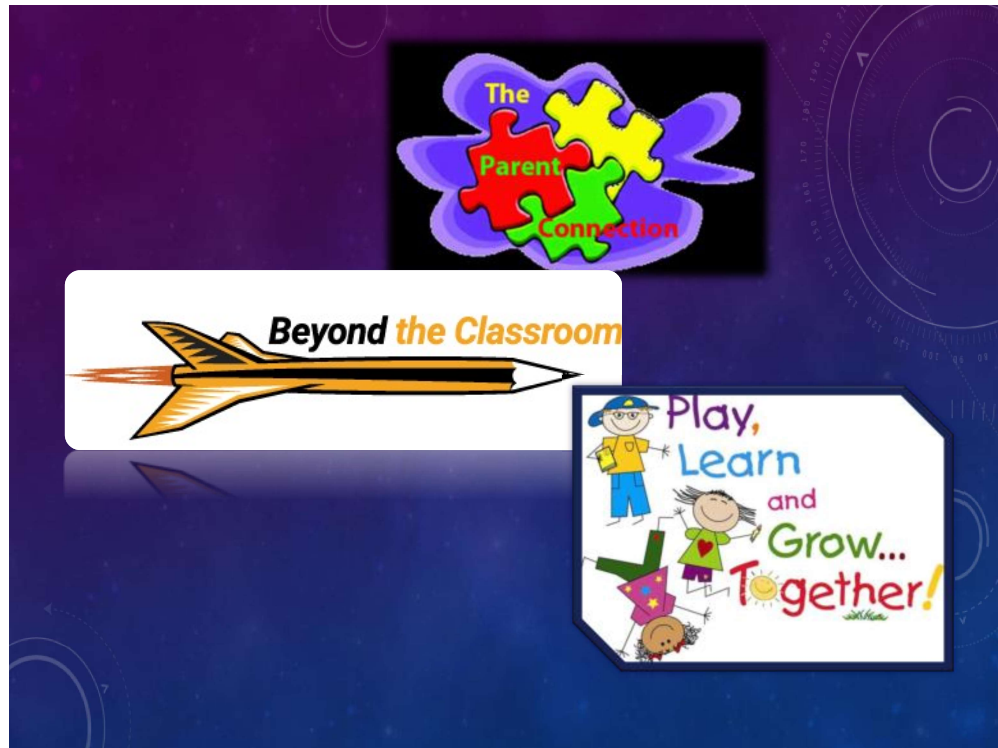
❖ *Note: Writing letters backwards is perfectly normal until the middle or end of 2nd grade.*



WARNING SIGNS IN TEENAGERS

- Some or all of the prior warning signs plus:
- Trouble organizing thoughts and ideas on paper
- Trouble remembering thoughts that are already written, such as repeating the same words or phrases.
- Difficulty with structure and grammar
- Large and noticeable gap between written ideas and verbal responses





STRATEGIES TO HELP EARLY WRITERS BE PATIENT!



- Try paper with raised lines to provide a tactile border
- Let student experiment with different writing tools to find one that is comfortable and stable in their hand
- Practice writing letters in the air, on glass doors with erasable markers, and on a table with shaving cream.
- Encourage proper grip, posture, and paper placement before bad habits set in.
- Have them say the motion as they write. I.e..... Down, around, up, across etc...

How Children Begin to Learn to Write

1. They strengthen their shoulder and arm muscles by making large (gross motor) movements with their arms such as waving flags



2. They strengthen the muscles in their hands and fingers by doing fine motor activities such as pegging



3. They begin to make marks with their fingers in sand, paint, soil



4. They make marks with equipment such as sticks, chalk or paint brushes on a large scale

5. They make marks with equipment such as crayons or pens on a smaller scale



6. They write circles and lines and begin to gain some control over equipment



7. They write in shapes and symbols and begin to give meaning to the marks they make



8. They use letters from their name to write messages



STRATEGIES TO HELP YOUNG STUDENTS (ENCOURAGE FUN PRACTICE!)



- Allow print or cursive (whichever is more comfortable), but encourage them not to mix them.
- Use lined or graph paper to line up math problems. Teach them to make lines on blank paper or folding, if needed, to introduce the art of using scratch paper.
- Allow for extra time when writing assignments come up and arrange for extra time during timed assignments.
- Teach them to use graphic organizers, draw pictures, or tape record thoughts before beginning to “write it down”.
- *Introduce typing games for fun, but don’t replace their handwriting yet.*

STRATEGIES TO HELP YOUNG STUDENTS CONT... (ENCOURAGE FUN PRACTICE!)

- Focus on one area of need at a time. With one paper focus on structure, while another focus on content.
- Never judge by neatness or spelling unless that is your only focus for that assignment.
- Have student take frequent breaks and check work after walking away for a while.
- Break assignments into small chunks whenever possible.
- Find alternative methods of assessment when possible, such as visual projects or oral responses.

STRATEGIES TO HELP TEENAGERS (EMPOWER THEM!)



- Provide guided notes or tape recorders for lectures.
- Teach them how to create a step-by-step plan for writing assignments.
- Teach them how to focus their writing by knowing what questions to ask themselves. (Teach them to self talk)
- Always give clear and constructive feedback that includes both the strength and weakness of the sample. Always make it about the sample and never about them. Avoid “you” comments.
- At this point you may need to consider empowering them with Assistive Technology tools, but that will be discussed with your IEP team.





OBJECTIVES

After reviewing this section you will be able to say:

- I can identify the different skills needed for my student to be successful in Math.
- I can communicate to my student's teachers the Math skill(s) that he/she is struggling with.
- I can use strategies beyond the classroom to help my student increase his/her Math skills.



PROCESSES INVOLVED IN MATH



- **Memory**

- Active Working Memory
- Pattern Recognition
- Memory for Rules

- **Language Skills**

- Reading Ability
- Math Vocabulary

- **Temporal-Sequential Ordering**

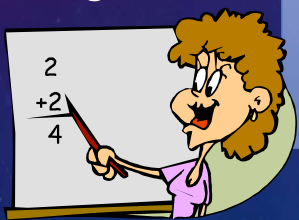
- Ability to put things, do things, and keep things in the right order

- **Spatial Ordering**

- Ability to recognize symbols
- Ability to form mental images

AGES AND STAGES

Preschool to Kindergarten

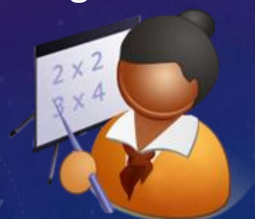


- During this stage, children should begin to:

- Count aloud
- Count the number of objects in a group
- Be able to have a number/quantity connection
- Be able to sort objects by size and shape
- Follow two or three step directions
- Begin to perform very basic addition or subtraction problems

AGES AND STAGES

Grades One through Three



- During this stage, children should begin to:
 - Be able to master simple addition and subtraction problems
 - Master basic math facts (such as, $3 + 2 = 5$)
 - Recognize math signs and perform appropriate function
 - Begin to grasp the concept of multiplication (grade three)
 - Understand the notion of measurement and be able to apply this understanding
 - Improve their concepts of time and money

AGES AND STAGES

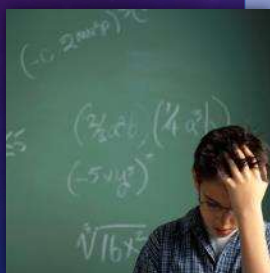
Grades Four through Seven



- During this stage, children should begin to:
 - Master basic math facts including multiplication tables
 - Become competent with fractions, decimals, and percentages
 - Begin to understand the relationships among fractions, decimals, and percentages
 - Understand the steps to solving word problems
 - Master rounding and estimating strategies
 - Develop basic computer skills

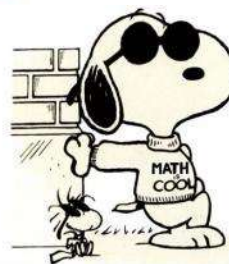
AGES AND STAGES

Grades Eight through Twelve



- During this stage, children should begin to:
 - Use higher levels of abstract and symbolic thinking
 - Be able to flow smoothly from fractions to decimals and percentages.
 - Easily perform solving equations and formulating proofs.
 - Explain mathematical concepts, not just apply them
 - Plan and self-monitor during multi-step problem solving
 - Use calculators and computers with confidence

Modeling
 Parabolas
 Systems
 Inequalities
 Algebra
 Trigonometry
 Ellipses
 Conics
 Polar
 Circles
 Equations
 Hyperbolas
 Parametric
 Precalculus
 Functions
 Limits
 Graphs
 Matrices



ROADBLOCKS



- Not Able to Master Number Facts
- Computational Weakness
 - Able to understand the concept, but may frequently misread signs or numbers. They may also not be able to copy the problems correctly.
- Difficulty Transferring Skills and Making Connections
 - May not be able to understand that holding a shape is the same as one seen on a page, or may not be able to incorporate prior learned skills when added into a new skill. (ie. Knowing how to find common denominators when given 2 fractions, but when this skill is needed to solve equations they seem to forget.)
- Language Disability
 - This would carry over to the "language" found in math
- Inability to "visualize" math
 - This being the most severe obstacle occurs when a student cannot perceive the difference between sizes, shapes, and amounts of objects. This requires them to rely solely on rote skills.

OUTPUT DIFFICULTIES

- A student with problems in output may
 - be unable to recall basic math facts, procedures, rules, or formulas
 - be very slow to retrieve facts or pursue procedures
 - have difficulties maintaining precision during mathematical work
 - have difficulties with handwriting that slow down written work or make it hard to read later
 - have difficulty remembering previously encountered patterns
 - forget what he or she is doing in the middle of a math problem

ORGANIZATIONAL DIFFICULTIES

- A student with problems in organization may
 - have difficulties sequencing multiple steps
 - become entangled in multiple steps or elements of a problem
 - lose appreciation of the final goal and over emphasize individual elements of a problem
 - not be able to pick out relevant information or weed out information that is not needed in word problems
 - be unable to judge if the answers they get are reasonable or unreasonable

LANGUAGE DIFFICULTIES

- A student with language problems in math may
 - have difficulty with the vocabulary of math
 - be confused by language in word problems
 - not know when irrelevant information is included or when information is given out of sequence
 - have trouble learning or recalling abstract terms
 - have difficulty understanding directions
 - have difficulty explaining and communicating about math, including asking and answering questions
 - have difficulty reading texts to direct their own learning
 - have difficulty remembering assigned values or definitions in specific problem

VISUAL SPATIAL OR ORDERING DIFFICULTIES

- A student with problems in visual, spatial, or sequential aspects of mathematics may
 - be confused when learning multi-step procedures
 - have trouble ordering the steps used to solve a problem
 - feel overloaded when faced with a worksheet full of math exercises
 - not be able to copy problems correctly
 - may have difficulties reading the hands on an analog clock
 - may have difficulties interpreting and manipulating geometric configurations
 - may have difficulties appreciating changes in objects as they are moved in space

Multi-Tasking Difficulties

- A student with problems managing and/or merging different tasks in math may
 - find it difficult to switch between multiple functions in a complex math problem
 - find it difficult to tell when tasks can be grouped together or must be separated
 - cannot manage all the demands of a complex problem, such as a word problem, even though he or she may know component facts and procedures

Attention Difficulties

- A student with attention problems in math may
 - be distracted or fidgety during math tasks
 - lose his or her place while working on a math problem
 - appear mentally fatigued or overly tired when doing math



DUE TO THE WIDE OVERLAP OF SIGNS AND STRUGGLES IT MAY BE NECESSARY TO LOOK AT THE BIG PICTURE WHEN YOUR STUDENT IS STRUGGLING WITH MATH TASKS.

MAKE A MENTAL NOTE OR PHYSICAL CHECKLIST OF WHERE YOUR STUDENT STRUGGLES AND SEE IF THERE IS AN AREA THAT STANDS OUT AS A MAJOR AREA OF CONCERN.



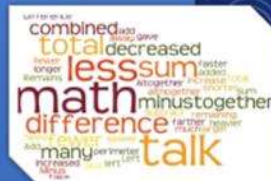
IMPROVING MEMORY SKILLS

- Teach Basic Math Facts
 - Flashcards, Games, Daily Practice, and Re-teaching
- Work with different modes
 - Verbally, Visually, Tactile, and Application skills
- Review Patterns and Shapes
- Play games designed to hold information in memory
 - "Memory", Simon, and Go Fish (requires memory of what has been asked for)
- Provide a "Rule" Book with previously learned concepts
- Allow for the use of a Calculator
 - Only once concepts have been mastered and computation is the challenge.

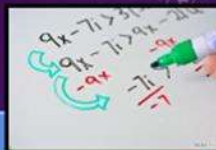


IMPROVING LANGUAGE SKILLS

- Have students use graphic organizers to break word problems into pieces.
- Teach mnemonic phrases to help remember the steps.
 - TIPS (Think, Information, Problem, Solve)
 - Think it through, What information am I given, Write down my problem, Solve
- Encourage your student to restate the problem in their own words.
 - This may help make it real to them.
- Teach Math vocabulary
 - All, Total, Difference, Times as many, etc....



IMPROVING ATTENTION SKILLS



- Allow for frequent breaks to prevent mental fatigue.
- Give students a choice of work area or even music in the background.
- Let them use different colors for different operations.
- Help make it real – find ways to connect what they are working on to something that interests them.
- Have them make a list of the steps they will need to complete in order and then have them check them off as they go.
- Reduce the amount of work on a page by only giving a few problems at a time.
- Teach student to rewrite the problem after each step and fold away previous work so they are only looking at one step at a time.

IMPROVE PRODUCTION

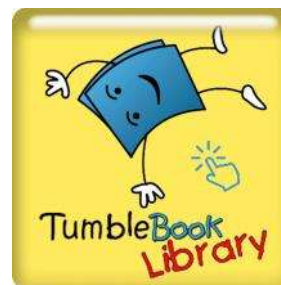


- Model how to do a problem with your student and have them grade your work.
- Teach them to draw guide lines to keep work aligned properly. Graph paper can be used at home, but not for State Testing.
- Allow the student to use manipulatives to help solve problems.
- Allow for extended time and encourage careful thought rather than rushed answers.
- Set goals and reward accomplishment. Let your student participate in the goal setting.
- Practice estimating what the answer should look like so they can begin to self check and monitor accuracy.
- Provide a math partner or mentor to motivate student and be a sounding board for student to brainstorm with.

Reading and Writing

Click on the Icons below to explore some great resources.

These are some of my favorites!



Special points of interest:

- ☺ Gain access through your local library.



Read Write Think
Where Students Come First



Around the Web

Math Resources

Click on the **Icons** below (not the descriptions) to explore some great resources.

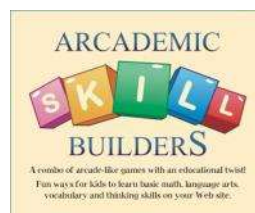
These are some of my favorites!



Worksheets K-8th Grade



Math Games K-8th Grade



Math Games K-6th Grade



Tutorials K-12th Grade



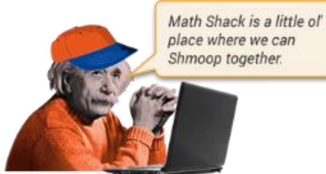
Videos 3rd-11th Grade



Study Guides All Subjects



Math Games and more K12th Grade



Tutorials K-12th Grade Math Shack



Videos 3rd-12th Grade

Pauls Online Notes

Study Guides 9th – 12th Grade



Tutorials 5th-12th Grade

**INFORMATION COMPILED BY:
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TO LEARN MORE ABOUT THESE TOPICS AND
MANY OTHER RESOURCES PLEASE VISIT:

<http://www.righttrackreading.com/>

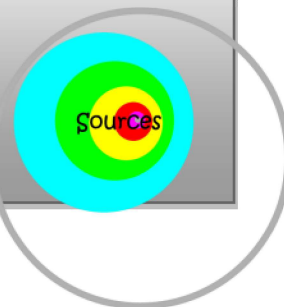
<http://www.pbs.org/wgbh/misunderstoodminds>

<http://www.ncld.org/>

<https://www.understood.org/en>

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or give me a call

