Reaching and Teaching Children with Language-Based Learning Disabilities

Presented by
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Intent of session

- help structure a classroom environment which enables children with language-based learning disabilities / students struggling with language to engage in the learning experience.

- model strategies to elicit language from those students who struggle to process and to formulate language.

- include specific techniques such as brainstorming, vocabulary development, reading preparation, structuring writing assignments for success, and choosing accompanying literature.

- incorporate these specific strategies from the reading and writing curricula to not only reinforce these language skills, but also provide children better access to the standard social studies curriculum.

Activate Prior Knowledge


- Brainstorming: elicit responses; validate student input; begin to organize information

- “A to Z” sheet: use definitions and cues to generate relevant vocabulary

Brainstorm: Pioneers
A - Z Pioneers.doc

BJMiller, February 2004; October 2011

Social Studies

Name: _______________________________

Date: _______________________________

Vocabulary: Classwork

Day: _______________________________

*** Use the first letter, definition and syllable clues to fill in the blanks with words about Pioneers.

1. b__ ____ bonnet __________ woman’s hat

2. c______ __________ calico _______ cotton cloth usually with printed design

3. c____ __________ candle ____________ light source

4. ch______ china _____________ fine white ceramic ware

5. ch______ chores ___ ______ tasks; regular jobs like feeding the animals

6. c______ cobbler ______ shoemaker

7. f______ fiddle ____________ violin

8. f______ flannel ______ soft cloth material

9. m______ molasses __________ thick dark sweet syrup left when making sugar / treacle

10. p______ panther ______ puma, mountain lion, cougar

11. r______ ravine _______ gulley, small steep valley

12. s______ sermon _______ talk by the preacher at church

13. s______ sleigh _______ sled pulled by horses

14. s______ stockings _______ socks

15. s______ stump _______ what’s left after a tree is cut down

16. t_____ trundle_ _______ small bed that pulls from under a larger bed

17. w______ weasel _______ small thin mammal related to stoats and ferrets

More Vocabulary Development

• Categorization
  – label category
  – sort elements
  – generate elements
  – determine which is odd one out

• Analogies
  – determine relationships between words
  – sun: moon = day: __________

MEDIATE WRITTEN MATERIAL

• Familiarity with vocabulary to aid decoding
• syllabication of word lists
  – trans/por/ta/tion
• word families
  – fall, call, ball
• suffix addition
  – legislate, legislator, legislation, legislature

BJMiller, Landmark School
Teach structure of textbook

- Contents, Index, Glossary
- Organization of units and chapters

Facilitate command of text

- Preview a chapter
- Highlight main ideas
- Underline relevant details
- Take notes using two-column format

FACILITATE LANGUAGE

- Oral language precedes written.
- Give structure and strategies.
Open-ended responses

- strategy of
  - turn the question around (restate the question as a statement).
- structure of:
  - give partial answers to make cloze format
  - give stem of response
  - have student repeat part of answer, then complete

Sentence level

- Templates
  - Definition
    - topic noun + is + category + who/which/that + characteristic / function
  - expanded kernel sentence
    - Article + adjective + noun + action verb”ed” + where prepositional phrase + when prepositional phrase.

Definition pattern

<table>
<thead>
<tr>
<th>Article</th>
<th>NOUN</th>
<th>is / are</th>
<th>CATEGORY</th>
<th>who/which/that</th>
<th>CHARACTERISTIC / FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>plow</td>
<td>is</td>
<td>a farm</td>
<td>implement</td>
<td>that is used to break up the sod before planting.</td>
</tr>
<tr>
<td></td>
<td>Cheese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paragraph Level

- discussion prior to writing
- use of visuals, such as drawing
- use of templates
- teach transition words
- teach choice of template
  - Essay: First of all, Secondly, Thirdly,
  - Process: First, Then, Next, After that, Finally

RESEARCH

- Structure

LITERATURE

- Reading to the class allows students to:
  - hear more sophisticated language.
  - develop more abstract concepts.
  - acquire more background knowledge.
  - practice summarizing, predicting, comparing and contrasting.
  - appreciate the perspective of others.
**Tactile / Kinesthetic Activities**

- tactile=feeling
  - relief map that is 3-D

- kinesthetic=movement
  - students line up in alphabetical order

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**Alphabetical Order**

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**draw compass rose on floor/ground**

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Directionality

Timeline

Activities related to content
- grind wheat
- bake rolls
- churn butter
- make piñatas
Wrap-up and Questions

For more information:
Please contact Bruce Miller
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Or visit the Landmark School Outreach Program website:
http://www.landmarkoutreach.org/