

## Mrs. Bajko's Resource Room Instruction Plan

I believe that all students can learn. I feel that students learn more effectively when they are willing to take a risk and try things that are difficult for them. In order for my students to feel good about themselves and take learning risks, they need to: learn through play or have fun while they are learning, be given specific praise for their efforts, be provided with different opportunities to shine and practice/display their abilities, recognize their strengths and use them to help themselves and others learn, understand their learning difficulties, and celebrate their learning successes.

While in the resource room, students will be working toward; their IEP goals and objectives, other deficit skills/areas, and their grade level content expectations. They are exposed to the same forms of literature, language arts units and curriculum used in general education. Often the reading materials and at times math programs are based upon students' individual learning levels rather than grade levels.

**I believe that I must teach the way each child learns best!** This typically involves using a more multi sensory approach. I often change my approach or emphasize different techniques with individual students or groups of students. We use technology quite a bit in our room. I have listed some of the various computer and iPad applications that my students may use in class.

I often utilize some of the following programs to most effectively meet my individual students' learning styles and needs. Please keep in mind that students may be exposed to some or all of these learning programs in our resource room, however, I may implement components of these programs to tailor my instruction to the specific needs of each student.

\* **Brain Gym/ Proprioceptive Animal Walks/ Vestibular exercises:** develops the brain's neural pathways the way nature does – through movement. Brain Gym includes 26 easy and enjoyable targeted activities that integrate body and mind to bring about rapid and often dramatic improvements in: concentration, memory, reading, writing, organizing, listening, physical coordination, and more.

### Basic Reading:

#### **\*Orton-Gillingham**

Orton-Gillingham is the structured, sequential multisensory teaching of written language based upon the constant use of association of all of the following - how a letter or word looks, how it sounds, and how the speech organs or the hand in writing feels when producing it. Children also learn the common rules of the English language such as the final e rule and when to use -ck and -tch. Multisensory techniques are used to promote better retention as students are taught the phonetic codes of the language. Daily drill on the sounds and plenty of word decoding practice will help them to master this foundation.

#### **What is meant by multisensory teaching?**

Multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

The following provides you with some background on the Orton Gillingham approach to teaching reading.

#### **Multisensory teaching introduced for children with learning disabilities**

Dr. Samuel Torrey Orton and his colleagues began using multisensory techniques in the mid-1920's at the mobile mental health clinic he directed in Iowa. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of reversing letters and transposing the sequence of letters while reading and writing. Students who reverse b and d are taught to use consistent, different strokes in forming each letter. For example, students make the vertical line before drawing the circle in printing the letter **b**; they form the circle before drawing the vertical line in printing the letter **d**.

Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the "alphabetic method" on Dr. Orton's theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase "Orton-Gillingham approach" refers to the structured, sequential, multisensory techniques established by Dr. Orton and Ms. Gillingham and their colleagues.

#### **Is there solid evidence that multisensory teaching is effective for children with learning disabilities?**

There is a growing body of evidence supporting multisensory teaching. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), converges on the efficacy of explicit structured language teaching for children with dyslexia. Young children in structured, sequential, multisensory intervention programs, who were also trained in phonemic awareness, made significant gains in decoding skills. These multisensory approaches used direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning word parts. Studies in clinical settings showed similar results for a wide range of ages.

and abilities.

\***Daily Sight Word review:** Students practice reading and writing Dolch, District EveryTime, Cove, and/or other high frequency words.

\***Sight Words That Stick:** Silly stories with helpful and crazy visuals to help students remember how to recognize and spell high frequency sight words.

\***Phonemic Awareness Drills-** Sounds and Letters for Readers and Spellers. Students will develop the phonemic awareness that provides the critical foundation for the firm base required for mastery of reading and spelling.

\***Saxon Phonics** maximizes student learning by:

- Integrating explicit, systematic instruction of many of the foundational skills of reading.
- Introducing new increments of learning each day and always building upon previously taught concepts.
- Incorporating phonemic awareness.
- Providing fun and easy ways to learn spelling skills.
- Offering fluency readers at three distinct reading levels.

\***Skill Packs:** A systematic phonetic approach which focuses on learning a few letters and their sounds. Then blending them to read words (often by word families), phrases, and sentences.

\***Merrill Linguistic Reading Program** has a clear plan for success:

- Through vocabulary development and reinforcement
- Spelling patterns that provide structure
- Carefully controlled vocabulary to build confidence
- Emphasis on essential skills and comprehension

\***S.P.I.R.E Language Program** contains the following attributes:

- Phonemic Awareness
- A Systematic, Phonetic Approach
- Proceeds from Simple to Complex
- Literature-Based Controlled Texts
- Vocabulary Development and Reading Comprehension
- Total Language Approach (listening, speaking, reading, spelling writing and composition)
- Structured, Explicit Teaching and Multi-Sensory Teaching

\* **Glass Analysis** helps to develop the ability to sound out words successfully through a letter clustering perceptual learning approach. Glass-Analysis helps students to identify, visually and auditorily, letters and clusters in whole words, all leading to correct sounding-out to the automatic level.

\***Explode the code:** This is a phonetic reading decoding program that practices and reinforces their phonetic skills. Children work independently and at their own individual level with this program.

Reading Fluency:

**Read Naturally:** A reading program that challenges students with new words and/or more complex sentences to enhance reading fluency.

Reading Comprehension:

**Reading Detective:** The primary focus of this program is to get students to think about what they read and to improve their understanding of the material.

**Basic Reading Series:** A well-rounded resource tool used to provide activities that promote literacy and give additional explanations of and practice with specific reading skills and strategies.

Listening Comprehension:

**No Glamour Listening Comprehension:** Program that teaches children skills for attention, comprehension, expression, interaction, and play. It facilitates balanced development of communication as well as school, social, and emotional development.

### Spelling and Writing:

\***SRA Spelling Mastery.** This is a highly interactive, teacher directed program that makes every moment of instruction productive. This is a strategy-based spelling program that guarantees long-term success. Students learn to understand the relationships among sounds, word parts, and spelling patterns. It utilizes three spelling strategies to help students master thousands of words:

- Phonemic: The Phonemic approach teaches students predictable spellings for different sounds.
- Whole-word: The whole-word approach teaches common, irregularly spelling words that cannot be spelled by applying generalizations.
- Morphemic: The morphemic approach teaches more- advanced spellers to spell meaningful units (bases and affixes) of words and to combine them to form multisyllabic words.

\***Daily Oral Language:** The purpose of Daily Oral Language is to review punctuation, capitalization, and usage skills presented during the previous year, introduce new skills for punctuation, capitalization, and usage, and maintain both old and new skills through practice and reinforcement. The format of the program also gives children the opportunity to develop and practice proofreading in the course of their daily lessons.

\***Daily Oral Analogies:** The purpose of the Daily Analogies program is to develop creative-thinking skills, to foster a diversity of problem-solving techniques, and to build reading skills through vocabulary enrichment. Because analogical thinking requires flexibility of thought and the application of a variety of verbal skills, many educators consider the ability to recognize analogies a strong indicator of academic success.

\***Power Writing:** Power writing is a step-by-step writing program that works on writing Power 1 sentences (topic sentences) with supporting sentences (power 2 and 3 sentences. This program uses power in 12 stages of expository writing.

### Math

\***Touch Math:** The touch math touching-counting pattern has been carefully researched and is designed to provide immediate success for learners. This program is used as a supplementary math program. Outstanding successes are being demonstrated in addition, subtraction, multiplication, and division as students, "See, Say, Touch and Know" basic math skills. Each student bridges the gap between the concrete and the abstract by the use of "Touch Points" strategically placed on the face of each numeral. We use this program in conjunction with our other math programs.

\***Go Math, Spectrum Mathematics, EZ Math etc.:** These programs provide:

- Solid skills development with measurable results.
- Problem solving for the decision makers of the future.
- Student involvement that promotes success.

\***Daily Math or DM:** This is a daily review and practice activity that incorporates many necessary skills. Students often tend to forget skills once they have moved on to another math concept, this daily math activity reviews and practices concepts that have already been introduced. This daily activity reviews many Everyday Math Strategies such as, counting (series) skills, odd & even numbers, addition, subtraction, multiplication and division skills, telling time, fact families, frames and arrows, place value, fractions, and problem solving.

**Technology:** These programs are always changing. Computer: Curriculum Crafters, Edhelper, Reading from A to Z, Raz Kids, Discovery Education, Enchanted Learning, KIDiddles.com, BrainPopJr, Glogster, Teachers Pay Teachers, YouTube, A to Z Mouse, EZSchool, Pinterest, xtramath, and more.

iPad: Various pre-reading, reading, writing, speech and language, social skills, analogies, vocabulary, counting, calculation, problem solving, and math applications.

E-Readers: Nook, LeapPad, and Leapsters

