

Chapter 1 : Dyslexia Diagnosis in Children, Visual Dyslexia Programs - SeeltRight

Say It, Make It, Write It Free Printable Mats - How to Use Them Six Different Ways. Find out how to use this one free printable resource in your classroom 6 ways!

November 1, Summary: It was my official position on independent reading in my writing-centered classroom, plus it was a one-line extinguisher to any grumble about the daily silent reading requirement. But last year, teaching block classes for the first time, I was confronted with a first period filled with struggling readers. And my students made me put my money where my mouth is. Dinkins, is this enough? Explain it, describe it, say everything you can think of about it. The entry had almost doubled to a grand size of five lines and my heart sank. I looked around the room. I had to find a way to make the reading-writing connection real to them; to show them that words were just a vehicle for the ideas they wanted to share. After reading what Jeffrey Wilhelm wrote, in *You Gotta BE the Book*, about students entering the "story world" and how seeing a story take place in our minds is the first step toward being a proficient reader, I was left with a series of questions: Are my students visualizing as they read? Thinking about how good writers paint pictures with words and good readers create those pictures and fill in gaps with their own experiences as they read, I came up with a theory. If I could help students visualize the words they read and then visualize the ideas they want to express, the words to communicate those ideas would come. So we pushed words aside for a while and began to draw. The *Movie in Our Heads* Wilhelm explains that visualizing is the first step in getting struggling readers to activate their thinking skills. Before I could get students visualizing as writers, I had to get them visualizing as readers. Wilhelm explains that visualizing is the first step in getting struggling readers to activate their thinking skills and that they must visualize before they can move to higher levels of understanding. Letting the students hear how my brain visualized *The Outsiders* Hinton, our common text, and talking about how visualizing is the first step in getting your brain to use the words you read, I shared a secret that proficient readers already know about and do automatically. We began class discussions by describing the movie we saw in our heads while we read. Through this process of sharing and comparing images, my students began to understand how readers are partially responsible for creating the text they read and their response journals reflected this. One student wrote, Reading is like doing a puzzle that is halfway finished, and commented that when she reads her brain is alive and bouncing. Another wrote in his reading journal, I see a picture show going on in my head. The people and the words come alive. Like I was at the movies. My students began to take ownership of what they read and to realize that what they see in their own mind is as much a part of reading as the words on the page; they began to understand that reading itself is an act of creation. During our study of *The Outsiders*, all students saw the climactic scene of the burning church and frightened children, but how the scene looked was different to each student. Having students compare and discuss their visualizations led to an understanding of how good readers make connections to texts, because all readers automatically use and build on visual references they already have. *Becoming Active Thinkers* The realization that no two students will have the exact same image illustrates what Louise Rosenblatt called the transaction of reading. Good readers take ownership of texts they read, and practicing visualizations helped my struggling readers become active thinkers instead of passive receivers of information. When we talked as a class about how visualization was affecting their reading, my students did something that surprised me—"they began to think like writers without even realizing it. So people can focus on the topic and not the sky unless the topic has to do with the sky," added another group member. An added benefit of these discussions is increased textual awareness. This led to discussions of how writers make specific decisions about which details to include and which to leave up to the reader to fill in. Though unaware of it yet, they had begun to think like writers. Now they were ready to grapple with ideas and words of their own. *No More Blank Pages* Instead of using a series of webs, or outlines, or even the freewriting that had frustrated us so acutely before, my students began writing with drawing. I wanted students to really get a hold of the ideas they wanted to communicate, see them come alive in their minds before putting them into words. After we had studied genres and discussed topic possibilities, I asked students to focus on an image they wanted to communicate to their audience; a picture

they wanted the audience to see. Then I would break out the crayons and colored pencils and ask students to draw the image they wanted to share. This made some students uncomfortable at first. I just want you to draw out the image you want to communicate to your audience. Put down what you want them to see and while you are doing it, think about why you want them to see it. Our first writing assignment was a personal piece. As I walked around the room I saw images of grandmothers, tree houses, and dogs in backyards. Robby was engrossed in creating an image of himself and his best friend from elementary school. Our next step was to turn the pictures into words. I asked students to write about what they drew; to describe the scene and share the emotions and thoughts that went with it. And without hesitation, students wrote. Blank pages were filled with personal stories, and my students were using words to share what they saw in their imaginations and memories. This was the beginning of our prewriting and drafting process, and I found that once students got started with the writing, they were comfortable building on it and revising it. In several cases these initial images are what students used to create the leads for their memoirs. It was fall and the leaves were blowing like crazy. My strawberry blonde hair was blowing around like a raging tornado and my little hands kept getting stuck in my jacket cuffs. It was time to cut the pumpkin, and boy was I ready. As I grabbed the pumpkin and it started to roll off the porch, a rough, slightly nail bitten hand flew into focus. The hand guided the pumpkin back to me. I looked up and saw my cousin. His warm, brown eyes were like pools of slushy mud that somehow comforted me and at the same time his goofy but straight smile made me giggle. His chestnut hair was somewhat messy like a tangle of spaghetti noodles. Other students used their pictures to help remember specific characteristics about their topics that they wanted the reader to see. Kris wanted readers to know what her doll looked and felt like: She is my lost doll. Pretty brown glittery eyes with blonde hair she was a white doll and she had a soft stomach. He had a jet black and chestnut brown spot. Jana decided the best way for her to begin was to combine a clear picture of her topic a favorite pair of jeans with some similes to give a more emotional picture of what the pants meant to her. They were as pretty as a bundle of roses when I first got them. They stayed that way for a while, but ended up getting torn and were as worn as an old teddy bear. They were a steel blue color with a mult-colored psychedelic stripe down the side. They would hang over the tops of my shoes. They were proof that students had something important to say. From Crayons to Articulating the Reader-Writer Connection I used this drawing strategy throughout the school year to help my students start writing in their comfort zone and feel free with the beginning creative process. As my students grew comfortable with using pictures, they began to automatically see what they were writing and to feel confident putting their images into words. Sometimes the pictures translated directly into a text, other times the pictures were left behind and used only as part of a larger brainstorming session. But this way of thinking about words as communicators of images really impacted how my students looked at their own writing from the perspective of the audience, which was an added bonus beyond improving student writing fluency. When students and I would conference about their writing pieces they often spoke in terms of what they wanted the audience to see and think about. Learning descriptive skills and thinking about what the audience was seeing was something my students wrote about in their reflective end-of-the-year piece. Derrick wanted his writing to show the reader everything that has happened, So the reader can get a mental picture in the mind. Throughout the year, our class discussions about reading and writing would pull from the vocabulary of visualizing and focus on what the writer wanted the audience to see. He was always wearing that red shirt. Teaching my students to visualize as readers and include visualization as the first part of the writing process helped them become more than just comfortable with writing, it helped them learn to think like writersâ€”a skill I hope they carry with them from now on. Making Meaning with Texts: You Gotta BE the Book, 2nd ed.

Chapter 2 : See It, Say It, Write It

A speech-language pathologist and a first grade inclusion classroom teacher have developed an innovative educational program that integrates technology with the curriculum for grades K

Writing an outline is the first part of writing a book. Keep it to a few paragraphs, or perhaps one page at most. If you have more than one book idea, write an outline for each one. It takes a long time to write a book. But before you start – STOP right here! How often have I heard this? I did a free ebook giveaway and all the social media stuff on Facebook and Instagram and everything. There is nothing wrong with people, but there is definitely something wrong. The problem is in thinking that everyone will want to buy your book. In fact, the exact opposite is true. But if you can imagine who these few people are, you then might have some chance of success. When you finish writing your book outline, ask yourself this simple question. Who will read want to my story? Your answer will involve demographics and your book genre. In other words, will teenagers want to read your book about a World War Two fighter pilot? Will women between 45 and 60 want to read your book about a teenage vampire? Who will be interested in reading about overcoming depression or surviving divorce? You want to write a romance story, but what type of romance reader will it be for? Will men between 18 and 45 rush to read it? Look at what the crooks on Kindle Unlimited are doing, and why they are raking in so much money. No, they target erotic romance, hot erotica, science fiction and teen paranormal fantasy. Because these are popular genres with lots of potential readers and book buyers. Not that you want to become a scammer. But it is a very good lesson in knowing and then focussing on your target market and readers. Rowling with her Harry Potter brand. Think here of E. It will focus your writing, your characters, and the type of vocabulary you use. Writing a book and then trying to decide if it is general fiction, contemporary fiction, science fiction or romance is a sure sign that a writer has no idea about who will be interested in reading the book. If you plan well, it will be so much easier to write your book. But when it comes to publishing, it will be much clearer to you which two genre categories and seven keywords you will choose to best suit your book. When you plan your book launch, you will have a much better idea of how to answer the how, where, when and why questions. For example, if your book is about house training a puppy, make contact with some pet blogs and see if you can guest post, or even advertise your book. When your book is on sale, your planning will help you target your book promotion more precisely. If you run a Facebook Ads campaign, you can focus down on the specific gender, age, interests and location. You will be wasting a lot of money on a campaign broadly targeting the US and UK, age , interests-books. If your book is a Tudor romance, you might try UK, South England, female, age , interests-period romance books. Similarly for social media in general. What use would there be in promoting a book about preparing for retirement on Instagram? If it is a political thriller set in current times in Washington, Facebook would be a waste of time, but Twitter could certainly be a winning strategy. Now start writing your book Now that you have your story outline finished, and you know your precise genre, write your story. But from word one, visualise your reader in your mind. Imagine that they are sitting in front of you and you are telling them your story. If you are writing a cosy mystery, imagine your reader, with legs curled up on a sofa, and a box of chocolates. You will know exactly who you are writing for and it will help you turn into a true storyteller. All writers create a mental image of their imaginary characters, so why not imaginary readers? But if you can grab the attention of your imaginary readers, you are on your way to hopefully get the attention of real book buyers when you publish your book. Use your motivation to write and forget about agonising over grammar, sentence structure or even your word count. Just follow your outline plan and get your story out of your mind and into words on pages. Finishing your first draft is the most important part of writing a book. No book has ever been published without one. There will be plenty of work to do after you have finished. A second and third draft, editing, line editing, proofreading and beta reading just to start with. But all of this work is mechanical. It is not creative. The only creative action in writing a book is in writing your first draft. Stay motivated and just write, write, write. When you finish writing your first draft of your manuscript, you will have written a book – for your readers. How to write a book and then sell it 1. Start with a great idea. Turn your idea into a detailed outline. Look at your book outline and decide who is

going to read it. Decide on your very precise genre. Start writing your book, but always with your target reader in mind. Prepare a launch plan before you publish. Promote your book to its defined target market after you publish. How helpful was this article for you?

Chapter 3 : See, Say, Write, and Read

The "See it!" Column is where the initial word list is to be written. As a teacher, you can write the words for the students, and then copy off the page, or have the students write their word list themselves.

It has got to be a joke. Its is the possessive form of it. I can see its eyes. If you delve deeper into this issue, you will see that there is good reason for the confusion. However, if you just want to know what is right, the matter is very simple. It cannot be used for anything else. Its Its is like his and her. They are all possessive adjectives. Look at these examples: These are his pies. His is used for a masculine possessor owner. These are her flowers. Her is used for feminine possessor. These are its footprints. Its is used for neuter possessor. The second should be its. I think the company wants to have its cake and eat it. The its is a possessive adjective. It should be its. It cannot be expanded to it is or or has so it must be the possessive adjective its. Woody Allen A lie gets halfway around the world before the truth has a chance to get its pants on. Winston Churchill There is nothing in the world like the devotion of a married woman. Oscar Wilde Whenever cannibals are on the brink of starvation, Heaven, in its infinite mercy, sends them a fat missionary. Oscar Wilde Constant company wears out its welcome. To empty its stomach contents, a frog throws up its stomach first, so the stomach is dangling out of its mouth.

Chapter 4 : Writing Lesson: See It! Say It! Spell It! Write It! Level 3 | Teachers - Classroom Resources

Incorporate writing instruction in your classroom as an essential element of literacy development while implementing best practices. This easy-to-use, engaging writing lesson encourages students to build a core of words they can use automatically.

As she was describing what it was and how she uses it in her classroom, I was literally getting goosebumps. You can purchase the paper in single sheets, but Keri loves it so much, she purchased a whole roll! Whoever invented vinyl chalkboard paper is a genius. This product is so versatile! from using it to label bins to creating activities! it is awesome! The paper can be cut into any size just like contact paper. You, or your students, write on the paper with liquid chalk. Just think! how about using it to label bins, cubbies? I knew eventually that an idea for using it within an activity would pop into my head. Print the pdf file on cardstock. Laminate or cover the cards with clear contact paper and cut along the dotted lines. I tend to use red colored tiles for vowels and another color for consonants. If you choose to do the same, using your black Sharpie marker write vowels on the red counting tiles and the following consonants on the other color s: You can certainly use scissors. Simply peel the back layer from the chalkboard paper and adhere it to the cards. For this activity, your students will first build the word using the tiles and then write the word below using the liquid chalk. Be sure to differentiate this activity by choosing how many tiles and cards are used. This activity is a great activity for use during small group instruction or as an activity in your literacy centers. I have not yet found the vinyl chalkboard paper in stores so your best bet is to order it online. Here are the links to the products used with this activity: Vinly chalkboard paper- sheets.

Chapter 5 : Let It Be – The Beatles Bible

Get this from a library! See it, be it, write it: using performing arts to improve writing skills and test scores. [Hope Blecher-Sass; Maryellen Moffitt] -- This book helps students grow as writers and master standardized writing assessments and add arts education, creativity, and fun to your writing curriculum by using the innovative tool: the enactment.

Lennon with his typical Paul-attacks. Rarely based on fact and ever-changing. What can you say? Nothing to do with the Beatles, no – it could have been Wings, right? Except it, I mean that was the one that everybody said was the statement after Paul was – Lennon interrupting: Reply Ray Thursday 16 November Thank you for the full transcription. He had a little spurt just before we split. I went to the record store and bought the I sure have enjoyed them through the years and still like them as much as ever. Let it be was recorded a full year before Bridge over troubled waters was released. Reply Slipper of the Yard. McCartney is walking on eggshells in this scene , going out of his way to not annoy the precocious little child. I think he was genuinely and reasonably fed up with be instructed on what to play. Reply stan Tuesday 6 February George just had enough of being bossed around by Paul! It was one of the best years of my life and this song as well as the LP Abbey Road in late were a major part of my soundtrack. Born in , I love this song. I still do, but I must admit that the message is just so-so to me. What type of statement is it? I mean, Paul says to just let things be. So, bad lyrics but a lovely melody and musical arrangement. Reply tammy baker Sunday 18 March I have a reel to reel recording of this song. The song is not finished and Paul is humming in a lot of it. Has anyone heard something like this. Any information would be great Loading It sounds like there are two bass parts together in those spots. What do you think?

Chapter 6 : Say It, Make It, Write It For Maths | you clever monkey

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Homes writes a short story or a novel, she first has to see it in her head. The visual component, she says, is very important to her. Mercedes, based on the novel by Stephen King. The title comes from the day period beginning with Rosh Hashanah and ending with Yom Kippur, the Jewish High Holidays, but it also refers to the disjointed state of the world today. She grew up reading plays by Edward Albee. Objects are how we memorialize people, Homes says. The case is gone because the family had to sell it during World War II, but the heart of it is still there. She keeps it in a drawer next to the sore throat surgery medal she received when she was two years old. These objects are strikingly different, but serve as reminders of the past. One character is a young girl living a privileged life in an Upper East Side apartment, and another is a soldier at war. The others serve as a chorus, according to Homes: Whether Homes is looking at the material world or what lies beneath, her writing gets at the core of being human. It took Homes a while to write all of the stories in this book Days of Awe is her first collection since The Safety of Objects, which was published 28 years ago , and she approaches short stories differently than novels. What is it you need us to pay attention to? Why are we supposed to stop everything else we were doing and come be in your story now? He said there are no space breaks in it. But chapters are a whole different thing because chapters have a shape, too. There is a reason. I have no social life that is not professional in some aspect. Last summer, her daughter went to summer school at Oxford, and Homes stayed in a house on campus. Jeanette Winterson helped her out by bringing roast chicken and other food, and loaning her a rickety bicycle. Once she figured that out, she says, she was able to finish writing the book.

Chapter 7 : Say It, Make It, Write It Mats - How to Use Them Six Different Ways | you clever monkey

Using our Say It, Make It, Write It FREE printable 5 different ways in Maths - the ideal resource that's ready to print for use any Early Years classroom. This one simple printable is so incredibly versatile! Originally I created the Say It, Make It, Write It mats to make practicing our sight words.

What does it take to write and publish a book? I had passion and conviction that the story was important. It was history that had never been public. I needed to set the record straight, and I believed in myself that I was the person to write it. I had a lot of challenges, though: However, like many other writers, I had the naysayers along the way. There were many destructive comments that had me question my mission and did stir up self-doubt. Among some of the comments, I heard: No one has ever heard of her. No editor would want that. It had to be nonfiction, not historical fiction. So I took classes to learn how to write in a literary fashion. The first iteration of my book was so bad, it could win a prize for the worst piece of writing ever. There was no room for unverified material. While many of my interviewees shared some pretty fantastical experiences, not all could be confirmed. On many an occasion, I wanted to include anecdotal information but could not risk being inaccurate. The consequences were great and not just about liability but my reputation as a journalist. Joined a writing community I knew nothing about publishing a book, so I sought out a writing community to learn more. It was a very good decision. We shared many stories, some rewarded for their efforts, but many who were frustrated with the process or disappointed in response to their efforts. Some of my writer friends decided to go the self-publishing route, and it worked well for them. To date they have published over 23 books. It had to pass a lot of rigor by someone else. I attended many writer conferences eager to learn how I could land an agent. I mailed out at least 20 query letters to agents around the country. After six months with the first one, I never heard back. Same thing happened with the second one. After a year of waiting, I reached out to new agents and was turned down as used goods. They said since as all the publishing houses had rejected my book, there was nothing they could do for me. What about this one? Still, somehow, even after those major blows, my belief in my book, my conviction for its message, kept me going. Fire in the belly That was in The message here is to keep going. I did finally land an amazing literary agent who believed in me and sold my book to a major publishing house. Had I given up, the book would be sitting in my documents file. I found fire in the belly again.

Chapter 8 : A.M. Homes Knows: If You See Something, Write It

You, or your students, write on the paper with liquid chalk. Once dried (pretty quick), it'll stay on until you use a small amount of water to wipe it off. Once dried (pretty quick), it'll stay on until you use a small amount of water to wipe it off.

Teachers are busy people. We all like to find resources for our classrooms that are useful and engaging and but are also easy to prep, set up and store when not in use. Originally created to help my students practice their sight words during our literacy centre activities but like many of our printables, they can easily be used different ways making them an ideal resource for both the Early Years classroom and word work at home. This post contains affiliate links. Allowing young children opportunity to practice reading and writing these words will help them become more fluent readers and writers. One idea is to write the sight words onto cards or we love to use pop sticks for ours then add some magnetic letters for children to build the word themselves before writing it with some whiteboard markers. You can use them instead of magnetic letters to make the words. Why not use play dough! For preschoolers, you can use these same mats to learn individual letters and the sounds they make. Here we used our play dough to make the letter before writing it below. The children can put each letter in it and hear the letter name and sound it makes. One preschool has been using these as their check-in station. Here we used student names but you could just as easily use other proper nouns. We had also used some individual letter cards to see if we could make the upper and lower case letter before trying to write them too. This idea could be used with any age group to help spell both familiar and unfamiliar words. The students chose a stick with the number word written on it then had to make the numeral and represent it with the dice in their play dough. Check out all those ideas here. You can see how easy each of these activities was to prep and set up. And the mats can easily be stored when not in use. You can download your copy from here. Not on our mailing list?

Chapter 9 : Write It Do It | Science Olympiad

About "Write It Right - A Guide for Automotive Repair Dealers" This publication is intended to help your business with customer transactions.