

Strategies to Try When Students Can't Read the Text

- ♦ As you say the page number you want them to turn, always write it on the board. If your class can handle bookmarks, they can also be useful.
- ♦ Use an activity or lab experience early in the chapter.
- ♦ Pair a reader with a non-reader. Peer tutors have been very successful with students who have special needs.
- ♦ Use pictures, graphs, diagrams, timelines, and other visuals to keep students with you.
- ♦ Highlight 6-10 major points, vocabulary words, people, or events per chapter(s) for which students will focus.
- ♦ Develop study cards and chapter guides for the various texts.
- ♦ Relate materials to student's life and environment – make it real!
- ♦ Whenever possible use supplementary materials and manipulatives to increase interest and attention to the task.
- ♦ Have volunteers put textbooks on tape for non-readers.
- ♦ Do group brainstorming to highlight concepts.
- ♦ Structure the lesson so it can be done with a friend, peer tutor, cross-age tutor, or small groups to enhance student interactions and involvement.
- ♦ Allow at least 5 seconds wait time for answers. Try rephrasing, “prompt” questions and waiting again. Always try to ask them questions you think they'll know.
- ♦ Allow students to discuss their answer quietly with their table partner.
- ♦ Use 1-minute paper technique. One minute to write answer and then read it aloud if called. Illustrations may be utilized in place of words.
- ♦ Using white boards, chalkboards, or paper, have students write the answer in big letters and on a signal from the teacher, the students will hold it up under their chin.
- ♦ Direct instruction methods with group responses work well with some students.
- ♦ Have students teach something from the chapter to someone in his/her family then write or tell about how he/she taught it.
- ♦ Use “scaffolding” to teach students how to “think through” things.
- ♦ Break long assignments into shorter ones.
- ♦ Use supplementary materials to provide essential prerequisites, vocabulary understanding, and exposure.
- ♦ Teach and encourage webbing as a note-taking format with visualization to aid in memorization.
- ♦ Allow for evaluative options such as a contract with a choice of items allowing students to be evaluated in a modality/mode in which they function more efficiently.
- ♦ Look to publishers' aids, when available, for concise outlines, vocabulary aids, and supplementary ideas.