

Teaching Strategies for Struggling Learners

Writing: components / strategies

- Writing mechanics
- Spelling instruction
- Grammar
- Features of good writing
- Graphic organizers
- Writing frames
- Exemplar
- Audience and purpose
- Drafting and editing
- Rubrics for evaluation and guided writing

GENERAL INTERVENTION STRATEGIES FOR STRUGGLING LEARNERS

- Break down main concept into smaller chunks each supported by a visual/ concrete material
- Think pair share: pair up students using CAT4 predictions so students share their thinking and learn from each other.
- Using cue cards and graphic organizers, KWL, flow charts, and Venn diagrams, teacher can prompt thinking, and facilitate progression through formative assessment tools.
- Think aloud: getting students to talk about their learning helps comprehension and allows teacher to check for understanding
- Visualizing: changing text to images and pictures, helps in comprehension of text especially for visual, nonverbal learners
- Learners with nonverbal, special bias learn better with models, demonstrations, role plays and simulations.
- Summarizing using questions, sentence frames and GOs helps students to use their own words to write the gist of their learning following a sequence. Steps involved : getting the big idea- filtering out insignificant details, select key points, replace unknown words with simple, known ones, use all of this to define/ or answer the key question.

ENGLISH

READING STRATEGIES FOR STRUGGLING READERS

- Paired reading
- Choral reading
- Echo reading
- Reading ladders
- Reader theatre

MATH

VISUALIZATION: Students can draw the problems and work out using visuals (the Singapore math method)

RIDE

- R**— Remember the problem correctly
- I**— Identify the relevant information
- D**— Determine the operations and unit for expressing the answer
- E**— Enter the correct numbers, calculate and check the answer

FAST DRAW

- F**— Find what you're solving for.
- A**— Ask yourself, "What are the parts of the problem?"
- S**— Set up the numbers.
- T**— Tie down the sign.
- D**— Discover the sign.
- R**— Read the problem.
- A**— Answer, or draw and check.
- W**— Write the answer.

The TINS strategy allows students to use different steps to analyze and solve word problems

- T**—Thought -think about what you need to do to solve this problem and circle the key words.
- I**— Information-Circle and write the information needed to solve this problem; draw a picture; cross out unneeded information.
- N**— Number Sentence-Write a number sentence to represent the problem.
- S**— Solution Sentence - Write a solution sentence that explains your answer.

Strategies to develop mathematical vocabulary for better comprehension:

Pre-teach:

Teach any new terms before start of lesson and give students cards with the glossary while they work.

Mnemonics: Create acronyms, acrostic poems or word stories. e.g. to help students remember rules or steps in an operation

Parentheses, Exponents, Multiplication, Division, Addition, Subtraction, Students can remember: **Pink Elephants March Down A Street.**

Key words: students can visualize a pictorial representation of a key word and remember by association. Eg: division is boxing, multiplication is piling in groups... divisor is a visor / quotient is "".

STAR Strategy to teach algebra:

- S**— Search the word problem.
- T**— Translate the words into an equation in picture form
- A**— Answer the problem
- R**— Review the problem.

Moving from concrete to abstract level of instruction:

CRA strategy

C— Concrete: students use three-dimensional objects to represent math problems

R— Representational: students use pictures to represent math problems

A— Abstract: students represent the problem using numerical symbols

CSA Strategy:

C— Concrete: students use three-dimensional objects to represent math problems

S— Semi concrete: students use two dimensional representation to draw pictures of the math problem

A— Abstract: students represent the problem using numerical symbol

Using METACOGNITIVE SKILLS :

Think aloud and talk oneself through the problem.

Using tools such as Graphic organisers, visual imagery, to think about process steps