

LD *Connections*

June 2015

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The Learning Disabilities Association of Wellington County does not endorse, recommend, or make representations with respect to the research, services, programs, medications, products, or treatments referenced in this newsletter. The material provided in this newsletter is designed for educational and informational purposes only.

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Welcome

Summer is almost here! This edition of LDAO's newsletter is focused on how to assist students with learning disabilities maximize the summer break. There is an article from LDAO on how to teach children to read. The reading theme continues with some book lists for 8-10 year olds and teens.

The summer can be a great break from school but can also result in brain drain; page 14 includes some creative ways to minimize the impact while still having fun. During the summer period the role of home and parents in the learning process become even more critical – see the article on page 17 about “Helping your Child with LD at Home”.

This edition includes a few other helpful resources to make the summer productive.

New Parent Resource

Understood is a new parent resource. Some cool features of this new site include:

Through Your Child's Eyes: Experience the world as your child does. Simply select your child's issue and grade. From there you'll be guided through a simulation of what it's like for a child with dyslexia, dysgraphia, dyscalculia, ADHD or executive functioning issues.

Parenting Coach: Get practical, age-specific tips on how to deal with everyday behavior challenges. Choose from 17 common challenges, including trouble with self-esteem, time management and fitting in. You'll instantly receive ideas and conversation starters generated by the field's top experts.

Decision Guide: Gain confidence as you navigate crucial turning points on your journey. This tool can help you make informed decisions, including whether or not your child is ready for kindergarten or if college is the right choice for your teenager.

This is an American site but there are many resources that are universal. There is a lot more to check out and you can personalize your information to have tailored newsletters sent to you on a weekly basis. Go to www.understood.org for more information.

learning disabilities
different paths....same destination

While the summer is not yet upon us, back to school will be here before we know it. We have included an article on page 23 outlining some ideas on how to “Prepare for a Successful Academic Year”.

While LDAO has been around for decades, we are in danger of folding because we do not have enough volunteers to keep going. Please consider becoming part of our group! If you are interested please contact us at info@ldawc.ca or 519-837-2050.

**We wish
everyone
a fun and
safe summer.**



Understood
for learning & attention issues

Principles for Learning to Read

<http://www.idao.ca/introduction-to-ldsadhd/ldsadhs-in-depth/articles/about-education/principles-for-learning-to-read/>

Create Appreciation of the Written Word

Long before children are able to engage in reading themselves, they must feel that reading is something they would like to do. They must develop an appreciation of the pleasures of written language and of the many ways language is useful.



Develop Awareness of Printed Language

Children need to develop a basic sense of what print looks like and how it works. They must learn how to handle a book, which way to turn the pages, and that the printed words – not the pictures – tells the story when you read. Children should be taught that words are all around them – in newspapers, mail, billboards, signs, and labels – and have many different and valuable purposes.

Learn the Alphabet

Comfortable and early familiarity with letters is critical for learning to read. Children should learn the names of letters and to recognize and form their corresponding shapes.

Understand the Relation of Letters and Words

Children need to learn that printed words are made up of ordered strings of letters, read left to right. They should be helped to understand that when the combination or order of letters is changed, the word that is spelled also changes.

Understand That Language is Made of Words, Syllables, and Phonemes

The ability to think about words as a sequence of phonemes is essential to learning how to read an alphabetic language. Children should become aware of the building blocks of spoken language. They need to understand that sentences are made up of strings of separate words. They should become comfortable in hearing and creating rhymes. They should be led to play with the sounds of language until they can pull words apart into syllables, and pull syllables into individual phonemes.



A phoneme is the smallest functional unit of speech. The word “cat” contains three phonemes: the /k/, /a/, and /t/ sounds. Letters often represent more than one phoneme – the a in “cat” is a different sound than the a in “cake” – and sometimes a single letter will contain more than one phoneme. For example, the word “ox” has two letters but three phonemes: /o/, /k/, and /s/. Fluent readers learn to recognize these discrete sounds of spoken words quickly, accurately, and automatically. Phonemic awareness is the foundation on which all other reading skills are built.

Learn Letter Sounds

Given a comfortable familiarity with letters and an awareness of the sounds of phonemes, children are ready to learn about letter-sound correspondence. The most important goal at this first stage is to help children understand that the logic of the alphabetic writing system is built on these correspondences.

Sound Out New Words

As children learn specific letter-sound correspondences; they should be challenged to use this knowledge to sound out new words in reading and writing. Making a habit of sounding out unfamiliar words contributes strongly to reading growth, not just for beginners, but for all readers. Children need to understand that sounding out new words can actually be a strategy for helping them unlocks pronunciations of words they have never seen before, and can make what they are reading understandable.



Identify Words in Print Accurately and Easily

The ability to read with fluency and comprehension depends on recognizing most words almost instantly and effortlessly. Once the framework for a new word or spelling has been laid, through sounding and blending, the key to recognizing it quickly and easily is practice. The most useful practice is reading and rereading of meaningful text made up of words the child has been taught to sound out. For beginners, such reading helps most if it is relatively easy. As a rule of thumb, no more than one in 20 words should cause trouble.

Know Spelling Patterns

As children become reasonably capable of sounding out words in reading and spelling, it is important that they notice the similarities in their spellings. Awareness of spelling patterns that reoccur across words hastens progress in reading and writing, and weak knowledge of spelling is an impediment to mature readers.

Learn to Read Reflectively

Although the ability to sound out words is essential for learning to read, it is not enough. Written language is not just speech written down. Instead, text brings new vocabulary, new language patterns, new thoughts, and new modes of thinking. To enjoy and profit from reading, children must also learn to take the time to reflect on these aspects of text.



How can I get free money for my kids?

Get the Canada Learning Bond!

This is a Government of Canada program that provides **\$500** in education money to children born on or after January 1, 2004 whose families receive the National Child Benefit Supplement. And, the Government will add **\$100 more every year** your child is eligible, up to age 15. Your child could get up to \$2,000.

What do I need to do to get the Canada Learning Bond?

- 1** Visit a Service Canada Office to get your child a Social Insurance Number (SIN).
- 2** Start a Registered Education Savings account (RESP) that is right for you. Make sure the provider you choose signs you up for the Canada Learning Bond. Visit SmartSAVER.org for our list of no-cost, no-risk plans.
- 3** Grow your child's savings. Even if you can't contribute, the Government will deposit the Canada Learning Bond in your account.

Canada Learning Bond Facts

- All eligible children receive at least \$500
- No family contribution is required to start an RESP or to receive the Bond
- If you do make a contribution, the Government's Canada Education Savings Grant will add up to 40% more
- Some RESP providers charge fees. Visit SmartSAVER.org for our list of no-cost, no-risk plans.
- Act now and you can get your additional Learning Bond payments. When you apply you will receive \$500 plus \$100 for every year your child was eligible

What's the catch?

The Canada Learning Bond can only be used for your child's education after high school or later on. Your child has up to 36 years to use it. The Canada Learning Bond can be used for part-time or full-time studies at college, university or other qualifying schools in Canada or outside the country.

**Free money.
For your kids.
Yes, really.**

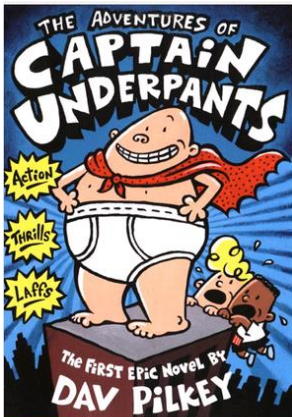

www.smartsaver.org

with help from 

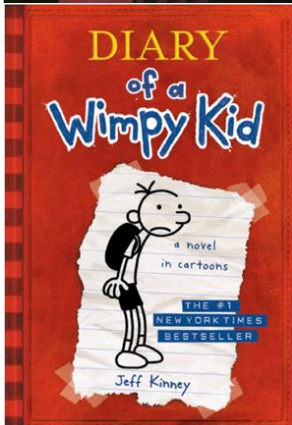
12 Great Books for Reluctant Readers in Grades 3–5

<https://www.understood.org/en/school-learning/learning-at-home/encouraging-reading-writing/12-great-books-for-reluctant-readers-in-grades-3-5>

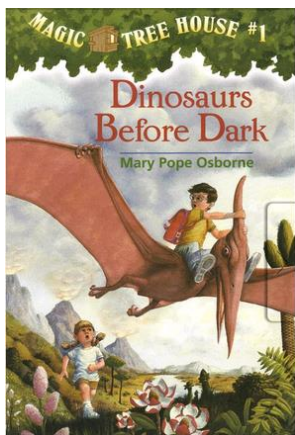
One of the greatest gifts you can give your grade-schooler is a love of reading. But how can you encourage a reluctant reader to pick up a book? These page-turners might be just what the doctor ordered.



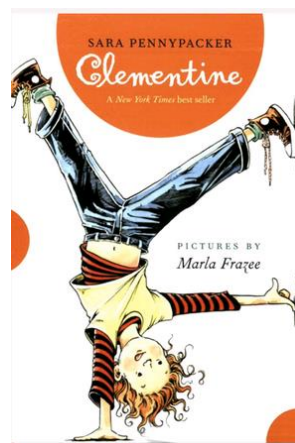
George and Harold are two prank-loving kids. They've created a superhero comic character who flies around in his underwear and a cape, and now they're going to bring him to life. The Adventures of Captain Underpants is the first book in the mega-bestselling Captain Underpants series. Filled with zany humor and—yes—some potty talk, each book has short chapters with hilarious pictures on every page. You're not likely to find a more engaging set of books for reluctant young readers.



Beware: This series elevates bad behavior and the art of deceit to new and hilarious heights. Like it or not, the Diary of a Wimpy Kid series has a huge impact on getting kids to read—and laugh out loud. The first book of the series tells the daily events of the unpopular and awkward Greg Heffley, who's starting middle school. The books are formatted like a real diary with handwritten text on lined paper. There are also charming comic illustrations that appear throughout the text.



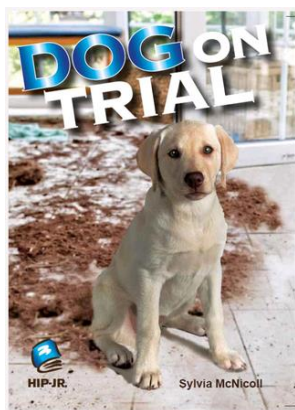
Jack and Annie have discovered a magical treehouse filled with books that transport them through time and space. In *Dinosaurs Before Dark*, the first book in Magic Treehouse series, Jack and Annie magically travel back to the age of dinosaurs—but they need to find a way to get home. The books in the Magic Treehouse series contain a mix of facts and fantasy. Great story lines, large print and short chapters make these books a smart choice for the reluctant reader.



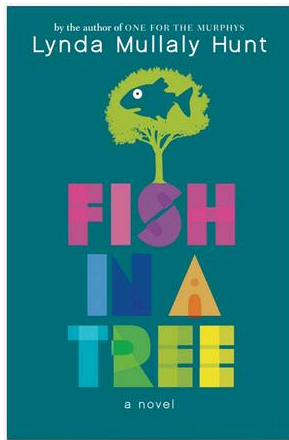
“I have had not so good of a week.” That’s how third grader Clementine begins her story. In this first book of the Clementine series, the main character finds her friend Margaret crying in the school bathroom because she got glue stuck in her long brown hair. Clementine offers to help Margaret cut her hair and ends up getting blamed for everything. Many kids can relate to Clementine, who tends to act impulsively and often feels misunderstood.



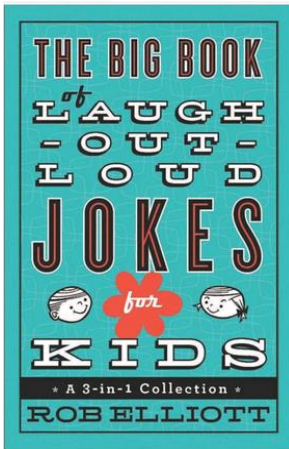
Hank’s class is putting on a play. He botches the audition but ends up making the most of his nonspeaking role as a bookmark. *Bookmarks Are People Too!* is the first book in the funny, endearing Here’s Hank series cowritten by Henry Winkler, who in real life struggles with reading and math issues. The Here’s Hank books are also published in the Dyslexie font, which some people with dyslexia say is easier for them to read.



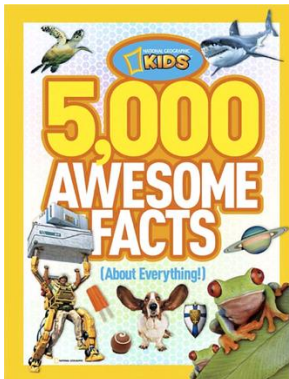
It can be challenging to find appealing books if your fifth grader is reading at second-grade level. *Dog on Trial* is one of 18 HIP Junior novels that tap into topics of high interest to kids who are in grades three through five but who read at a lower level. In *Dog on Trial*, Owen only has three days to convince his father not to take his new dog Hero back to the animal shelter. There are a lot of amusing mishaps, but eventually Hero saves the day.



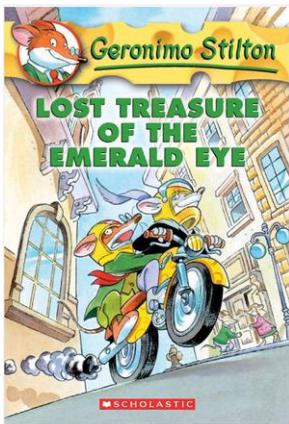
Sixth grader Ally Nickerson used to try to hide her dyslexia by being a troublemaker. But with help from her new teacher, she discovers that people can be smart in different ways. Filled with endearing and often flawed characters, this inspiring book can be a life changer. Fish in a Tree, at 288 pages, is not short. But audio and text-to-speech versions are available. It's also a great book for you and your child to read together.



Q. How do you make a hot dog stand? A. Take away its chair. Reading jokes can help kids think about wordplay. And telling jokes is a great way for kids to connect with others. Laugh Out Loud Jokes for Kids contains lots of clean, age-appropriate humor. With only four or five jokes per page, the reading demands are low, but the payoff is high. Laugh Out Loud Jokes for Kids is great to take along for car rides or for lunchtime chuckles.



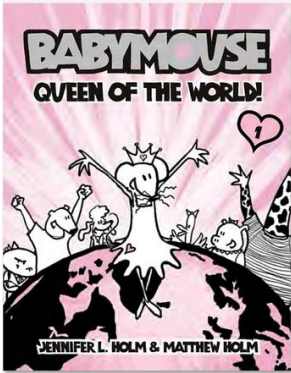
Some spiders in Nepal have gross but effective camouflage—they look like bird poop! This and the 4,999 other facts in this truly awesome book will appeal to kids who are fascinated by animals, people and the world around them. National Geographic Kids 5,000 Awesome Facts (About Everything!) includes details about an incredible range of topics, from female fighter pilots to the fear of peanut butter sticking to the roof of your mouth (arachibutyrophobia). It's entirely possible that a great nonfiction book can turn a reluctant reader into an eager reader. This may be one of them.



Geronimo Stilton is a globetrotting mouse who lives in New Mouse City on Mouse Island. In the first book of this popular series, Geronimo goes on a sailing trip to find buried treasure. The Geronimo Stilton books are action-packed and visually engaging. Some words and phrases appear in bright colors and interesting fonts that can help to grab the attention of reluctant readers.



Sports Illustrated for Kids is filled with interesting articles, interviews and eye-popping photos. Is your child not into sports? You can find magazines for just about any area of interest online or at your local library or bookstore. Magazines package short bits of information in glossy and appealing ways. Sports Illustrated for Kids and other magazines have the power to hook reluctant readers and keep them reading from cover to cover.



Queen of the World is the first in a series of Babymouse graphic novels. Graphic novels are a lot like comic books. They've become widely accepted as a powerful way to reach reluctant readers. And it's a great format for following the adventures of Babymouse, a wildly imaginative young mouse. She thinks her life is boring but her daydreams aren't. In one of them she tangles with a giant squid! The books in this series are fun and funny and emphasize the importance of staying true to yourself.

4 Steps to Choosing Books at Your Child's Reading Level

By Louise Baigelman

Choosing books at the right reading level will help your child improve her literacy skills and learn to enjoy reading. Books that are too challenging may discourage her. Books that are too easy won't provide enough opportunity for practice and growth. Follow these simple steps to find books at the right level for her.

1. Find out your child's measured reading level.

Ask your child's school for her reading level. If that information isn't available, you can get a rough idea at home by using the San Diego Quick Assessment of Reading Ability. (Download a PDF of the assessment.)

2. Look for books that match that level.

Many kids' books list their reading level on the back or spine. Programs like Scholastic's Book Wizard can help you search for books at your child's reading level.

3. Do a five-fingers vocabulary check.

Ask your child to hold up five fingers and read one page of a book. When she doesn't know a word, she puts one finger down. If she puts all five fingers down, the book is too hard.

4. Do a quick comprehension check.

Ask your child to pause after reading a few pages and tell you about what she just read. Make sure she really understands the book.

Are you parenting a child diagnosed with ADHD?

The Child Development Research Unit Needs Your Help!

We are starting a new project that examines the street crossing practices of children diagnosed with attention deficit hyperactivity disorder (ADHD) using a fun and innovative virtual reality simulator!

Is your child 7 to 10 years of age?



We need your help!

**UNIVERSITY
of GUELPH**

Call:
519-767-5033
or
Email:
cdru@uoguelph.ca

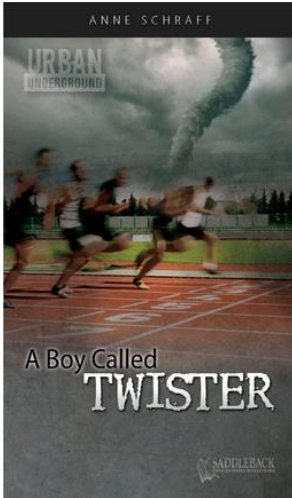


For more information about our research visit: <http://cdru.psychology.uoguelph.ca/>
OR contact Professor Barbara Morrongiello at bmorrong@uoguelph.ca

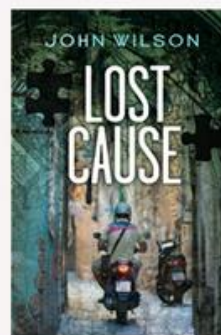
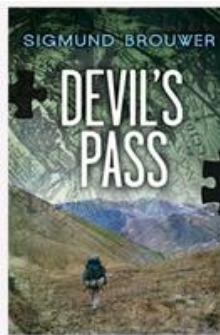
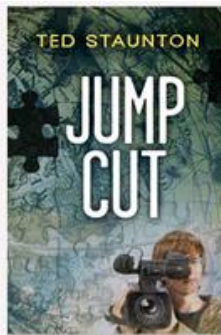
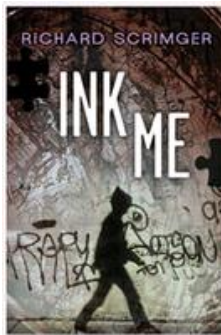
9 Great Books for Reluctant Teen Readers

<https://www.understood.org/en/school-learning/learning-at-home/encouraging-reading-writing/great-books-for-reluctant-teen-readers>

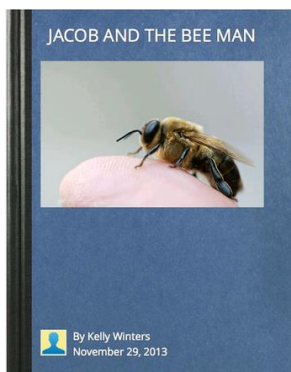
The key to engaging reluctant teen readers is finding books that are both appealing and accessible. Here are some books that cover topics of high interest to teens, but are written at lower reading levels.



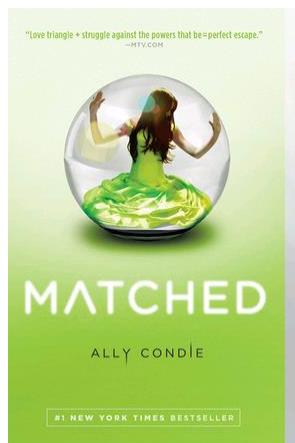
This is one of many books that are called “hi-lo.” That’s the nickname for stories and books that cover topics of high interest to teens who are reading below their grade level. *A Boy Called Twister* dives into the life of Kevin as he deals with being the new kid in high school. The book involves bullying, high school sports and big family secrets. While some of the themes are edgy, the story provides a good moral. This and other books by Saddleback Educational Publishing are designed to be approachable to reluctant readers, both in format and in theme.



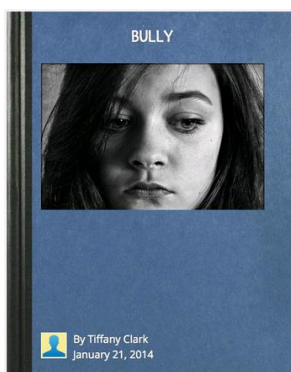
Seven is a collection of seven books about seven teenage boys whose grandfather dies and leaves them a mysterious note. Each book follows one cousin as he attempts to complete the tasks outlined in their grandfather’s will. These books are action-packed, making them a great choice for reluctant teen readers, especially boys. Another big selling point for this hi-lo series from Orca Book Publishers is that each book is written by a different author. The books have different writing styles and can be read in any order. Your teen may like getting to choose which one to read next!



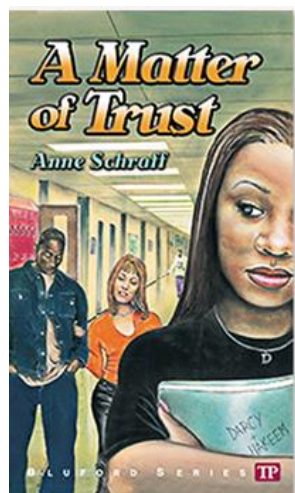
Jacob and the Bee Man is about a high school senior who gets caught committing a petty crime. This leads to an unusual punishment that helps him discover a new set of possibilities for himself in the most unexpected of ways. The book is written with beautifully simple language, and Jacob is someone readers can connect with and root for. Visit Story Share for this and other free stories. (Author's note: I run this nonprofit literacy hub, which generates and distributes relevant and accessible content for struggling teen readers.) Story Share also has free audio versions so readers can hear the words they see on the screen.



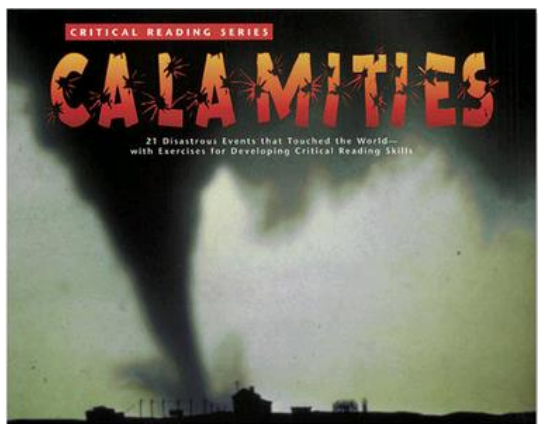
This book might call to mind The Hunger Games, but the writing may be more accessible to teens who are reading below grade level. Cassia is living in a society where individuals don't get to make their own decisions. When an official program matches her to the boy who will be her mate for life, something goes wrong with the computer. The screen flashes the face of her best friend but matches her to another boy. Cassia finds that she has a lot to question: her society, her future and her forbidden love. This book is both a romance and an adventure.



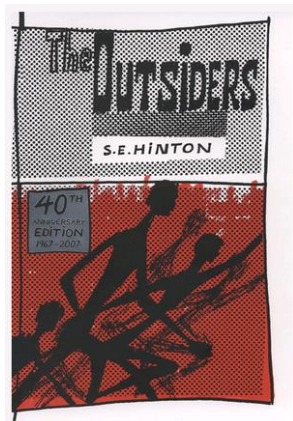
At just under 60 pages long, Bully is another great hi-lo option from Story Share for reluctant readers. Short chapters and many photographs help make it even more approachable. Bully may be especially appealing to teenage girls because it provides a realistic and unique look into a theme that most of them know well. The story follows Holly, a high school bully who spends her days angry and isolated. When she stumbles across a strange ring in her front yard, she ends up forming an unlikely relationship—and her perspective begins to shift.



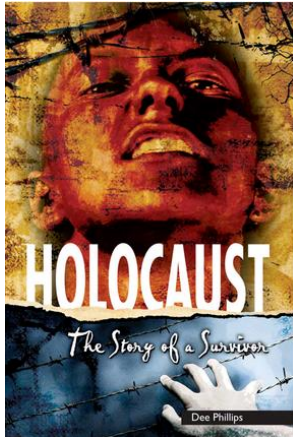
This book is part of The Bluford Series, which is set in the inner city and follows the lives and problems of the students at Bluford High. The books get “real” with older teens and the issues they can face. If you're not comfortable with themes that involve violence and substance abuse, proceed with caution. But teens who have previously sworn off reading tend to find themselves hooked once they've tried one of these page-turners.



This book is part of the best-selling Critical Reading Series. These nonfiction texts are a good option for readers who prefer fact over fiction. The books are visually catchy, and they cover real-life topics that are intriguing. This book covers “21 disastrous events that touched the world.” Other titles in this series include Daredevils and Aliens and UFOS. These books include critical-thinking questions that serve as a guide for interacting more deeply with the text.



A classic first published in 1967, *The Outsiders* stands the test of time with high school students. It follows the life of Ponyboy, a teenager growing up in the Midwest. It’s a bit slow to start. But if readers stick with it, they’ll be drawn in and will find themselves rooting for Ponyboy and his friends as they deal with gang feuds, a fire and loss.



Holocaust tells a Holocaust survivor’s story in an unconventional, highly visual way. It borrows from a popular format called a graphic novel. This book from Saddleback has many stylized pictures that will appeal to reluctant readers. *Holocaust* deals with heavy themes using very straightforward language. It is designed specifically for struggling teen readers.

LDAWC POTENTIAL FAMILY CONFERENCE

Would you like to attend a full day conference with other families?

Do you want to connect with other parents experiencing the same challenges as yourself?

Are you looking for information on various topics related to learning disabilities?

We want to hear from you – please complete our survey and provide your input

<https://www.surveymonkey.com/s/2HVKFXJ>



Families needed for SickKids research study on the genetics of reading disabilities

SUMMARY: Families are needed for a research study at SickKids (the Hospital for Sick Children), which is investigating the genetic basis of reading disabilities. We require the participation of families and their child(ren), age 6 to 16 years, who struggle with reading. Parents will receive a report describing their child's test results, which may be helpful in educational planning. All testing will take place at SickKids in downtown Toronto.

Abundant evidence suggests that reading disabilities run in families and that both genetic and environmental factors influence the predisposition to struggle with reading. The aim of this study is to identify genes that may contribute to reading disabilities by examining genes that are thought to be involved in the biological basis of reading. We will also investigate the genetics of associated skills including language, spelling, math, attention, and working memory.

Study participation involves:

- One full day of psycho-educational testing for the child and a half-day of interviews and testing with parents, all of which takes place on the same day, at SickKids.
- We also require a small blood sample from parents and child, taken during the visit by trained experts in our Phlebotomy Department.
- Following participation, parents will receive a detailed report describing their child's test results, which may be helpful in the educational planning for the child.

Results from the study may improve the understanding of which genes and underlying mechanisms are involved in reading disabilities. The research is funded by the Canadian Institutes of Health Research.

For more information, contact the study manager, Kirsten Blokland:
416-813-8207, or kirsten.blokland@sickkids.ca

Nancy Wise - French Immersion Educational Consulting Inc.

Nancy Wise provides consultation services to assist parents who are either considering a French immersion placement for their child or questioning whether or not to keep their child in a French immersion program. She can also serve as a dual-language education advocate for children with learning challenges who are enrolled in French immersion schools. Individual consultations can be arranged in person, by phone, or via Skype. Nancy is committed to working with families to get students with learning challenges equitable access to support services in French immersion schools. Canadian Parents for French Ontario has listed her services on their website under FSL Resources for Parents, French Tutors and FSL Education, Consultants

Email: nwise@frenchimmersionconsulting.com Tel: 416-566-4553.

Website: www.frenchimmersioneducationalconsulting.com

Understanding Psychological Assessments



NORFOLK PSYCHOLOGICAL SERVICES

Presented by Norfolk Psychological Services

LDAWC welcomed Linda Di Nardo, M.A. C. Psych. Associate and Paula Cervený, Ph.D., C. Psychologist to present on April 24th on the topic of "Understanding Psychological Assessments". The presentation consisted of examining what a psychological assessment is and what the benefits and impacts are of getting an assessment completed.

For parents new to the process the presentation outlined the steps involved in the process and explained the possible outcomes that could come from this process. Linda and Paula both provided a number of relevant and practical case studies that were really helpful for parents. The case studies provided background on the person, input from parents and teachers and then outlined what the assessment results were and explained how the information from these sources impacted them personally and at school, home and socially.

The attendees had great feedback on the session; see some examples of what people said below:

- Practical implementation of case studies in school
- Experts in the field/ very informative
- Impacts at home/school/social were excellent

Keep watching your email for future Fall events.

What is 211?

211 is the source Canadians trust when seeking information and services to deal with life's challenges. 211's award-winning telephone helpline (2-1-1) and website provide a gateway to community, social, non-clinical health and related government services. 211 helps to navigate the complex network of human services quickly and easily, 24 hours a day, 7 days a week, in over 100 languages.

211 connects people to the right information and services, strengthens Canada's health and human services, and helps Canadians to become more engaged with their communities.

When you don't know where to turn, turn to 211.

Creative Ways to Stop Summer Brain Drain

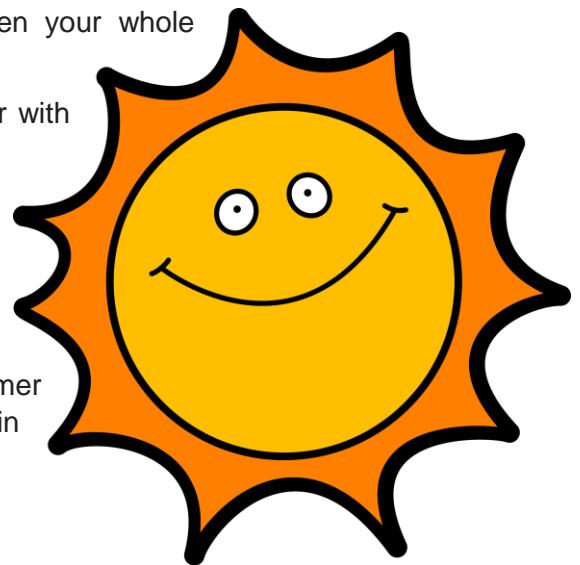
<http://ww2.kqed.org/mindshift/2012/07/04/74-creative-ways-to-stop-summer-brain-drain/>

Keep kids' brain muscles flexed with fun learning exercises.

READING AND WRITING

Keeping up with reading and writing skills over the summer is key to maintaining learning throughout the year — so pay special attention to these creative learning activities.

1. **Create a book club:** Make reading social with a summer book club for kids
2. **Keep a journal:** Encourage kids to stay sharp in their writing by keeping a journal, discussing summer activities and more.
3. **Find summer writing camps:** Older kids can check out summer writing camps, often available through local newspapers.
4. **Read throughout the day:** Offer reading opportunities morning, noon, and night, with the newspaper, websites, books, magazines, and more.
5. **Write a comic strip:** Develop creativity, writing, and humor with a fun comic strip.
6. **Read books about summer activities:** Before heading to the beach or a baseball game, pick out a book that discusses the activity.
7. **Email friends and family:** Have kids write to friends and family over email to keep in touch while also keeping up with their writing practice.
8. **Encourage reading in bed, even if it pushes bedtimes:** Allow your children to read in bed, even allowing them to stay up later as long as they are reading.
9. **Start a blog:** Create a blog for your child to update over the summer, and share it with family and friends.
10. **Read everywhere:** Read street signs, billboards, and anything else you can find while you're on the go this summer.
11. **Designate a family reading time:** Create a time when your whole family reads, individually or as a group.
12. **Buddy up:** Pick out books for your kids to read together with their friends for fun and a shared experience.
13. **Pick up comic books:** Build a renewed interest in reading with comic books this summer.
14. **Read aloud each day:** Even if it's poolside, listen to your child read aloud every day.
15. **Summer reading camp:** Scholastic offers a Summer Challenge, a virtual reading camp that engages kids in competitive reading over the summer.



PLACES TO GO

Going out and getting active is a great way to have fun and learn this summer.

16. [Go to a baseball game](#): Discuss strategy and scores while taking in a baseball game.
17. [Visit museums](#): Museums often have summer programs for kids, so stop by and check out what they have to offer.
18. [Go out to eat](#): Do menu math at a restaurant, asking kids how much food they can afford with a certain amount of money.
19. [Go on tours](#): Whether it's a chocolate factory or a glassblowing studio, take advantage of tours so kids can learn how everyday items are made.
20. [Camping](#): Camping offers an excellent opportunity for discussing nature and the world around you.
21. [Provincial and national parks](#): Parks offer a multitude of learning opportunities, and fun family experiences as well.
22. [Visit the zoo](#): Take a family field trip to the zoo to see the animals and learn about animal life.

AT HOME

Try these ideas on summer days when you're sticking around the house.

23. [Get crafty](#): Adopt a daily craft activity to do as a family every day.
24. [Build a treehouse](#): Combine outside fun with construction by building a backyard treehouse, remembering to discuss measurement (and safety) as you go.
25. [Create a lemonade stand](#): The classic lemonade stand offers many lessons in math and business.
26. [Play board games](#): Board games build thinking skills and are a fun way for kids to play and learn over the summer.
27. [Track daily temperatures](#): Fight the summer slide while tracking the summer heat wave by tracking the temperature each day with your kids.
28. [Calculate your family's emissions](#): Use the EPA personal emissions calculator to discover your emissions as a family, and discuss how you can improve.
29. [Plant a garden](#): Teach kids about nutrition and growth with a summer garden.
30. [Count money when playing Monopoly](#): A family game time with Monopoly can turn into a math lesson when kids act as the banker.

WEBSITES

Use these websites to have fun learning this summer.

31. [Kids Off the Couch](#): Get a weekly newsletter with great ideas for getting kids out and learning for the summer and throughout the year.
32. [Storyline Online](#): Visit Storyline Online to watch videos of actors reading children's books out loud.

- 33. [Smithsonian Kids Collecting](#): Kids can start a collection over the summer with the Smithsonian's program.
- 34. [Thinkfinity](#): Thinkfinity has fun games and learning activities for year round learning.

ACTIVITIES

These are just a handful of the fun learning activities you can try this summer.

- 35. [Make grocery store visits educational](#): Think about the grocery store as a great place to practice math skills, and bring that same idea home to the kitchen, too.
- 36. [Build a robot](#): Find cool and kid-friendly robot projects to take on over the summer.
- 37. [Create a picture journal](#): Keep your child engaged and thinking about the activities you're doing this summer by using a camera and notebook to create a picture journal.
- 38. [Create a puppet theater](#): Make puppets with outgrown gloves from the winter, and create a story for kids to act out.
- 39. [Citizen scientist](#): Turn kids into citizen scientists this summer, putting them to work as scientific researchers in projects over the summer.
- 40. [Build your own game](#): Check out projects that allow you to build a game over the summer.
- 41. [Play car games](#): Play ABC games during long car trips.
- 42. [Map out your trip](#): Involve your children in vacation planning by helping them create a map for your trip.
- 43. [Programming](#): Using programs like Scratch and Kodu, even young children can get started on programming over the summer.
- 44. [Finish schoolbooks](#): Often, school books like math journals aren't completed by the end of the year-put them to good use and finish them over the summer.
- 45. [Do art projects](#): Practice drawing, take pictures, or sculpt together, and discuss the meaning of art while you're doing it.
- 46. [Visit the YMCA](#): Find a great YMCA summer program for your kids to enjoy.
- 47. [Public library incentive programs](#): Public libraries often have interactive programs for students over the summer, typically with incentives like pizza or tickets to sporting events.
- 48. [Summer camp](#): From web design summer camps to ones that promote healthy eating and exercise, summer camps can keep kids active mentally and physically.
- 49. [Summer school](#): Many school districts have programs targeted to students who need to learn over the summer, so find out if there's one in your area.
- 50. [Day camp](#): Camp doesn't have to be a 6-week sleepover affair to be effective-check out day camps for summer learning activities, too.



Helping your Children with LD at Home

<http://www.idao.ca/introduction-to-ldsadhd/ldsadhs-in-depth/articles/about-education/helping-young-children-with-learning-disabilities-at-home/>

Many parents of young children with learning disabilities ask what they can do at home to help their youngsters. Generally, the first step is to try to understand the child's difficulties and to consider how these weaknesses might impact on self help skills, communication, discipline, play and independence. However, above all we encourage them to focus on the child's strengths in order to build self esteem and to help them become an integral part of the family. Understanding the child's needs takes time because needs change with age and with expectations at home, in social settings and at school.

Early Learning

The early years are particularly important because learning typically occurs so rapidly and generally without formal instruction. However, parents teach their children informally as they encourage them to notice things in the environment, as they label objects and as they guide certain social skills, appropriate behaviours and manners. And many parents provide the basis for early reading, writing and mathematics by reading stories, reciting the alphabet, colouring, copying letters, writing simple messages and playing counting games.

Children with learning disabilities will typically show uneven patterns of development and perform below expectancy in one or more areas of learning such as listening, expressive language, pre-academic skills, nonverbal behaviour and/or perceptual motor skills.



Symptoms Associated with Learning Disabilities

The symptoms associated with learning disabilities differ and may include difficulty processing auditory information, problems with visual tasks, problems processing language, problems with nonverbal skills such as interpreting facial expressions, learning to play or dressing themselves. Some have no problems until they enter school, though indications of pre-academic weaknesses may be evident.

A comprehensive evaluation is helpful in order to obtain an overall profile of strengths and weaknesses, and in order to make recommendations.

Help for Young Children

Early assistance may range from a developmental class to individual assistance. A specialist might go into a class or kindergarten to assist a child in areas of learning which appear to be most difficult, or a child's learning might be monitored. In certain instances, parents choose private intervention, particularly if the schools do not provide services in the early childhood years.

Specialists may suggest activities at home and these should be carried out in the context of a parent-child social relationship which is pleasant and non-threatening. Children should feel loved and respected irrespective of any difficulties they may have.

Recommendations

It is important to remember that the population of children with learning disabilities is heterogeneous, therefore, not all the suggestions provided below are applicable.

Focus on the child's strengths not the weaknesses: Find jobs and special times that allow the child to contribute to the group.

Set reasonable expectations: Try not to expect more than the child is capable of doing, but expect the best that he or she can produce. This may mean that the child will have to be taught simple skills and that complex tasks will have to be taught step by step. Provide the initial assistance and then gradually reduce the supports as the child makes progress.

Provide guidance needed for independence: Some children with learning disabilities will need careful guidance and instruction to master skills, such as crossing the street, because of attention and processing weaknesses. Gradually the supports can be reduced so the child can perform independently.

Maintain consistent discipline: Give clear, simple explanations, particularly if children have language problems. Our guideline is firmness with warmth, together with consistency.

Foster intellectual curiosity: One of our primary goals is to excite children about the learning process. Parents and teachers who enjoy learning themselves can convey such an attitude to their children. Some



researchers in the field have found that children with learning disabilities are inactive learners. To offset this, adults can develop a spirit of inquiry by guiding the child's listening and looking, by showing excitement and wonder about even simple events in the world. Take a walk around the block, look at the trees and bushes, feel the bark of the tree, smell the flowers, look at the grass, the gravel, the cement and talk about what is hard, smooth, rough and pretty.

Help children classify and categorize

objects: Some children with learning disabilities have problems with conceptualization and will not naturally put groups of things together because they are the same colour or shape, or because of their use. They do not notice similarities or observe the most relevant attributes. Parents can help with this categorization process when they go to the grocery store, park, zoo or other places by noting how things in certain areas are similar. Help children categorize and reclassify objects so they become flexible thinkers. Later, encourage them to note how words are alike.

Provide good language models and stimulation: Informal, unstructured conversation is important to guide children's learning. Parents should talk while they are doing things with the child to enhance vocabulary and concepts. Even if the child cannot speak, parents should wait for some kind of response. This kind of interaction strengthens the interpersonal relationship as well as the verbal learning.

Guide the child's language comprehension: The first step with children with language delay is to make sure that they understand language. Do not ask them to say words that they don't understand because they will not be able to use them in communication. Words are concepts not simple associations. It is important

to remember that, in English, the same object can have more than one name (rug, carpet), and the same word may have several meanings (bill, back). Many children with learning disabilities have problems with words with multiple meanings, particularly those that change with the context. Letter is probably first learned as referring to an envelope sent or received in the mail. Later, letter will refer to a part of the alphabet. Most normally achieving children seem to abstract these word meanings more easily than those with language learning disabilities. Therefore, when children start to school, teachers and parents need to make certain they understand word meanings in new contexts. Many children will not understand the terminology used in reading instruction, and have difficulty with words representing time and space (before, after, between). They may need demonstrations to make such words meaningful.

Help the child comprehend and remember longer units of language: When children have difficulty listening to stories, it is often helpful to speak slowly, to repeat phrases or sentences, and when necessary, use pictures to illustrate the meaning. Make certain that vocabulary is clear and that directions are not too long. Show the child what to do if he or she does not understand verbal instructions.

Do not call attention to expressive language weaknesses: Language is first and foremost a form of communication. Never interrupt a child's flow of thought when he or she is trying to communicate. Sometimes, if a child cannot recall a word, it may be helpful to give a multiple choice question (Do you want milk or juice? when the word the child seeks is juice) or to give the first sound of the word. In general, do not correct grammar or pronunciation. Make verbal interactions as pleasant and meaningful as possible. Listen to children. Make sure they have opportunities to contribute to family discussions.

Engage the child in early literacy activities: Reading to children strengthens oral language and introduces them to various forms of discourse such as stories, fairy tales and poetry. Reading signs, labels or thank you notes helps them to understand relationships and emphasizes meaning. If the child, because of a language disorder, does not like to be read to, parents should "read" the pictures and reduce the language level so that the child comprehends. From a single action picture one can ask countless questions about the objects, the actions, how things might taste, are they hot or cold, as well as simple inferential questions such as: How does the boy feel? How do you know this (from the look on his face)? Stop reading periodically and ask the child questions about the story. Have the child take turns asking the questions. Read labels on cans and signs. The primary goal is to ensure that children understand that reading is a meaningful act.



Phonemic awareness is related to early reading, so parents are encouraged to play listening games in which they identify objects that begin or end with a particular sound. Blending may be difficult, so ask children to point to the picture that goes with M-A-N. Rhyming games are also encouraged.

To strengthen visual processes, when parents read to children they should ask them to find letters or words that look the same.

Early writing is a part of literacy. Encourage all drawing activities and "pretend" writing. Don't try to achieve perfect copying or production of letters. If holding a pencil is a problem, have the child draw figures in sand, make designs in finger painting etc. Have the child trace inside the boundaries of templates of objects such as apples or fish.

Encourage early mathematics and number activities: Introduce mathematics as a meaningful activity, not as a rote memory skill. Simple counting games and number songs are helpful. However, also recommended are activities which strengthen the language of math, and one-on-one correspondence. Some children with learning disabilities have difficulty counting systematically, others have difficulty with words such as more, less, few and other relational terms. Encourage children to help estimate, measure, pour water or milk, not only to learn some of the quantitative terms but to help them acquire certain visual-spatial motor skills.



Simple games with dominoes can be used to match quantities, to strengthen counting skills and one-on-one correspondence. When reading to children, have them note the number of the pages and say them. Some youngsters learn to count, but they do not learn how to read numerals.

Ordering things according to size (seriation) is an important aspect of math which parents can encourage. Stacking pots and pans or rings on a peg according to size teaches the rudiments of seriation.

Setting the table teaches simple problem solving: How many forks do we need? Many simple board games with dice are excellent ways of teaching counting, one-on-one correspondence and turn taking.

Help the child learn to play: Some learning disabilities interfere with a child's ability to play and acquire social skills. In order for a child to participate in groups, an adult may need to show them how to stack blocks so they do not fall, to pretend, to dig in the sand and to play simple games. We can prepare them for group activities by teaching sub skills in advance. Do take time to have fun; laugh at incongruous situations, and allow for making mistakes. We all make mistakes and we can learn from them.

Encourage children to listen to music and to develop a sense of rhythm: Some children need help in listening to rhythm, beat and tempo so they can participate in group activities. Parents should clap or march with children in time to the music.

Teach simple time concepts: Many children with learning disabilities have problems understanding the language of time, the calendar, saying days of the week, months of the year, telling time and estimating time. During the early years, emphasize words such as early, later, today, tomorrow etc. Mark school days in colour on a calendar and keep a simple weather journal.

Provide structure for children with attention problems: Structure, reduction of stimulation in the environment and quiet but firm discipline will help children who have problems focusing and maintaining attention. Help with organization by breaking down complex tasks and giving an orderly sequence of activities. Develop each sub skill to achieve automaticity.

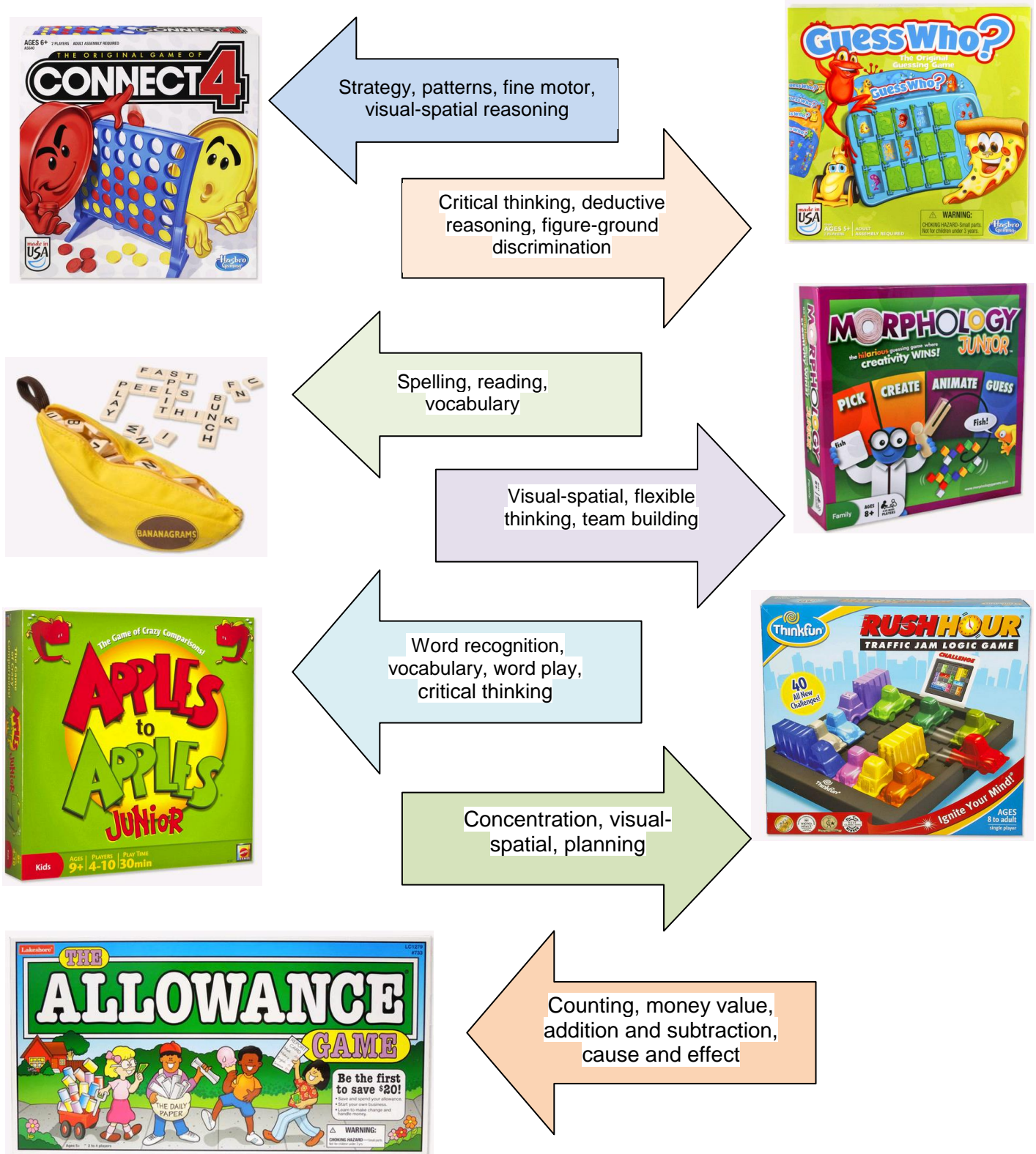
Summary

Children with special needs often have special gifts such as sensitivity, perseverance, tenacity and resilience. These gifts are far more important than perfect recitation of the alphabet or copying letters. All children can make progress, but the rate of improvement varies. Try to build on the child's strengths to build his or her sense of self-respect. Help the child realize the value of people in all walks of life as you go about daily routines. There is a place for everyone.

7 Great Board Games to Help Grade-Schoolers Build Different Skills

<https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/7-great-board-games-to-help-grade-schoolers-build-different-skills>

Board games can help your grade-schooler learn while she's having fun. Here are some great board games that build academic skills.



Strategies for the Reluctant Writer

How can you make the writing process easier for your child? These tips can make writing seem like less of a chore.



Point out writing in daily life.

From email to text messages to social media posts, your child is already writing without thinking about it.



Use graphic organizers.

From checklists to story maps, graphic organizers can help put ideas in order before your child starts writing.



Add writing into daily life.

Encourage your child to make grocery lists, write an excuse note for school (for you to sign), add captions to scrapbooks or Facebook photos and maybe even write thank-you cards.



Look at ideas first.

If your child is forming words into sentences, pay attention to what those sentences are saying. Don't worry about spelling, vocabulary use or punctuation at first glance.



Point out examples of revision.

Revision isn't just for writing. You revise a recipe when you're out of ingredients and your child revises her outfit based on the weather or where she's going.



Be an audience.

Read what your child writes and talk to her about it. It's hard to write when you don't think anybody's reading.

Understood
for learning & attention issues

For more tips and resources, go to **understood.org**

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Preparing Your Child for a Successful Academic Year

<http://www.idonline.org/article/42717/>

By: Lindamood-Bell Learning Processes (2011)

It is time to sit down with your family and talk about the coming school year. Coming off the last lazy days of summer, it is the discussions you have now as a family that will help to define a successful transition back into the realm of academia and less flexible schedules. By clearly defining, from the beginning, your expectations for each of your children, hopefully there will be less frustration and more joy for everyone.

A child needs to know what is expected of him and why. It helps him to understand that he is a part of a family and that everyone has jobs to do, both outside and inside the home. By including him in the planning, he knows that he has an important role in the family unit. As parents, we need to be able to communicate to him, in an age appropriate manner, just what his individual roles are to be. That is not to say that roles cannot be modified as time and circumstances change.



It is essential that children are re-evaluated as the academic year progresses and that changes are made where needed. The best laid plans all have to have an element of flexibility built into them. That is life. Begin preparing your child for it now.

Some areas that should be discussed are health, family, school, activities and chores.

Health

The importance of sleep, diet, exercise, and down-time cannot be stressed enough. As a parent, it is our job to make sure our family stays well. Put a bedtime routine in place and stick to it. As your child gets older, this can be a bit more flexible. Make sure your child has access to healthy snacks and well balanced meals.

Of course, we all know the importance of daily exercise. Make sure everyone in the family participates in this. It can be as simple as taking the family pet for a walk everyday. Finally, it is important to make sure your child has some down-time everyday. This can include recreational reading, talking on the phone to friends, watching television, playing with friends, running errands with a family member, playing a board game, or going to a movie. The focus should be on having fun and relaxing.

School/Homework

It is your child's "job" to go to school. It is your job, as a parent, to work both inside and outside the home environment. As with every job, there are certain expectations, and if they are not met, there are consequences. Let your child know from the beginning what is expected of her. Plan study time with a schedule and make sure you look ahead to see what is coming up.

Help organize your child's backpack the night before so that it is ready to go in the morning. If you start with this simple task when she is young, by the time she is in the upper grades, she will be doing this on her own. If your child takes a lunch to school everyday, perhaps making it the night before is easier than rushing in the morning to make it.

Make sure the space for homework has good lighting, is clutter free and comfortable. Distractions should be avoided during this time, including loud music, television, telephones, text messaging and electronic games. Supervise her schoolwork. Don't just take her word for it that it is done. Look at it. Give him positive feedback.

Finally, keep communication open with your child's teacher. Encourage your child to talk to her teacher. If your child needs help on how to ask something, rehearse it with her. Enabling your child can be a powerful thing. If this proves unsuccessful, make an appointment to talk to your child's teacher yourself. Problem solve with your child. This is a life-long skill that can be "taught" at a very young age. Practice with your child. All of these suggestions can be applied to every stage in a child's academic career. They help her to become independent and self-confident.

Activities

While it is essential that your child focus on something else besides school work, it is just as important that he is not over-scheduled. Discuss with him, at the beginning of the school year, what it is he would like to do after school for fun. Let him pick one or two activities per semester. Make sure he is doing it because he wants to, not because you want him to!

Do make sure that you can fit the chosen activities into your schedule, and if not, make other arrangements. Activities might include drama, music, sports, art, or volunteering at a local non-profit. Having something else to focus on and included in his day helps to teach him time management, working with others, and leadership; all life skills that spill over into academic success.



Chores

Chores are also a part of everyone's life. A child needs to know that she is a part of a whole and that everyone in the family has certain expectations. Make sure you are realistic with time, ability and age appropriateness. By doing this, a child sees that her contributions are valued and necessary. It also teaches her responsibility, a big academic success tool.

Keeping communication open between you and your child is essential to your child's academic success. This needs to be updated daily sometimes, as your child's life evolves and grows with each academic year. During dinner or before bed, ask every member of your household, one at a time, "What is the best thing that happened today?" "Nothing" is not an acceptable answer. You will be surprised at what you hear and what you learn from that one simple question. Parents participate as well!

Whatever the makeup of your family, mom, dad, child, grandparent, aunt, uncle, or cousin, academic success depends on everyone in our daily lives. Academic success isn't just tied to our child's classroom. While that should be a main focus during the academic year, it is also what our child learns outside the classroom, in their everyday life, that helps them to succeed. Lead by example. Care. Be involved.

TECH Talk: Stop the Summer Slide and Brain Drain – Great Websites for Kids

<https://feaweb.org/stop-the-summer-slide>

It's tough to focus on reading and learning when the school break is packed with distractions and diversions....The school year is almost complete and summer is just around the corner. Your students won't have to see the inside of a classroom for a couple of months. Unfortunately, 8 weeks without practice is a long time, especially for struggling readers. Often students forget some of what they've learned over the past school year during the summer months. Top education experts have a few tips for teachers and parents to help their students avoid the summer brain drain and make warm weather reading easy and a lot of fun!

Elementary School: Grades K-5

These sites are robust enough to be used across the grade levels. Of course younger students will need some help navigating and reading instructions.

- Game Goo – An interactive set of games designed to build upon each other. Start at the bottom for younger students and move up through the games.
- FunBrain.com – FunBrain offers something for every student. Educational games have different levels so the practice can be customized. The site has areas dedicated to math and reading.
- Smithsonian Institute for Kids – Take a closer look at these engaging online exhibits from the Smithsonian Institution covering art, science & nature, history & culture and people & places.
- Houghton-Mifflin Math – A fun place to play games to strengthen your math skills. Arranged by grade level.

Lower Elementary: Grades K-2

- Fishing with Phonics – Help Garfield catch the most fish, and in the process practice your beginning and ending sounds.
- PBSKids.org – Be sure to check out all your favorite PBSKids shows like Word Girl, Between the Lions, Super Why, Sid the Science Guy, Maya and Miguel and more. Many activities don't require reading abilities, but some do.
- PictureMatch – Sort the pictures into the correct box based on the beginning-letter sounds, short-vowel sounds or long-vowel sounds.
- StarFall Phonics – Perfect for pre-readers and beginning readers, this site takes a systematic phonics approach and combines it with phonemic awareness practice.
- Up to Ten – Fun site for kids “up to 10.” Solve jigsaw puzzles, color online, improve your coordination and more.

Upper Elementary: Grades 3-5

- FactMonster – Discover this well-organized, kid-friendly resource for fun facts and outstanding games and quizzes.
- KidsReads – Looking for a few good books this summer? Check out this site with reviews and recommendations as well as sections devoted to popular book series.

- MathPlayground – Created by a math teacher, this site offers games that require specific and complex skills, logic puzzles and an amazing supply of word problems. The games use manipulatives to help make even the most abstract math concepts clear.
- PBSKids Go! – While it shares some content from the PBSKids site geared toward younger elementary students, this site has a look and feel to engage the over 8 crowd. In addition to PBS character sections (Maya and Miguel, Word Girl) there are terrific sections dedicated to the American Experience: Wayback, Democracy Project, History Detectives and more.

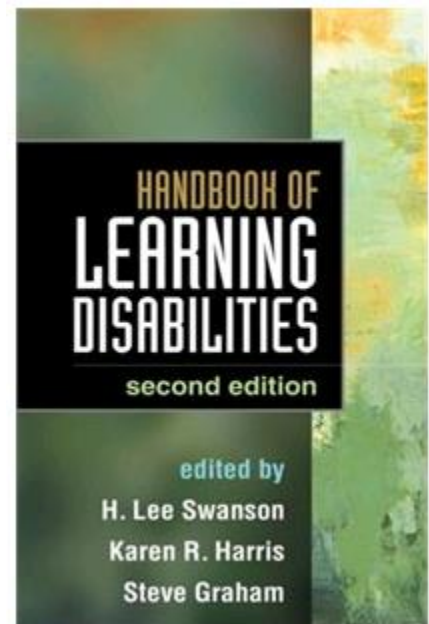
Middle School: Grades 6-8

- CoolMath.com – Don't lose those hard-earned math skills this summer. Check out Cool Math to practice pre-algebra and algebra.
- MathPlayground – Created by a math teacher this site offers games that require specific and complex skills, logic puzzles and an amazing supply of word problems. The games use manipulatives to help make even the most abstract math concepts clear. Topics include fractions, multiplication, percentages and more.
- Smithsonian Institute for Kids – Take a closer look at these engaging online exhibits from the Smithsonian Institution covering art, science & nature, history & culture and people & places.
- TeenReads – The summer is a great time to read what YOU want. Check out this site for hundreds of book reviews, information on the most popular series, lists of the best graphic novels and the Ultimate Reading List. Everyone can find a good book on this site.

Handbook of Learning Disabilities

<http://www.chapters.indigo.ca/en-ca/books/handbook-of-learning-disabilities/9781462518685-item.html?ikwid=Learning+disability&ikwsec=Home&ikwidx=2>

Widely regarded as the standard reference in the field, this comprehensive handbook presents state-of-the-art knowledge about the nature and classification of learning disabilities LD, their causes, and how individuals with these difficulties can be identified and helped to succeed. Best practices are described for supporting student performance in language arts, math, and other content areas. Contributors also identify general principles of effective instruction and review issues in service delivery within response-to-intervention RTI frameworks. The book critically examines the concepts and methods that guide LD research and highlights important directions for future investigation. New to This Edition: *Incorporates key advances in identifying and remediating LD, with particular attention to the role of RTI. *Chapters on social cognitive, behavioral genetic, and neurobiological aspects. *Chapters on adolescents and adults with LD. *Chapters on spelling instruction, history instruction, and classroom technology applications. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical models, single-case designs, and meta-analysis.



Metamorphosis

Learning Changes Everything

Do you know someone who struggles
with **reading & writing**?

LEARNING WITH TECHNOLOGY

Metamorphosis Learning is an educational technology program that supports students' learning with technology.



READING

E-text readers, electronic dictionaries, visual and auditory supports help students understand new vocabulary and improve their reading comprehension. The results are that students regain their confidence to tackle more challenging work.



WRITING

Word prediction, graphic organizers and speech recognition tools support students who struggle to express their ideas. These tools also improve spelling, grammar and vocabulary building a students confidence to write more.



ORGANIZATION

Computers, iPads, Chromebooks and tablets provide a place for documents, sticky notes, calendars and images to be stored and accessed. Students can be more organized and feel less overwhelmed when they only have one place to look to find things.

What do we do during an instructional session?

- ✓ Qualified and experienced instructors begin by exploring which technology tools and educational strategies best support the student's visual, auditory and kinesthetic learning.
- ✓ Students' educational goals form the basis of their session, ensuring they keep up with classroom work to achieve academic success.
- ✓ Students work one on one with an instructor or in a small group depending on their needs and preference.
- ✓ Each session is approximately one hour in length. Students have access to free online tools, webinars and coaching between instructional sessions.

For more information, and to take advantage of **introductory specials** call or email and refer to this flyer. Check out our website for resources and tips.

MetamorphosisLearning@gmail.com | MetamorphosisLearning.com

519-827-7250

Events

Learning Disabilities Association of Wellington County



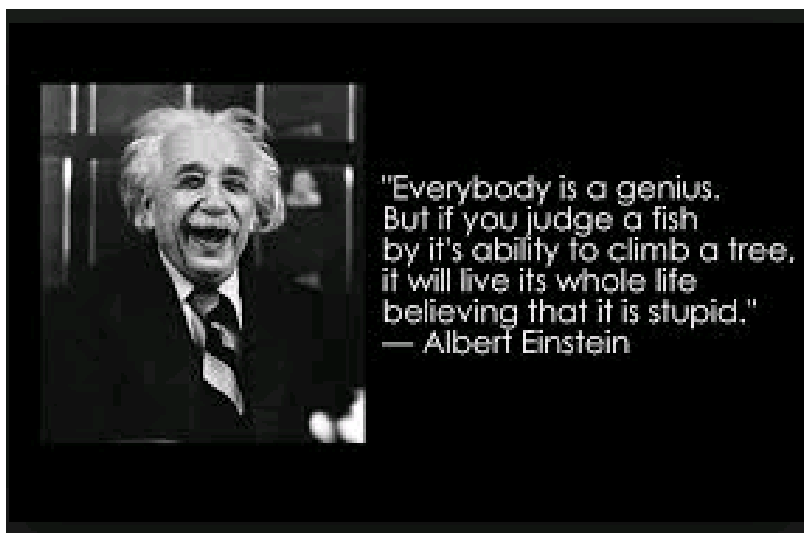
Watch your email and www.ldawc.ca for our Fall events.



Waterloo Family Network Back to School Seminar

Check the website in August for further information.

<http://wrfn.info/programs/seminars-and-workshops/>



The Simcoe County Chapter of the Learning Disabilities Association has created a group on Facebook called Learning Disabilities Support Group. This group was created so parents can ask questions to other members that may have had a similar experience of question. Check it out! <https://www.facebook.com/groups/268003810028819/>



Learning Disabilities Association of Ontario

Membership Form

Name: _____ Address: _____

City: _____ Province: _____

Postal Code: _____ Tel: (H) _____ (W) _____

Email: _____

Annual Dues: Family/individual \$50; Student \$20; Professional \$75

I am interested in making a donation: _____

and/or volunteering: _____

Membership Advantages:

- Awareness and advocacy efforts on behalf of those with learning disabilities or ADHD at the local, provincial and national level,
- subscription to local and provincial newsletters,
- information on learning disabilities and ADHD
- use of local resources and support services.

Please mail this form and cheque to: Learning Disabilities Association of Ontario

365 Evans Avenue, Suite 202, Toronto, ON M8Z 1K2

Tel: (416) 929-4311 Toll free in Ontario only: 1-877-238-5322

Fax: (416) 929-3905