Current Events –

Next Round





Use images!

Really, use them...

To help you explain your topic

Refer to them, point things out, etc.

Maps, logos, photos, sketches, graphs, etc.







Text on a PPT?

No!!

Well, not much

- Vocabulary
- Names
- Brief phrases

***Size 20 font, minimum (This is size 20 font)

To compare, this is size 36 font.

Bad font choices:

This font is too small

This font is too large

- This font is too fancy
- · This font color is hard to read
 - this font doesn't line up
- very well with the other lines
 - · Making it very hard to read

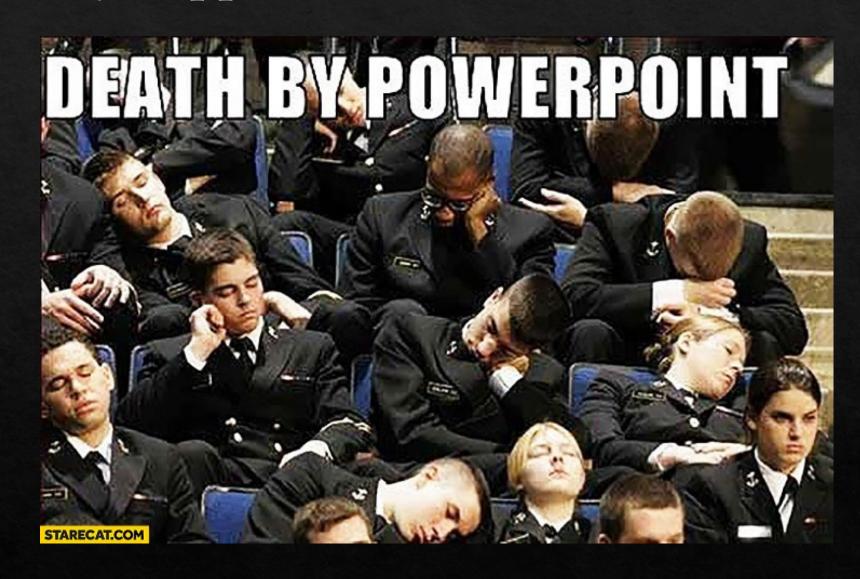
Suggestions for Teaching Math

- General mathematical terminology words need to be clearly understood before they
 can be used in calculations, e.g. add, plus, sum of, increase and total, all describe a
 single mathematical process.
- Other related difficulties could be with visual/perceptual skills, directional confusion, sequencing, word skills and memory. Dyslexic students may require repeated instruction and exposures to these concepts.
- Model and encourage the use of estimation.
- The child should be taught to form the habit of checking his answers against the question when he has finished the calculation (i.e. is the answer reasonable?).
- When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalize and to talk their way through each step of the problem.
- Teach the pupil how to use the times table and encourage him to say his answers out as he uses it.
- Encourage a dyslexic child to use a calculator.
- Put key words on a card index system or on the inside cover of the pupils math book so it can be used for reference and revision. Rehearse mathematical vocabulary constantly, using multi sensory/kinesthetic methods.
- Illustrate math terms or concepts as often as possible. Include these drawings with the reference card in the math book.
- Put the decimal point in red ink. It helps visual perception with the dyslexic child.

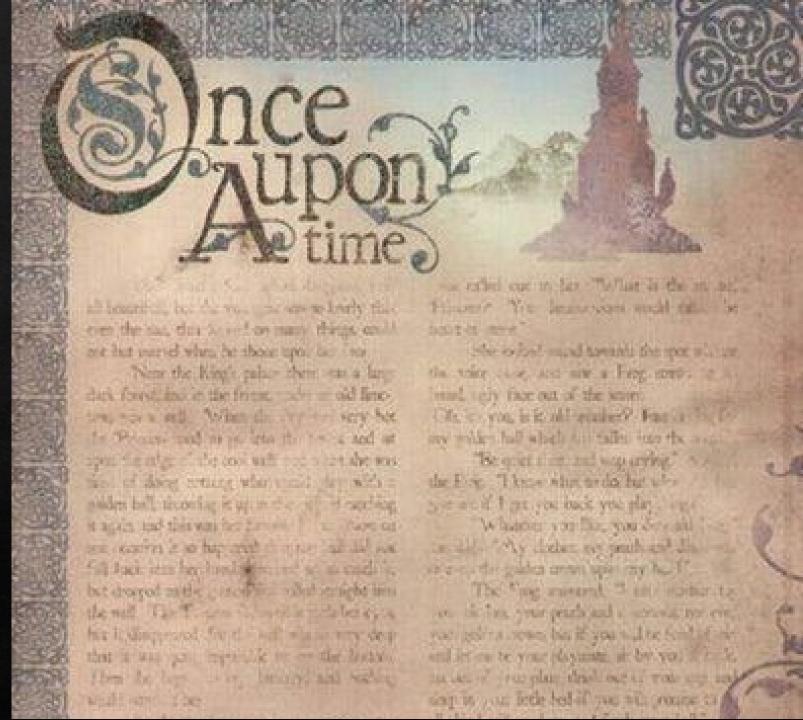
Don't do this!

Read more: http://www.dyslexia.com/library/classroom.htm#ixzz1ZHQ4RNdo

Or this may happen:



People tend to remember the beginnings and ends of things.



So, how will you begin?

Tell a story

Ask a question

(something your audience can answer. It can be simple like "How many of you have eaten a hotdog?)

Tell an anecdote

Show a picture and ask something about it, or tell a story about it

Talk about the future, or the past



How will you conclude?

REFER TO YOUR OPENING HOOK

CLOSE WITH A SUMMARY

CALL TO ACTION

A SIMPLE STATEMENT LIKE "THANK YOU."