

Come **FLY** with us to the Learning Sky!

**GANDER PUBLISHING**

*Your source for all  
program materials  
used by*





### A Message from Nanci Bell

I believe that all individuals can be taught to read and comprehend to their potential.

We have helped students of all ages gain years in reading skills in a very short time—and you can too. The key is to develop the sensory input of *imagery*. Once the dual coding of imagery and language is established and applied to learning, students can begin to experience success in school and life.

Neurological research indicates that when you develop the sensory input of imagery you change reading behaviors AND you also change brain function.

I have seen the life-changing effect that programs based on the imagery-language connection have in improving language comprehension, reading and spelling, critical thinking, and math. Together we can make a difference.

You can do this, and I hope you do.

*Nanci Bell*



GANDER PUBLISHING



WE CHANGE

Learning

FOR LIFE!



I believe the imagery-language foundation  
changes learning and changes lives.

– Nanci Bell

# THIS IS HOW WE



While individuals may have differences in their abilities, the *processes* needed for reading are not different. *Sensory-cognitive functions can be developed*, and *change* an individual's ability to read and comprehend.

- Nanci Bell

*"This has been life-changing for our son. Within the first week, he was reading!"*

- A father

*"Thank you for what you've done for children around the world...These programs are incredible and change lives everyday. I see it!"*

- Karen, a teacher



# Change Learning!

We change the **underlying process** of learning.

These sensory-cognitive programs are **highly effective** for learning challenges at all ages.

The programs address the **foundations of language and literacy**, not just strategies.



Gander and Lindamood-Bell have over thirty years of **unparalleled evidence** and results.

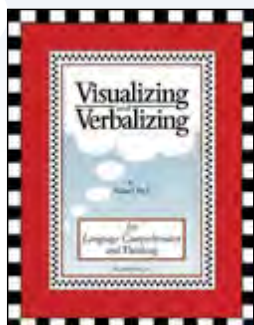
*"Let's begin our journey together into the world of dual coding and the nonverbal code of imagery. We're going to make a difference for a lot of children and adults."*

- Nanci Bell



*"Today, the mom of one of my middle school students shared that we gave him the tools to soar and he feels that freedom of flight. I'm so thankful to have been part of his journey."*

- 6th grade teacher



V/V MANUAL  
#1223047

### **Visualizing and Verbalizing® (V/V®)**

instruction is unique, and teaches students how to comprehend by developing their skill in creating

## **MENTAL IMAGERY FOR LANGUAGE.**

Imagery is a critical sensory input for comprehension, critical thinking, and memory.



V/V is endorsed by the Council of Administrators of Special Education.



# THE IMAGERY

## Language Foundation

I recalled some of my favorite books and realized I had automatically...*made movies* when I read.

Could it be the reason that language went 'in one ear and out the other' for some was because the person didn't visualize—or *couldn't* visualize?

– Nanci Bell,  
program author

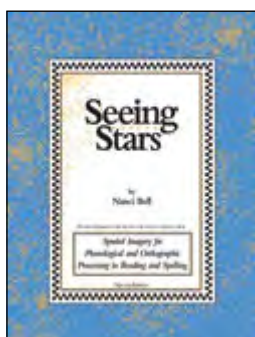
V/V KIT  
#1211017





*"After I introduced Seeing Stars, her spelling and fluency improved. Her attitude began to change. She started to care about school and learning. She now has the ability to go to high school and college, where before she had no real hope."*

- Sonya Bledsoe,  
special education teacher



SEEING STARS MANUAL  
#1021013

The **Seeing Stars**® program develops symbol imagery—the ability to

## VISUALIZE SOUNDS AND LETTERS IN WORDS

as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.



Seeing Stars is endorsed by  
the Council of Administrators of  
Special Education.





# LETTERS ARE LIKE

# STARS

# IN THE UNIVERSE

Years ago, phonemic awareness was thought to be the *only* sensory-cognitive function needed for reading and spelling.

Scientific research now documents that *symbol imagery* is a *primary* sensory-cognitive function needed for literacy skills.

– Nanci Bell,  
program author

SEEING STARS KIT  
#1011013





*"Intensive reading programs not only lead to substantial improvements in reading, but also change the underlying wiring of the brain's reading circuitry."*

— Jason Yeatman, Ph.D.  
Director, Brain Development & Education Lab,  
University of Washington



# New Dyslexia RESEARCH

A new study, conducted at the Institute for Learning and Brain Sciences at the University of Washington (UW), utilized the **Seeing Stars** program in a reading intervention with dyslexic students. The results were astounding.

The study examined growth in reading skills and white matter in the brains of school-aged, struggling readers. Diffusion MRI data collected during eight weeks of Lindamood-Bell® intensive instruction using the Seeing Stars program indicated that there were large-scale changes in white matter along with growth in reading skills.

This plasticity points to changes brought about by the environment, indicating that regions of the brain are flexible structures that reorganize in response to experiences children have in the classroom or during intervention.

While the brain's architecture may predetermine who will have trouble with reading, including children with dyslexia, this UW study finds that *teaching can change that!*

Head to our blog to learn more about this important new study.





“We had one student who came in at the 16th percentile in comprehension, and when we post-tested he was at the 98th percentile.

A photograph of a female teacher with long dark hair, wearing a dark blue sweater, leaning over a desk to assist a young girl with curly hair wearing a pink shirt. Other students are partially visible in the foreground. In the background, a large world map is mounted on the wall.

I think of him almost every day because what happened to that child was just

*amazing.”*

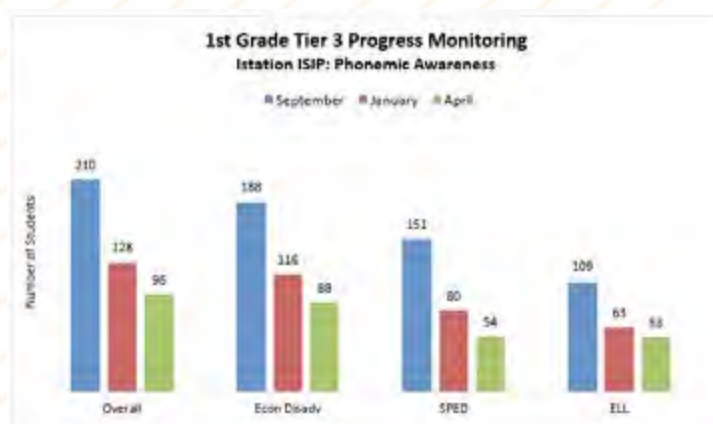
– Cathey Ford  
intervention/dyslexia coordinator  
Fort Smith Public School District

# STRUGGLING READERS IN ARKANSAS DISTRICT

## Making Big Strides!

Fort Smith Public Schools turned a state dyslexia mandate into an opportunity to fundamentally restructure reading instruction across the district.

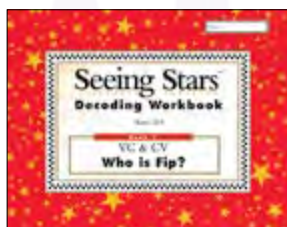
Beginning in 2017, the district trained over 300 teachers in Seeing Stars and Visualizing and Verbalizing to address the needs of struggling readers and students with dyslexia. The initiative also focused on early learners to provide a solid foundation for literacy, and to prevent reading difficulty.



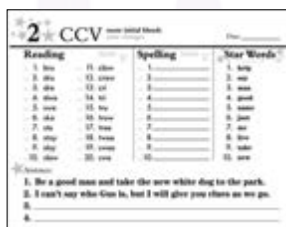
**SIGNIFICANT REDUCTION IN TIER 3 FOR SPED, ENGLISH LEARNERS,  
AND ECONOMICALLY DISADVANTAGED SUBGROUPS**



# Graded Readers, Workbooks,



SEEING STARS DECODING  
WORKBOOKS



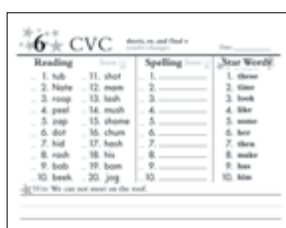
SEEING STARS DECODING  
WORKBOOK 2



SEEING STARS SYLLABLE  
CARDS (SEEING STARS KIT)



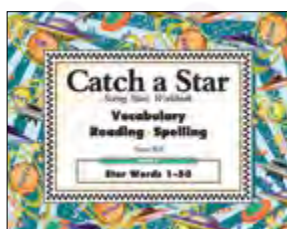
EASY CVC  
WORKBOOKS



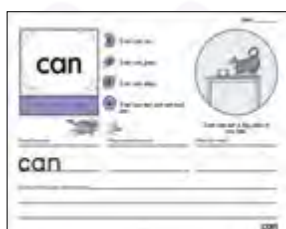
EASY CVC  
WORKBOOK B



IVAN'S STAR WORD  
DINER SET



CATCH A STAR  
WORKBOOKS



CATCH A STAR  
WORKBOOK WARP 2



MY STAR WORDS  
BOXES



SYMBOL IMAGERY  
TEST



VANILLA VOCABULARY  
COLLECTION



LINDAMOOD AUDITORY  
CONCEPTUALIZATION TEST

• HUNDREDS OF EDUCATIONAL MATERIALS & RESOURCES •



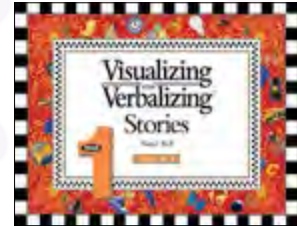
# Assessments, and more...



VISUALIZING AND VERBALIZING  
WORKBOOKS



VISUALIZING AND VERBALIZING  
WORKBOOK GRADE 3



VISUALIZING AND VERBALIZING  
STORIES



SEE TIME FLY  
HISTORY STORIES



SEE TIME FLY  
HISTORY VOL. 1



SEE TIME FLY  
WORKBOOKS



IMAGINE THAT!  
STORIES



IMAGINE THAT!  
FASCINATING PEOPLE



IMAGINE THAT!  
WONDERS OF THE  
NATURAL WORLD



IMAGINE THAT!  
GIANT BOOKS



WORD IMAGING BOOK  
(V/V KIT)



PICTURE TO PICTURE  
FOLDER (V/V KIT)

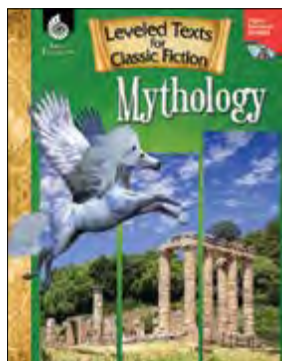
• PROGRAMS AUTHORED BY THE FOUNDERS OF LINDAMOOD-BELL •

# Leveled Workbooks and Readers

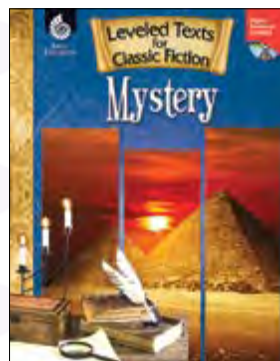
## LITERATURE



ADVENTURE



MYTHOLOGY

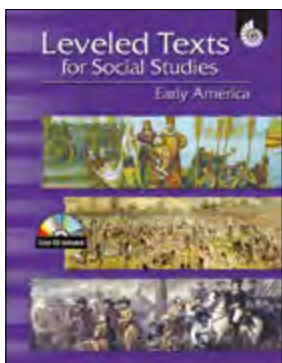


MYSTERY

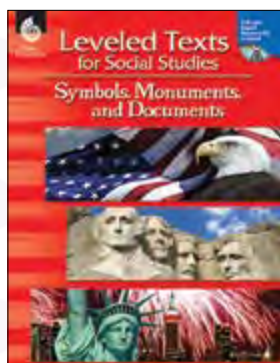
## SOCIAL STUDIES



AMERICAN BIOGRAPHIES



EARLY AMERICA

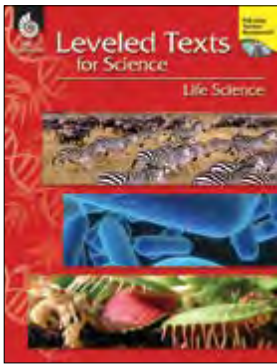


SYMBOLS, MONUMENTS,  
AND DOCUMENTS

• HUNDREDS OF EDUCATIONAL MATERIALS & RESOURCES •

# Leveled Workbooks and Readers

## SCIENCE



LIFE SCIENCE

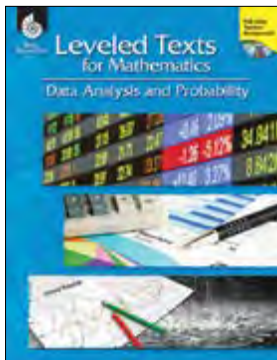


PHYSICAL SCIENCE

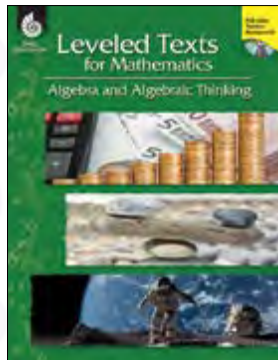


EARTH AND SPACE  
SCIENCE

## MATH



DATA ANALYSIS AND  
PROBABILITY



ALGEBRA AND  
ALGEBRAIC THINKING



GEOMETRY

• PROGRAMS AUTHORED BY THE FOUNDERS OF LINDAMOOD-BELL •



# Make History Come Alive!

*"Bringing the imagery-language connection to a conscious level and applying it to historical content will help students better understand and enjoy history."*

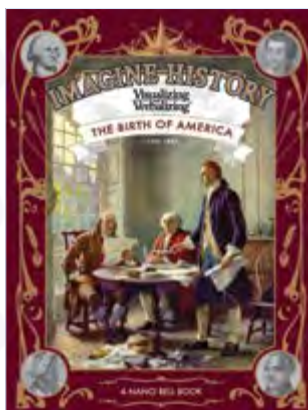
— Nanci Bell, Author of *Imagine History* and *Visualizing and Verbalizing*



**Volume 1: The Discovery of America**

Book Length: 344 pages

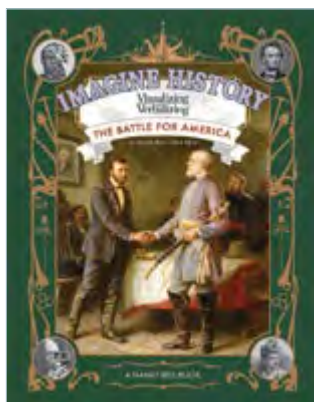
Reading and Content Level: Grade 3+



**Volume 2: The Birth of America**

Book Length: 458 pages

Reading and Content Level: Grade 4+



**Volume 3: The Battle for America**

Book Length: 404 pages

Reading and Content Level: Grade 5+



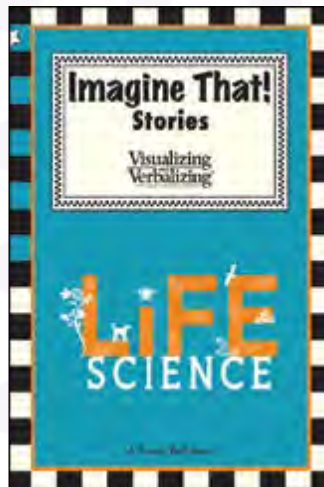
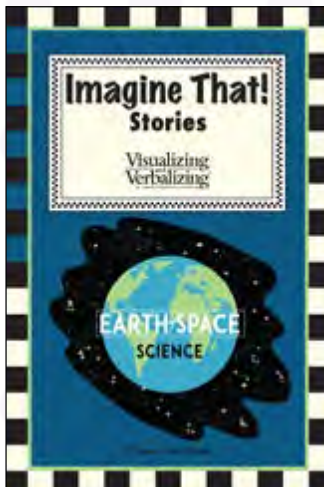
**Volume 4: The Rebuilding of America**

Book Length: 340 pages

Reading and Content Level: Grade 5+

## DISCOVER OUR IMAGINE HISTORY SERIES

# Students Will Love Our Fascinating Science Stories.



## EXPLORE OUR IMAGINE THAT! SCIENCE SERIES

High in imagery and interest • Leveled for decoding at Grades 6-8

Fifty science-related stories to develop imagery for comprehension

Follows steps of Visualizing and Verbalizing program

# CREATING THE *Magic*

## TEACHING READING IS ROCKET SCIENCE.

To help all students reach their learning potential, highly qualified teachers must have a strong grasp of learning processes as well as know how to diagnose and differentiate instruction. Through Lindamood-Bell® Workshops, you can learn how to provide quality instruction, with fidelity.

Professional development includes:

- Online workshops
- On-site inservices
- Coaching support
- eLearning
- School improvement plans



Learn more at [Lindamoodbell.com/for-schools](http://Lindamoodbell.com/for-schools), or scan:



*"Lindamood-Bell Workshops ensure that you are learning how to implement our unique and individualized programs for the best possible results."*

- Nanci Bell,  
co-founder,  
Lindamood-Bell



# OF LEARNING

## WITH LINDAMOOD-BELL WORKSHOPS

*"As a new teacher, I have greatly benefited from the workshops. I feel more confident in my abilities to differentiate and assist my students in reading and writing."*

- Amy, 5th grade teacher



*"Good technology, great pace, good interaction, amazing content...feels 'in real life.' I'm so glad to see that Lindamood-Bell is reaching out with their workshops online."*

- Anna, special education teacher



*"You've given us back our daughter. Now she has the future that she was meant to have."*

- A father

*"This is the most progress we have ever seen, with anything."*

- Parents of a ten-year-old boy



TALKIES MANUAL  
#1322315

**Talkies** is the primer to the Visualizing and Verbalizing program for students who need simpler,

## SMALLER STEPS OF INSTRUCTION

to establish the imagery-language connection.



# FROM SILENT MOVIE TO



# Talkie

*An amazing transformation happened. A child who was unable to turn his language processing on suddenly couldn't turn it off.*

– Nanci Bell,  
program author

TALKIES KIT  
#1311015

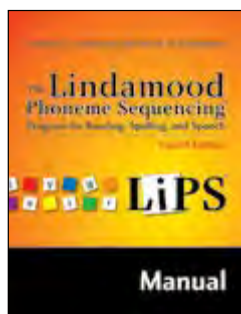






*"Her reading improved from not being able to sound out the first letter of a word to now being an avid reader."*

- Nate, a father



LIPS MANUAL  
#1423061

The Lindamood Phoneme Sequencing® (**LiPS**®) Program develops phonemic awareness, reading, spelling, and speech. Students learn the oral-kinesthetic features of sounds as a multisensory strategy to

**IMPROVE PHONOLOGICAL PROCESSING AND  
READING SKILLS.**



# PIONEERING A *Multisensory* APPROACH

This program enables *all* students to *prove* the identity, number, and order of phonemes in syllables and words.

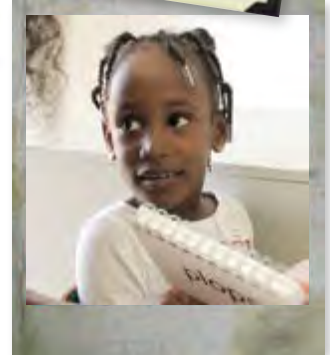
It is more basic and *more extensive than* traditional phonics programs.



- Patricia Lindamood,  
program author

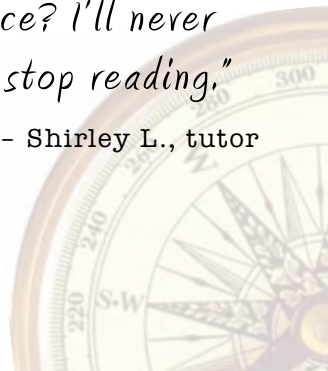
LIPS KIT  
#1412011





"One of the highlights of summer in Double Bay (Australia) was Lily, a cheerful nine-year-old who came for a quick blast of Seeing Stars. We introduced Matilda to her in her final week. I was there when she read the part where Matilda finds out about her powers. The look on Lily's face? I'll never forget it. She didn't want to stop reading."

- Shirley L., tutor





# OUR *Reach* IS GLOBAL

Gander started on a local level in a small office, and has grown with

## **PASSION AND PURPOSE TO REACH STUDENTS AROUND THE WORLD!**

We offer programs that are unique in that they develop the underlying sensory-cognitive processes that every child and adult needs to process and understand language. In Lindamood-Bell workshops, fifty-seven countries have been represented in recent years. Students near and far, from Australia to Canada, from Turkey to the United Arab Emirates, have benefited from our programs.



*"The confidence he has and the joy he now has with reading are the best results. He's now carrying books around with him."*

- Malia, a teacher



*"I can see the relationships between numbers, all the patterns I never saw before, so math isn't scary anymore."*

- Dakota, a 9th grade student

*"Amazing differences... Students now have confidence in their math."*

- 8th grade teacher



ON CLOUD NINE MANUAL  
#1623035

Imagery is fundamental to the process of thinking with numbers. The **On Cloud Nine®** Math program stimulates the ability to

## IMAGE AND VERBALIZE THE CONCEPTS

underlying math processes.



"If I can't picture it, I can't  
*understand it.*"

- Albert Einstein

Anyone can learn to think and reason with numbers. It's as simple as learning to *visualize* numbers and concepts, and applying that *mathematical imagery* to computation.

- Nanci Bell,  
program co-author

ON CLOUD NINE KIT  
#1613015

## On Cloud Nine

Nanci Bell and Kimberly Tuley

*Visualizing and Verbalizing for Math*

3  
18





# THE **PROOF** IS IN

With over thirty years of research and evidence of effectiveness, these programs remain unparalleled in their success. Our unique, sensory-cognitive methodology effectively meets the needs of students struggling with reading, dyslexia, autism, and other learning difficulties. Our programs have helped transform best practices in language and literacy.

Check out these peer-reviewed studies on our scientific research:



**Seeing Stars** instruction for children with dyslexia both **improved reading and increased gray matter volume in the brain.**



scan to  
read study



Ten weeks of **V/V** instruction for children with autism spectrum disorder **improved reading comprehension and neural connectivity.**



scan to  
read study

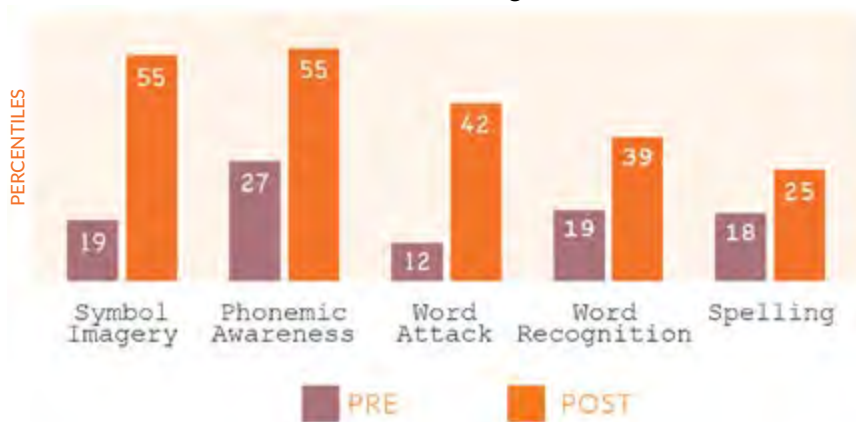
## COMPREHENSION INSTRUCTION: *Lindamood-Bell Learning Center Results*



Visualizing and Verbalizing students, 2008-18

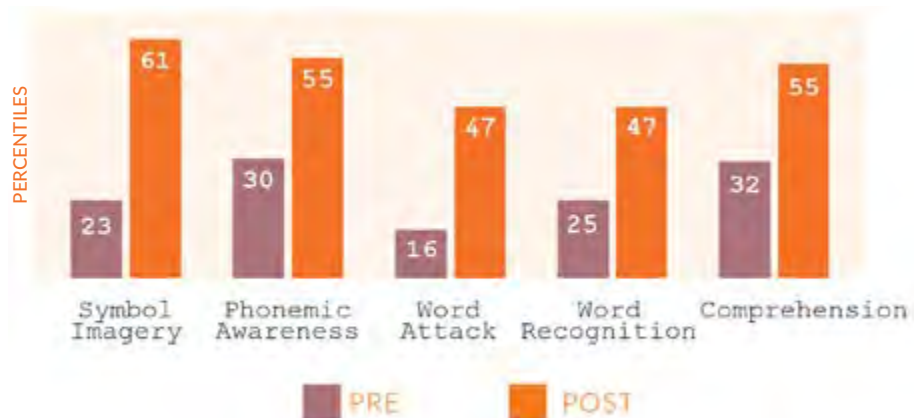
# OUR Results

## DYSLEXIC STUDENTS ONLY: Lindamood-Bell Learning Center Results



Seeing Stars students, 2008-18

## READING INSTRUCTION: Lindamood-Bell Learning Center Results



Seeing Stars students, 2008-18

See more peer-reviewed research, school results, and Lindamood-Bell Learning Center results at [lindamoodbell.com/research](https://lindamoodbell.com/research) or scan:



"I have seen students make multiple years' gain  
in a single semester of school."

- Barbara Wilmarth,  
educator



## SOLUTIONS FROM GANDER PUBLISHING & LINDAMOOD-BELL

### COMPREHENSION



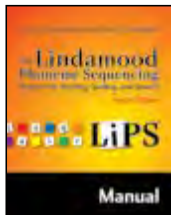
- Concept Imagery
- Comprehension
- Listening Comprehension
- Vocabulary
- Higher Order Thinking

### MATH



- Visualizing and Verbalizing for Math
- Conceptual Understanding
- Procedural Skill
- Fluency

### READING & SPELLING



- Symbol Imagery
- Phonemic Awareness
- Orthography
- Phonics and Word Recognition
- Fluency

### ASSESSMENTS



- Symbol Imagery Test (SIT)
- Lindamood Auditory  
Conceptualization Test (LAC-3)
- Dyslexia Assessments and more



Your source for  
all program  
materials used by  
Lindamood-Bell

CONNECT WITH US!

