

Downloadable Pages
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Crushing Dyslexia

These pages are provided as a courtesy to anyone who purchased a copy of my book or e-book. Others are welcome to download as well, but the instructions and so much more are available in the book.

<p>Orlando Bloom</p> <ol style="list-style-type: none"> 1. This person won many poetry and Bible reciting competitions. 2. He or she had to conquer dyslexia to enter Guildhall School and become a Shakespearean actor. 3. He or she fell from a three-story building and broke his or her back. Doctors thought he or she would never walk again. 4. This person said, "I have trouble recognizing some letters, so I had to work harder than other kids. School was always a bit tricky . . ." 5. One night, director Peter Jackson saw him or her act, and asked this person to audition for a part in a series of movies he would be making in New Zealand. 	<p>Keira Knightley</p> <ol style="list-style-type: none"> 1. He or she asked parents for an actor's agent at the age of 3, but they didn't allow it until he or she was 6. 2. He or she wanted to be an actor even as a child, but couldn't read well enough at auditions to get the parts, so he or she worked very hard to overcome dyslexia. By age 11, this person could read. 3. He or she starred as Sabe in Star Wars Episode I. 4. In order to star in Bend It Like Beckham, this person had to train with a top national soccer coach for twenty weeks, who declared that he or she was more talented than a national soccer hero. 5. In 2004, she played Elizabeth Swann in a popular movie about pirates.
<p>Whoopi Goldberg</p> <ol style="list-style-type: none"> 1. He or she grew up in a housing project in Manhattan. 2. His or her classmates called this person "dumb" and "stupid" because he or she had so much trouble reading. 3. He or she started acting at age 8. 4. He or she was nominated for an Oscar in first movie. This person has won the Oscar, Emmy, Grammy, and Tony awards, as well as the Mark Twain award for American humor, which was presented at the Kennedy Center in Washington, D.C. 5. Her real name is Carolyn Johnson. 	<p>Danny Glover</p> <ol style="list-style-type: none"> 1. He or she lived in a government housing project until ten years old. 2. Dyslexia, race, and unusual height made him or her very shy in school. 3. Later, he or she tutored struggling readers in inner-city schools. 4. He played tight end on the high school football team until recurring epileptic seizures forced this person to stop. 5. He didn't become interested in acting until age 28. 6. Daily Double - (worth 10 points) He starred along with Mel Gibson in the Lethal Weapon movies.

<p>Walt Disney</p> <ol style="list-style-type: none"> 1. Teachers said he or she was slow. 2. From age 9 to 16, he or she had to get up at 3:30 a.m. to deliver newspapers in Missouri during very cold winters. 3. He or she joined the Red Cross Ambulance Corps to serve in World War I when only 16 years old. This person's ambulance was covered with cartoons. 4. He or she was fired from a Kansas City newspaper for not being creative. 5. He or she was the first cartoonist to add sound and special effects to cartoons. 6. Daily Double - (worth 10 points) The company he founded is now the largest multimedia corporation in the world. 	<p>Patrick Dempsey</p> <ol style="list-style-type: none"> 1. As a teenager, he or she placed third in a national juggling convention and wanted to attend Clown College. 2. He or she tried to audition for acting parts for 10 years, knowing that poor reading ability would probably keep him or her from being considered. 3. He or she won many awards for acting, mainly for TV roles. 4. Nickname = Dr. McDreamy on the TV series <i>Grey's Anatomy</i>. 5. He or she starred in Disney's movie, <i>Enchanted</i>.
<p>Tom Cruise</p> <ol style="list-style-type: none"> 1. Despite being a successful movie star, this entertainer can learn lines only by listening to a tape recording. 2. He or she spent a year in a Franciscan monastery. 3. He or she was talented in sports, but had to give up athletics because of a knee injury in high school. 4. One of his first movie hits was <i>Top Gun</i>. He has also starred in the <i>Mission Impossible</i> movies. 5. He has a daughter named Suri. 	<p>Robin Williams</p> <ol style="list-style-type: none"> 1. He or she grew up in a 30-room mansion on 20 acres. 2. Bullies picked on him or her in school. 3. His or her first television role was as an alien from outer space named Mork. 4. He quit his cocaine and alcohol addiction "cold turkey" when he found out he was going to be a father, and he never went back. 5. He is well known for playing a Nanny in one movie, and the voice of a Genie in another.

Albert Einstein

1. He or she couldn't talk until the age of 4, and didn't learn to read until age 9.
2. He or she failed the entrance examinations to college, but finally passed after another year of study.
3. He or she lost 3 teaching positions, and then became a patent clerk.
4. Nuclear power, "The Big Bang Theory," and quantum physics all resulted from his theories of relativity.
5. He helped little neighbor girls in Princeton, N.J., with their math homework.
6. **Daily Double** - (worth 10 points) He was named TIME Magazine's "Person of the Century" for the 1900's.

Thomas Edison

1. He or she was thrown out of school in the fourth grade, because the teachers said he or she was mentally retarded.
2. He or she was terrible at mathematics, writing, and speaking; and couldn't focus in class.
3. He or she lived in Menlo Park, N.J., only 26 miles from where Albert Einstein would live in the future.
4. He or she patented 1,093 inventions.
5. He or she said, "Genius is 1% inspiration and 99% perspiration."
6. **Daily Double** - (worth 10 points) His or her inventions include the incandescent light bulb, the phonograph, and both the movie camera and movie projector.

Leonardo DaVinci

1. He or she was apprenticed to a painter at age 14, but immediately developed a distinctive style. He or she even developed a better formula for paint.
2. He or she wrote all of his or her notes backwards, and the spelling was terrible.
3. He or she invented many things, including scissors, the parachute, and a design for a helicopter.
4. He or she was an artist, astronomer, sculptor, geologist, mathematician, botanist, animal behaviorist, inventor, engineer, architect, and even a musician.
5. This person painted the Mona Lisa between 1503-1506. It is one of the most famous paintings in the world.

Alexander Graham Bell

1. His mother and wife were both completely deaf.
2. He was one of the founding members of the National Geographic Society.
3. As an inventor, he worked on designs for metal detectors, hydrofoils, and aircraft.
4. He is credited with inventing the telephone, but considered it an intrusion to his work and wouldn't have one in his study.
5. He was the founder of AT&T.
6. **Daily Double** - (worth 10 points) During his funeral, all telephones in North America were silenced for one minute, in tribute to his genius as an inventor.

Andrew Jackson

1. His father died two weeks before he was born.
2. He had poor writing skills, and only read a few books in his entire life.
3. He never formally studied politics, law, or history.
4. The term “OK” reportedly came from his abbreviation for “all correct” on the reports his junior officers filed with him.
5. He became the seventh president of the United States.

Winston Churchill

1. He or she failed the eighth grade, did terribly in math, and generally hated school.
2. He or she worked his or her whole life to overcome a speech impediment.
3. He or she was rebellious in school, for which this person was punished. Later, he or she became a fencing champion.
4. He won the Nobel Prize for literature in 1953 for his books on history.
5. As Prime Minister of England during World War II, he led his countrymen to victory, exhorting them to “Never, never, never give up!”

Thomas Jefferson

1. A polymath (someone who knows a lot about many things), he or she was a horticulturist, statesman, architect, archaeologist, paleontologist, author, inventor, and founder of the University of Virginia.
2. He or she played the violin.
3. JFK welcomed 49 Nobel Prize winners to dinner, saying, “I think this is the most extraordinary collection of talent and of human knowledge that has ever been gathered together at the White House – with the possible exception of when this person dined alone.”
4. He was the principal author of the Declaration of Independence.
5. He was the third president of the United States.

George Washington

1. His or her writing was well-stated, but full of spelling, grammar, and punctuation errors.
2. S/He was quiet (perhaps because his or her false teeth didn’t fit well), but his or her opinion was always highly respected.
3. He was a farmer, but also one of the wealthiest men in America at the time.
4. He led the colonial troops during our War of Independence, was a war hero, and a great leader of men.
5. He was the first president of the United States, and is often referred to as “the Father of our Country.”

Blackline Master 3-a for “Sounds Abound” and “Spell It Well”

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Blackline Master 3-b for Advanced "Sounds Abound" and "Spell It Well" (3-5 Boxes)

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Example Definitions for Concentration Cards

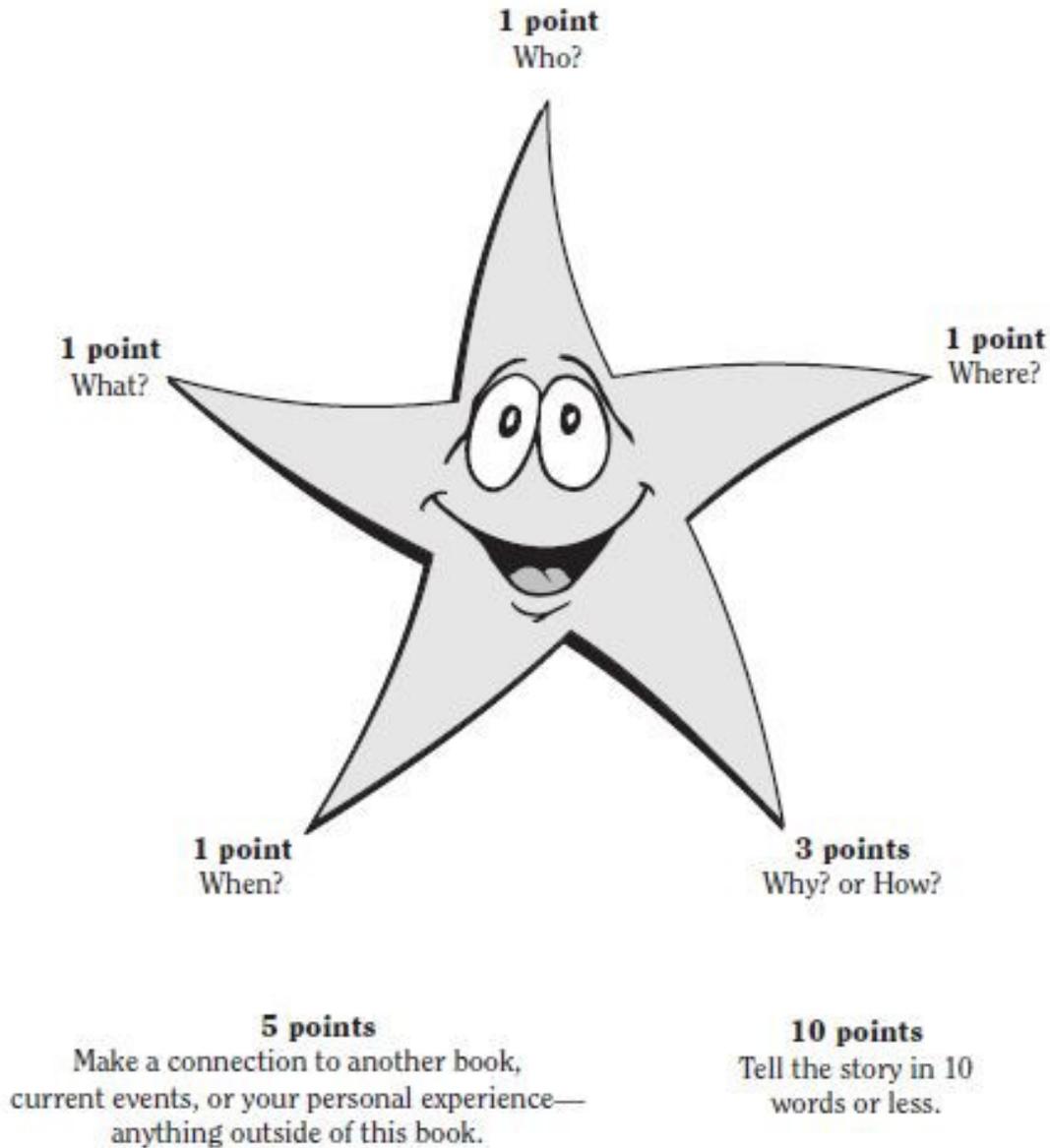
Vocabulary Words	Child-friendly Definition⁵
“According to...”	These words tell you what a particular person or book said.
Antonym	A word that means the opposite: happy – sad, big – little
Article	One short selection in a larger book, magazine, or newspaper.
Author	The person who wrote it.
Author’s purpose	The reason the author wrote it. For example: to inform, to entertain, or to persuade (convince).
Autobiography	A story you write about your own life.
Biography	The story written about a real person’s life.
Character	A person or animal the story is about.
Describe	To tell with words what something looks like, sounds like, or feels like.
Drama	A play with speaking parts for different people. Sometimes it uses a narrator.
Entertain	Written to be enjoyed.

Fact	A statement which can be proven.
Fiction	Not true. Make-believe.
Glossary	A short dictionary found in the back of the book.
Index	Pages in the back of the book to help you find things. It's organized alphabetically.
Inform	To teach someone about a subject with facts.
Metaphor	A figure of speech comparing things without using "like" or "as." For example: "The rows of corn stood soldier-tall."
Nonfiction	True. Informational.
Opinion	How a person feels about a certain topic, but which is not really provable with facts.
Parentheses	(These are parentheses.) (They are used to set aside an additional comment or give the reader more information.)
Passage	A short piece taken from a larger work. (Also see "Selection.")
Personification	Giving human or person-like characteristics to animals or objects that aren't human.
Persuade	To convince someone to agree with you.

Phrase	A cluster of words that are part of a sentence.
Plot	The things that happen to the characters, and the problems they must solve.
Poetry	To paint an image in a person's mind with words and the rhythm of words.
Reference Books	Books that stay in the library so people can look up facts: Encyclopedias, dictionaries, and others.
Selection	A short piece taken from a larger work. (Also see "Passage.")
Setting	Where the action takes place.
Simile	A figure of speech that compares one thing to another with the words "like" or "as." For example: "As fast as the wind."
Statement	Something someone has said.
Synonym	A word that means the same thing: happy – glad, automobile – car
Table of Contents	Pages near the beginning of the book to help you find things, in consecutive order by page.
Theme	A summary of the main idea of the story using very few words.

Comprehension Star Game Board

The Comprehension Star



Blackline Masters**Narrative Scoring Guide** *(Story-Telling in Sequence)*

Student's Name _____ Date _____

Title of Story _____

	4	3	2	1
Characters	Can list main characters and give strong details about them.	Can list main characters and some details.	Can list some characters and some details.	Characters and descriptions are vague, if any.
Plot	Can identify the problem, the climax, and the resolution. (Primary can give main events in sequence.)	Can identify the problem and climax or resolution. (Primary can give beginning, middle, and end.)	Can identify the problem, climax, or resolution. (Primary can give the beginning and the end.)	Can't identify the problem, climax, or resolution. (Primary can't give the beginning and the end.)
Setting	Can describe the location and the time clearly.	Can identify the location and the time.	Can identify the location or the time.	Can't identify the location or the time.
Summarize	When asked, can supply a succinct and accurate summary.	When asked, can supply an accurate summary.	When asked, can supply a partial summary.	When asked, can't summarize.
Connections	Can make clear, appropriate connections to other literature, the world in general, or personal experience.	Can make connections to other literature, the world in general, or personal experience.	Can make a vague connection to other literature, the world in general, or personal experience.	Can't make any connections.

Cumulative Score = _____

Expository Scoring Guide (Explanations, Reasons, Steps in a Process)

Student's Name _____ Date _____

Title of Story _____

	4	3	2	1
Main Topic / Subtopics	Can clearly identify the main topic of the passage and several subtopics.	Can identify the main topic of the passage and at least one subtopic.	Can identify the main topic of the passage.	Can't identify the main topic of the passage.
Give Facts	Can list several facts from the passage in the student's own words.	Can list several facts from the passage.	Can give a fact from the passage.	Can't remember any facts.
Compare / Contrast	Can compare and contrast between two things from the passage in at least two ways.	Can compare and contrast between two things from the passage.	Can compare or contrast between two things from the passage.	Can't compare or contrast.
Drawing Conclusions	Can draw conclusions that apply beyond the scope of the passage. Able to infer.	Can draw a conclusion that applies beyond the scope of the passage.	Can draw a vague conclusion that applies beyond the scope of the passage.	Can't draw any conclusions
Connections	Can make clear, appropriate connections to other literature, the world in general, or personal experience.	Can make connections to other literature, the world in general, or personal experience.	Can make a vague connection to other literature, the world in general, or personal experience.	Can't make any connections.

Cumulative Score = _____

Chapter 8

Book Report – Realistic Fiction

Student Name _____ Date _____

Title of Story _____

Author's Name _____ Level / Points _____

Characters _____

Setting _____

Problem (Plot) _____

Solution _____

Two examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, alliteration, assonance, irony, foreshadowing, etc.

Page	Device	Example

Two examples of good description

Page	Example

Why is this considered realistic fiction? _____

Book Report – Historical Fiction

Student Name _____ **Date** _____

Title _____

Author's Name _____ **Level / Points** _____

Characters _____

Setting (which historical period) _____

Problem (Plot) _____

Solution _____

Two examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, alliteration, assonance, irony, foreshadowing, etc.

Page	Device	Example

Two examples of good description

Page	Example

Why is this considered historical fiction? _____

Book Report – Science Fiction

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Characters _____

Setting _____

Problem (Plot) _____

Solution _____

Two examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, alliteration, assonance, irony, foreshadowing, etc.

Page	Device	Example

Two examples of good description

Page	Example

Why is this considered science fiction? _____

Book Report – Fantasy

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Characters _____

Setting _____

Problem (Plot) _____

Solution _____

Two examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, alliteration, assonance, irony, foreshadowing, etc.

Page	Device	Example

Two examples of good description

Page	Example

Why is this considered fantasy? _____

Chapter 8

Book Report – Folklore

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Characters _____

Setting _____

Problem (Plot) _____

Solution _____

Two examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, alliteration, assonance, irony, foreshadowing, etc.

Page	Device	Example

Two examples of good description

Page	Example

Why is this considered folklore? _____

Book Report – Biography

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Who is this biography about? _____

Date of birth _____ Date of death _____

Nationality _____

Claim to fame _____

In your opinion, what event(s) contributed to this person becoming famous? _____

Describe this person by putting a different adjective in each box.

List four major events in this person's life.

Page	Date	Event

Why is this considered a biography? _____

Chapter 8

Book Report – Poetry

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Four examples of different literary devices. Choose from: simile, metaphor, hyperbole, onomatopoeia, imagery, alliteration, assonance, irony, foreshadowing, rhyme, etc.

Page	Device	Example

Does this poem have rhyming words? _____ If yes, give examples.

First word	Word that rhymes with it

Why is this considered a poem? _____

Copy the poem with your best handwriting on a separate sheet of paper.

Chapter 8

Book Report – Informational (Non-fiction)

Student Name _____ Date _____

Title _____

Author's Name _____ Level / Points _____

Topics covered in this book _____

Dewey Decimal Number _____ Copyright Date _____

Three examples of different graphic elements. Choose from: title, heading, subheading, picture, chart, graph, caption, illustration, etc.

Page	Graphic Element	Example

List three facts you learned from this book.

Page	Fact

Why is this considered non-fiction? _____

Draw a picture of the most interesting thing in this book on a separate sheet of paper.

Chapter 8

Back Page (Use for All Book Report Forms)

Draw a comic strip story board with captions. (Biographies might not have some of these story elements, so fill in the boxes with events.)

Hook	Rising Action 1	Rising Action 2
Climax	Falling Action	Resolution

In your opinion, was this a good book? Explain your answer and give specific examples to support your opinion.

Parent Connection Letter for Developing Writing Skills at Home

Dear _____ ,

As a class, we are all currently working on improving our writing ability. Some of you moms and dads have been asking how you can help at home. Here are a few ideas to consider:

Handwriting

1. **Writing BIG** – Give your children a place where they can practice their handwriting really BIG. Big movements send more information to the brain and are easier to remember.
 - Give them chalk to use on the sidewalk or patio. (It washes off easily.)
 - Put up a whiteboard with dry erase markers (once you can trust them with the markers).
 - Provide colored soap to use on the walls surrounding the bathtub.
 - Let them write on your back with their fingers. (It’s very relaxing!) Write on their backs, too!
2. **Technology Support** – Some students have difficulty using a pen or pencil for writing their ideas on paper. If possible, provide a computer for them to use, and encourage your children to learn how to type and use Voice-to-Text software.

Spelling

Some of the smartest people have trouble with spelling, so don’t get upset with your kids if they have trouble with it, too. There is no correlation between ability to spell and intelligence. Your children can improve with a little help from you. Here are some things you can do:

1. **Big Spelling** – Writing in the air with large arm movements is one of the best ways to practice spelling, for the same reason it works for practicing handwriting . . . more input is sent to the brain. The method is simple:
 - a. Have your children look at the word, say it aloud, and then spell it.
 - b. Then have them close their eyes (or cover the word) while they write the letters of the word in the air with large arm swings.
 - c. If they have a “glitch” (a short hesitation or pause), they need to repeat the first step before they try it again with their eyes closed. Spelling the words with big arm swings while they’re lying in bed just before you turn out the lights for the night is another great time to practice.

2. **Be Patient!** – Learning how to spell is a lifelong process. You should understand the different stages spellers must go through before spelling becomes easy and accurate.
 - a. **Invented Spelling** – Emerging readers are also emerging spellers, and it doesn't matter how old they are. It is very important that children be allowed to spell in any way that makes sense to them when they are just beginning to learn writing skills. Also, they should receive lots of praise for their efforts.
 - b. **Phonetic Spelling** – Children's spelling improves naturally as they gain more knowledge of phonics (how our language uses different letter combinations to spell different sounds). We shouldn't expect them to spell a word correctly when they haven't been taught how to spell or use it yet.
 - c. **Correct Spelling** – As your children grow older, correct spelling becomes more vital. You should expect to see them spell words correctly that they have been taught – **BUT**, for children who are struggling readers, it is important to remember that their spelling level will probably be no better than their reading level. For example, if fourth graders are reading at the second grade level, then their spelling will also be about the second grade level. The good news is that as their reading ability improves, so will their spelling.

3. **Personal Dictionaries** – Rather than just spelling a word for your children whenever they ask, help them construct a “personal dictionary.”
 - a. Buy a spiral-bound notebook for each child.
 - b. At the top of the first page, write a big “A.” Then skip the second page and put a “B” on the top of the third page. Continue following this routine for the whole alphabet.
 - c. Any time your children want to know how to spell a word, have them bring their notebook to you, opened to the right page. (If they have trouble with this, teach them how to do it.)
 - d. Write the word. (Over the years, you can fit a lot of words onto one page in neat columns.)
 - e. Keep the notebook in a familiar place where both of you can find it easily.

4. **Sight Words** – As you watch your children write, certain words will be misspelled over and over again. Don't try to correct every word at once, but it would be a good idea to single out one “tricky” word per week that comes from samples of their writing. Have them practice spelling it **BIG** in the air several times that week until they have really mastered that word. And, remember to be patient! Good spelling doesn't happen in a day. Focus on only one word until it's mastered, then move on to another word.

Writing

Encouraging your children to write is important. They'll need this skill to be successful adults in our society, so make it a normal part of your family life. Try to give them as many reasons to write as possible:

- Dictate your grocery list to them.
- Have them leave written messages for you.
- When you go somewhere with them, have them write a short description about your trip, or make an entry in their personal journal or diary.
- Have them write “thank you” notes whenever they receive a gift, or when someone does something nice for them.
- Have them write letters to Grandma (or other important relatives).

In other words, make writing a normal and regular part of your daily life.

However, if your children are struggling writers, you need to “scaffold” their writing experiences a little more. This means you should model it first, then help them practice it while you give as much (or as little) help as they need until they can do it alone.

Ways to Build a “Scaffold” to Support Learning

- Be sure to model it first, describing in detail exactly what you are doing and why. (Show and explain to them how you write a grocery list, note, letter, etc.)
- Let them dictate to you, and watch while you write down what they are saying.
- Sit beside them while they write, and give them support when they request it.

If you want to encourage your children to write longer pieces (such as stories or essays), there are a few things to remember:

1. **Talk, Talk, Talk** – It’s a good idea to let them talk about their ideas before they start writing. If they have trouble getting started, help them brainstorm.
2. **Sloppy Copy** – The first copy is for ideas. Neatness, spelling, punctuation, and grammar don’t count at this point. All that matters is getting good, creative ideas down on paper. But you might have your children write on every other line, because they’re going to need the space for making revisions later.
3. **Revising** – The initial step to revising is reading the first copy aloud to someone else. Many mistakes (especially errors in phrasing) are caught right away when we actually hear what we’ve written. Then we move on to the conventions (the non-creative side of writing: spelling, punctuation, grammar, etc.). Don’t grind students into it by making them revise their work over and over again. They’ll start doing that automatically by themselves when they learn to enjoy writing. In the meantime, help them get the conventions right, but don’t correct their ideas. (That would really squelch their creative writers’ hearts.) Give as much (or as little) help as they need, and explain everything as you go. Being able to work one-on-one with your child every day is a luxury most teachers don’t have, so enjoy it!

4. **Finished Work** – Once all the revisions are made, have them write a neat final copy. If appropriate, have them illustrate it (especially if your children love to draw). Then let them present their writing project to someone, and find a way to keep the finished work in an album or a presentation folder. Their writings might become treasures when they're grown up.

Again, these are just a few suggestions. Please don't feel like you have to do everything described in this letter, but the key concept I hope you'll understand is: the more the practice, the better the result. Or, to put it another way: Practice! Practice! Practice!

I can assure you that whatever time you invest with your children will not be wasted.

Thank you!

Sincerely,

(Teacher's Signature)