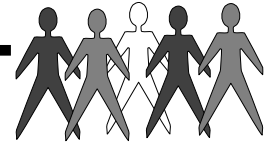


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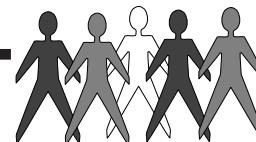
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Alternative Book Reports

1. Write a letter to one of the characters, asking about his/her part in one of the events described in the book.
2. Draw five scenes from the book. Arrange them in sequential order.
3. Create and present a television commercial to advertise the book.
4. Make a diorama that shows a scene from the book.
5. Create a product that can be used by the main character of the book.
6. Retell the story with a new ending.
7. Work with two or three other students to write and present a puppet show about the book.
8. Dress as the main character of the book and give a first person account of your story.
9. Work with a group to create a reader's theater performance based on one scene from the book.
10. Complete a story map or web to tell important information about the book.
11. Make a cartoon using information from the book.
12. Write a character's diary entry for an important day described in the book.
13. Complete a Venn diagram comparing yourself to one of the characters in the book.
14. Design a board game, using important information in the book.
15. Work with a small group to design a newspaper page with articles about the book.
16. Design a quilt with key words and symbols related to the book.
17. Write a letter to the author of the book.
18. Make a mobile or collage relating to the book.
19. Make a big book based on the book. Then read it to younger children.
20. Mark a blank calendar page with notes about the sequence of events described in the book.

Adaptations for Handwriting



It is not unusual for learning disabled students to be unable to accurately copy daily assignments. This difficulty can negatively impact every school subject. The problem may occur for a variety of reasons. There are some simple interventions that might improve the situation. If students cannot accurately copy from the chalkboard, try limiting their copying assignments to printed materials on their desk. They may have problems with visual tracking (moving their eyes from left to right along the printed line) or fine motor skills (correctly forming letters). They may need to have their vision checked.

For improved handwriting, handicapped students may:

- use finger grips to make pencils easier to hold
- always use wide-ruled paper
- place a finger between words to measure spacing
- use writing paper marked with starting points and directional arrows to guide letter formation
- use writing paper marked with dots to show where to begin writing a properly indented paragraph

If students are able to do manuscript printing, they may be successful with a style of cursive writing, called Modified Script (page 73), that uses printed letters connected by small upsweeps. Encourage students to begin with their names so they will have cursive signatures.

It is not essential that students master cursive handwriting. Manuscript printing is often easier for disabled students to read and write because it enables them to see letters as they appear in books, magazines, and newspapers. As students get older, they should be introduced to word processors if they have illegible handwriting or are easily frustrated or fatigued by written tasks.

Suggestions for Students with Poor Handwriting

1. Ask students to use word processors or assign scribes.
2. Have students write on every other line.
3. Allow students to choose manuscript or cursive writing.
4. Require use of a dictionary or spell checker.
5. Assign partners to proofread each other's written assignments.
6. Teach students how to sit using correct posture and hold their pencils the right way.
7. Allow students to dictate information into a tape recorder.
8. Provide extra time and reduced assignments as needed.
9. Give two grades for each written assignment, one for content and one for handwriting.
10. Provide fine motor activities such as tracing or dot-to-dot pictures. Have students practice writing movements by drawing circles, squares, and loops.
11. Encourage parents to have their children spend a few minutes every evening writing in journals.
12. Use markers to color code primary writing paper. (Example: bottom line, trace with green; center line, trace with orange; top line, trace with red; space for letters with tails, color yellow)