Invites Educators and Parents to

Strategies for Teaching English Reading Comprehension & Writing to Students Who are Deaf or Hard of Hearing

APRIL 1 - 2, 2020

Presented by Lynn Dunn

WEDNESDAY, DAY 1: 8:30 AM—5:00 PM
(LUNCH ON YOUR OWN II: 30 PM—I:2:30 PM)

THURSDAY, DAY 2: 8:30 AM—I:1:45 PM

USM Gulf Coast Research Lab (GCRL)
Caylor Auditorium

703 E. Beach Drive  Ocean Springs MS 39565

Registration
Free for Educators and Parents of students who are Deaf/Hard-of-Hearing, but you must register.

Continuing Education
Educational Credits (CEUs) will be available from S-RESA upon completion of the workshop.

Registration closes: March 18!

https://www.surveymonkey.com/r/English4122020

"Please don't make me write a paragraph/essay!!!" If I had a dollar for every time I heard that statement, I wouldn't be rich but could treat myself to something very nice at least. I have been teaching English and reading to Deaf/Hard-of-Hearing students from pre-school - college for over thirty years. I got tired of hearing the above statement, so over the years I have sought diligently for methods that could be used, developed strategies, found materials, and come up with ideas to make writing fun as well as challenging for my students. In this presentation, I will briefly discuss why students are frustrated and then look at strategies, grammatical structures, and punctuation rules that need to be taught that will lessen student frustration and build student confidence in their writing ability and using the English language.

For more Info:

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March 11th = Last day to request communication supports (i.e. Braille, LP or ASL)

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MISSISSIPPI HEARING – VISION PROJECT LEARNING EVENT

STRATEGIES FOR TEACHING ENGLISH READING COMPREHENSION AND WRITING TO STUDENTS WHO ARE DEAF OR HARD-OF-HEARING

Presented by Lynn Dunn

AGENDA

WEDNESDAY, MARCH 11

8:30 am – 9:00 am: Introduction to Teaching English Writing and Reading
9:00 am – 10:15 am: How to Identify Linguistic Structures Which Need to be Taught ASAP to Enhance Reading Comprehension
10:15 am – 10:30 am: Break
10:30 am – 11:30 pm: What to Teach and How: The Top Ten Linguistic Structures That Need to be Taught ASAP to Enhance Reading Comprehension

11:30 pm – 12:45 pm: Lunch on Your Own
1:00 pm – 2:00 pm: What to Teach and How (continued)
2:00 pm – 2:15 pm: Break
2:15 pm – 3:15 pm: Interactive Activity: Pick a linguistic structure and develop two activities to teach the semantic meaning of the structure and develop one correlating worksheet.
3:15 pm – 3:30 pm: Break
3:30 pm – 4:00 pm: Group Share
4:00 pm – 5:00 pm: Introduction to Developing Writing Skills

THURSDAY, MARCH 12

8:30 am – 10:00 am: Strategies for Developing Writing Skills for Students who are Deaf/HH
10:00 am – 10:15 am: Break
10:15 am – 11:45 pm: ELA Resources for Students who are Deaf/HH

LEARNING OBJECTIVES

Participants will be able to...

1. Identify English linguistic structures which cause students who are Deaf/Hard-of-Hearing difficulty in the areas of written English and reading comprehension.

2. Demonstrate techniques to teach these linguistic structures from a semantic perspective.

3. Develop practice activities to engage students in the grammatical as well as semantic comprehension of said structures.

4. List three different writing activities to aid in developing writing skills for students who are Deaf/ Hard-of-Hearing.