Language Arts Warm-Ups

figurative language

by the book

an A for effort

RESEARCH AND STANDARDS

Research has shown that segmentation, or "breaking down a task," is an effective method to use when teaching students with learning differences. Students with special needs cannot process large amounts of information at one time. However, according to Russell Gersten, presenting small segments of information and then immediately applying that information has been proven to be a successful teaching method (1999). The activities in the *Language Arts Warm-Ups* series do just that. They present small, sequenced bits of instruction with ample opportunities for practice. Diamond and Gutlohn state that "introducing idioms by topic can make them easier for students to remember." (2006) Each section in this book contains 20 pages of practice with idioms that refer to a similar topic. These pages are excellent supplements for any grammar program designed to help students sharpen their writing and vocabulary skills.

Idioms 2

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Idioms can prove difficult to understand for learners of all ages. As Beverly Vicker points out, when learners have this difficulty they "may be missing the meaning of a significant portion of the dialogue that occurs in our daily life." (2000) That is why it is so important that teachers "look for multiple opportunities for increasing students' idiomatic knowledge base." (2000) The practice opportunities within this book provide a means to do just that.

Diamond, Linda and Linda Gutlohn. "Teaching Vocabulary." *LD Online* 2006 <http://www.ldonline.org/article/9943>.

Gersten, Russell. "Teaching Expressive Writing to Students with Learning Disabilities." *Keys to Successful Learning Summit,* Washington, D.C. May 1999.

Swanson, H. Lee. "National Center for Learning Disabilities Intervention Research for Adolescents with Learning Disabilities: A Meta-Analysis of Outcomes Related to High-Order Processing." *Keys to Successful Learning Summit,* Washington, D.C. May 1999.

Vicker, Beverly. "Building competency with figurative language one idiom at a time." *The Reporter,* 5(3), 17–21.

Idioms 2