



# STRATEGIES FOR TEACHING SLOW LEARNERS

# Teaching The Slow Learner In The Regular Classroom

**S Ashworth**



## **Teaching The Slow Learner In The Regular Classroom:**

**Techniques in Teaching the Slow Learner in a Regular Classroom** Eunice Raby Koontz, 1953      **Teaching the Slow Learner in the Regular Classroom** Edwin A. Gaddis, 1971      **Slow learners in the English Classroom** Dr Binu P.M., 2021-12-14 A classroom is a complex world that contains a relatively heterogeneous group of students. Despite their innate skills and abilities, some students get unrecognized or neglected due to teachers' failure in making proper assessments. As a result, many students who could be potential scientists or experts in any other field become dropouts or underachievers. When classroom instructors only rely on test results without being very keen on using their observational skills to assess their students comprehensively, they jeopardize the future of so many children during their careers. Hence, it would be apt to say that a child's future partially lies in the hands of their early educators. This book specifically addresses the problems faced by slow learners in the English classroom. It analyses the reasons that make a student a slow learner and provides valuable insights about the strategies and tools English language instructors need to employ to identify and support slow learners in their classes. Although this book is intended for use by the teachers of English, it will be a helpful guide for all teachers, student teachers, teacher trainers, researchers, and policymakers.      Teaching the 'Slow' Learner in the Secondary School M. F. Cleugh, 2021-05-30 This book is a re-issue originally published in 1961. The language used is a reflection of its era, and no offence is meant by the Publishers to any reader by this re-publication. Dr Cleugh was in charge of the course for teachers of so-called educationally sub-normal children at the University of London Institute of Education. The three volumes of this work, which at the time took their place as complete and up-to-date guides to the subjects they cover, were written by practising teachers who had passed through the Institute's course, and they cover every part of the curriculum from the point of view of the slow learner. This volume focuses on the secondary school.      *Creative Approaches to Classroom Teaching* Joseph C. Mukalel, 2004 Contents: The Lecture Method, Aspects and Techniques, Group Method in Teaching, Tutorials and Seminar in the Classroom, Workshops, Technique of Organisation, Teaching Through Project Method, Communicative Strategies for the Classroom, A New Approach to Classroom Interaction, Global Techniques for the Teacher, Design and Use of Low-cost Aids, The Academic Skill of Reference.      **Emerging Technologies to Enhance Learning among Slow Learners** Dr. R. Gnanadevan and Dr. R. Babu, 2019-04-08 Information technology (IT) has become a vital and integral part of every business plan. Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. From multi-national corporations who maintain mainframe systems and databases to small businesses that own a single computer, IT plays a role. The reasons for the omnipresent use of computer technology in business can best be determined by looking at how it is being used across the business world.      *Classroom Management* Dr V.P. Alexander,      Suggestions for Working with the Slow Learner in the Regular Elementary Classroom

,1958      **The American Secondary School** Leslie Owen Taylor,1960      **Education of Exceptional Children** Panda K.C.,1999 This is a basic text on the education of exceptional children covering fundamentals of special education and integrated education for various categories of exceptional children the mentally retarded the hearing handicapped the visually handicapped the learning disabled the slow learner the emotionally disturbed the speech and language handicapped the physically handicapped the gifted and the socially disadvantaged It also covers the genesis of the special education movement in our country policies and programmes critical issues and innovations the rights of the disabled manpower development avenues and research perspectives in education of exceptional children      **Materials and Methods for Teaching Slow Learners** New Jersey. Department of Education. Division of Higher Education,1949      **Investigation of the Schools and Poverty in the District of Columbia** United States. Congress. House. Committee on Education and Labor. Task Force on Antipoverty in the District of Columbia,1966      **Teaching Problem Students** Jere Brophy,2003-07-29 Focuses on how teachers and school practitioners can improve the academic skills attitudes and coping abilities of students with behavior and adjustment problems Presented are findings from the Classroom Strategy Study which identifies widely used classroom management strategies that work and those that don t work for addressing a wide range of specific challenges in the elementary and middle grades      *Investigation of the Schools and Poverty in the District of Columbia, Hearings Before the Task Force on Antipoverty in the District of Columbia...89-1 and 2, October 7-8, 12, 26-27, 1965, and January 13, 1966* United States. Congress. House. Education and Labor,1966      Illinois Schools Journal ,1921      Substitute Teaching Sidney W. Gilford,2014-07-29 What does one need to be a substitute teacher particularly to be successful as a substitute teacher This book has been written to be a resource to those who are new to substitute teaching or are seasoned teachers considering substitute teaching From the role of a substitute teacher to hints for getting assignments from a typical day to being considered for a full time position from lesson plans to classroom management from the Sub Pack to sample ground rules this book has something for everyone In addition to original filler activities labeled by grade and subject Substitute Teaching Everything You Need for Success includes practical teaching strategies hands on activities to use in classrooms with students at various learning levels checklists a glossary and a list of resources to guide you along the path toward being a successful substitute teacher      Resources in Education ,1996      Teaching Resources for Low-achieving Mathematics Classes Kenneth J. Travers,1972      **The Art of Teaching Science** Jack Hassard,2005 This is a core teaching textbook designed for the professional development of middle and high school science teachers Differing from other texts in its constructivist approach to learning and teaching it provides meaningful learning experiences and connections with the most recent research and understanding of science teaching Each chapter is organized into two sections the first focuses on the content of the major theme of the chapter while the second consists of a newspaper like feature called The Science Teaching Gazette containing a variety of strategies for extending the learning process Packed with learning tools hands on

inquiry activities case studies think pieces and interviews with teachers around the world this is a remarkably comprehensive textbook designed to prepare a new cadre of science teachers Midwest      *Title III (Pace) Projects on Reading, 1967, 1968*

The book delves into Teaching The Slow Learner In The Regular Classroom. Teaching The Slow Learner In The Regular Classroom is a crucial topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Teaching The Slow Learner In The Regular Classroom, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Teaching The Slow Learner In The Regular Classroom
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    - Chapter 3: Teaching The Slow Learner In The Regular Classroom in Everyday Life
    - Chapter 4: Teaching The Slow Learner In The Regular Classroom in Specific Contexts
    - Chapter 5: Conclusion
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