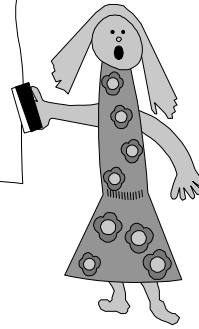


# Kids' Newsletter

for, by, and about  
kids with learning  
differences



Issue 6  
Spring 2004  
Inland Empire  
Branch,  
International  
Dyslexia Assoc.



## In our own words . . .

### Daddy, Do You See?

By Charlanda  
Lewis Center for Educational Research

It is weird to me because now I see.  
I see the power and affect of your love.  
I see you care.  
I see you try.  
Why now?  
Why not then?  
Did you ever wonder how it would be  
back then?  
Did you ever think about me?  
Did you ever look into my eyes to see  
the pain and tears that I suffered when  
you and mommy fought constantly on  
the phone?  
Did you hear my cry to help?  
Did you see the things I saw?  
Did you look deep into my soul like I  
looked into yours?  
I see you now but do you see me?  
Did you ever hear the stories I heard  
and see the constant bouncing back and  
forth I did as a child?  
I know you and mom love me very  
much but do you see me now?



Friends

### My gift

By Michelle, AGE 16

I am dyslexic and dysgraphic. I have a difficult time reading and writing. My mother and dad always taught me that I am special, and that everyone has a gift. My gift is drawing. I have always loved to draw pictures and I can say in a picture what I can't write in words. When I start feeling sorry for myself because I am a slow reader, I think about my gift. I love being able to see the world differently, and I feel its because I am dyslexic. Would I trade who I am? NO WAY! It took me a longtime to feel this way, and I thank my parents for their understanding. If I could have one wish it would be that dyslexic kids would be recognized and encouraged for what they do well and understood when some things like reading and writing are hard.

Editor's note: The dyslexic student can write with great creativity when he or she is not hindered by concern for correct spelling. We hope you enjoy these inventive samplings of dyslexic writings.



### Teachers: **WOW !!!**

Here's an offer that's hard to pass up.

Get **50% off** the cost of a one-year membership in IDA !

How? Submit a minimum of 5 items from different students. These items may be stories, articles, poems, pictures, cartoons, riddles, book reviews, thoughts and/or questions about learning differences. All submissions must be accompanied by parent permission (see p.5).

Continued on page 3

# In our own words . . .

## In the Darkest Zone: A Boy Tries to Write

By Jeffrey

Writing is THE most difficult thing in the world for me to do. It is also the most undesirable. But if the assignment requires writing about myself, first putting my thoughts and feelings into words, then putting those words onto paper, it instantly becomes a struggle into the Dark Zone.

When the task is writing about myself, my heartbeat slows for a second maybe, then speeds up as a wave of panic signals the beginning of my darkness. First my stomach begins to feel tight, as if a string, wrapped around it were being pulled up into a knot. I can't think of ANYTHING! I close my eyes, searching for thoughts but find nothing. Only darkness. As salty tears fill my eyes, I swallow and blink hard to hold them back. I can feel tiny drops of sweat collecting above my wrists.

I'm supposed to think about an experience that caused me to change in some way. What comes to me are their words. Some things are said to my face, but not always. They use them to describe what they see when they watch me. "Stupid. Idiotic. Mentally challenged. Defective, retarded, slow, lazy, not worth it! He'll never amount to anything! He's not capable of doing that, he takes too long, he didn't make the cut off score! He always needs more time!" I think about the hurt they inflicted and how it feels to be me. How alone I feel when people near me see me writing. They use the words moron and stupid because of the way I spell.

Looking down, I feel the empty paper staring up at me. I stare back. I slowly sense something strange and alien, moving, creeping almost, down my forearm. Like a descending worm it travels my wrist, towards my hand. The pencil I am holding begins to feel slippery as my hand starts to sweat. I try to focus, but I can't and look down again. Nothing. My hand feels..... weird, like it's not me. Something is controlling it instead of me. It's shaking. I feel like a freak of nature and I try to will it to stop. It scares me. Please don't let anyone see! What would they think? Fear of other people's opinions can paralyze thoughts.

Finally I "hear" something, and as the thought gets clearer I mostly see it as a picture. I want to write with it, but I can't find all the words. I look down at the paper, wishing words were there, but they are not. I can't write fast enough most times before I forget what I was saying. I get really frustrated when I

## What is school like for You?

Anthony, Lewis Center for Educational Research  
School has been Somewhat hard for me because we are cartooning in drawing and I can't draw so it's been hard for me but other then that everything is fine.

Rich Gruver, Lewis Center for Educational Research  
School has been hard. It is so hard writing this paragraph because of my differences. I really wish I could read and write like athere people. My life would be so much easier. I hate not being abal to read or write. So I gase that's the end.

Kevin Smith, Lewis Center for Educational Research  
It is not much different because I never had raiger class. The honely Ed class I've got is Health and it is hard. But most of my class ovr special Ed. I don't know wan't it is like to be in Ed sicense but I think it would be harder for me.

.....  
•••••  
• The great thing about a  
• learning problem is that  
• it forces you to become a  
• problem solver! !  
•

Henry Winkler, Actor & Author

## Great book Ideas for students:

*Eli, The Boy Who Hated to Write*  
by Eli Richards

*Hank Zipzer, The Almost True Confessions  
of the World's Best Underachiever*  
by Henry Winkler

want to write words that I can't spell. If I try to look them up, I sometimes will forget the rest of what I was writing by the time I find the word. It's quicker to change the word to an easier one. Other times I start to write a word I'm not sure of and fumble with the letters. I start over a lot. I hate that.

Then there are the letters, the ones I can't make, and the ones I forgot. The letters aren't always there in my head. When that happens, I think to myself "I haven't used that one in a while, how does it go again?" My mom say's I look up, and to the right, kind of like I'm trying to picture it first. As the pencil moves, the letters do too, SLOWLY. I'm really trying but it's hard for me to write fast.

Suddenly I hear a bell ring. Startled, I look up to the clock for the time. As I do, the teacher is saying something that I can't hear because everyone is so noisy. It's time to go! I look down at my paper and realize I will have to finish it at home, AGAIN. Why can't I just know all these things, I scream inside my head? Then, just as the letters move slowly across the page, so do my feet, as I head for the door.

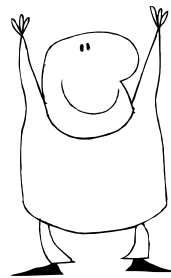


**They say that I have something called dyslexia. I don't know what it is.**

Dyslexia means a problem with words. *Dys* = poor or difficult; *lexia* = reading or words. Therefore, dyslexia means a problem learning how to read.

Cheer up and put a smile on your face!  
You are not dumb because of your dyslexia.  
Sure, there are some people who know things that you do not know; however, you know some things other people do not know. So, there!

(From *What's This Thing Called Dyslexia* by Ray Hamm, M.Ed.)



Some of the **greatest contributors** to our society have "great minds" **like you!** Here's a partial list: Hans Christian Andersen, Lewis Carroll, Cher, Sir Winston Churchill, Tom Cruise, Leonardo DaVinci, Charles Darwin, Walt Disney, Thomas A. Edison, Albert Einstein, Whoopi Goldberg, Bruce Jenner, Greg Louganis, Michaelangelo, Napoleon, Pablo Picasso, Nelson Rockefeller, Franklin D. Roosevelt, Tom Smothers, Mark Twain, Vincent VanGogh, Lindsay Wagner, Henry Winkler

Submit a minimum of 5 student creations & receive 50% discount on your membership fee or renewal with IDA. Kids of all ages are invited to submit items.

Students who do not experience an LD may submit items related to learning differences. We also welcome letters of encouragement for students who struggle in school written by students who may find school easier.

Here are some ideas to get the creative juices flowing:

- Have students write a set of winter or spring haikus -- *Example:*  
Rain, snow, chilling wind (5 syllables)  
You never know what winter (7 syll.)  
Is going to bring. (5 syllables)
- Have students use this frame & a topic of interest to them:  
I like (noun)  
(adjective) (noun)  
(adjective)(noun)  
(adjective) (noun)  
(adjective)(noun)  
(noun) (prepositional phrase) x 4  
(adjective) (noun) x4  
I like (noun)

*Example:*

- I like music!
- Rock music
- Rap music
- Christmas music
- Band music
- Music on TV
- Music in the movies
- Music at concerts
- Loud music
- Soft music
- Fast music
- Happy music
- I like music!

- Give students a prompt such as:  
If you could have lunch with anyone in the world, who would it be and where would you have lunch? What would you tell that person about yourself and what questions would you ask?

**Some web sites :**

- [www.dyslexia-ca.org](http://www.dyslexia-ca.org)
- [www.retctrpress.com](http://www.retctrpress.com)
- [www.getreadytoread.org](http://www.getreadytoread.org)
- [www.allkindsofminds.org](http://www.allkindsofminds.org)

## Haiku s

By Rachel Lane

### Seasons

There are hot seasons  
There are cool seasons each year  
There are rain seasons

### Trees

Tall short and lovely  
Giving air to all that need  
Thank you for the shade



---

## You Had Me Confused

by Charlanda Raimo, Lewis Center for Educational Research

I'm sitting here looking at you, staring into your eyes and  
you're staring into mine  
It feels like forever that one stare but it feels great, like I'm  
floating on cloud nine.  
All of a sudden you get distracted and that moment ends.  
People seem to know when they feel something for someone  
but most of the time it never works out, well for me at least.  
Your soft skin, your beautiful brown eyes, the way you make  
me laugh you had me at an aw. I fell for you.  
There were times when I didn't know what to say or when to  
say it.  
There were times when I felt that I loved you and there were  
times when I didn't know what to feel at all.  
I love you and always will but there is just one remaining  
thing to ask, do you love me?  
You had me so confused.

## A Wish Is Like A Prayer

by Breanna Ramirez, Lewis Center for Educational Research

A wish is like a prayer,  
words from deep within.  
something you really want to happen.  
Words you will never tell  
like a golden coin deep within the vast ocean.  
A wish can be all of these but  
Will always be a secret.

## A Walk Home In the Rain

by Annie Smith, Lewis Center for Educational Research

When life just isn't what you need,  
You just go from point A to B.  
The world is so slow,  
You don't know which direction you  
will go.  
You wonder why life is like this,  
You ask if your life is helpless.  
All you can do is look up and say,  
Will there be any clouds in the skies  
today?

Why is it so cloudy today?  
What is it that makes me feel this way?  
It turns my escalators into stairs,  
And all my dreams to nightmares.

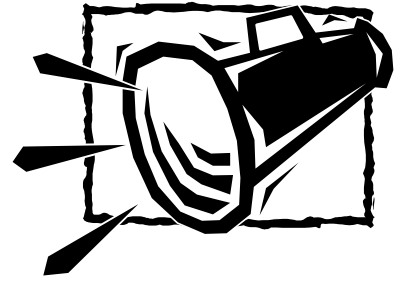
It makes my pain  
Come down like rain,  
It makes my pain  
Come down like rain.

Now tepid puddles line the street,  
The water soaks right through your  
feet.

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Continued on page 5

# Spotlight on ...



The High School Students from the Lewis Center for Educational Research for their many fine contributions to this issue of our Kids Newsletter and to their teacher, Stephen Hackney

## Calling All Kids! Calling All Parents! Calling All Teachers!

Parent's permission is required to have a student's contribution published.

The **student** will receive a complementary copy of the newsletter containing the article or artwork and the **adult** (teacher or parent) will receive a voucher valid for a 50% discount on a year's membership (or renewal) to the International Dyslexia Association - for submissions from at least 5 different students.

*Thank you for your support!*



### walk, Continued from page 4

Cars pass me by,  
Filled with couples that make me want to cry.  
You ponder all your bad choices,  
And listen to their voices,  
When they tell you to look up and say,  
Will there be any clouds in the skies today?

Why is it so cloudy today?  
What is it that makes me feel this way?  
It turns my ladders to slides,  
And all my mistakes into guides.

It makes my pain  
Come down like rain.  
It makes my pain  
Come down like rain.

I'm swimming in my tears,  
And hiding behind my fears,  
I'm hanging on to dreams that I hold dear.  
But now my situation's clear.  
That I'm drowning in this pain.  
I don't know where to place my aim,  
All these hearts around lay slain,  
My pain comes down like rain.

This flood of tears can not be tamed.  
This love forever goes unnamed.  
My heart will always go unclaimed,  
My pain comes down like rain.

It makes my pain  
Come down like rain.  
It makes my pain  
Come down like rain.

I give permission to have my child's contribution published in the Kids' Newsletter of the Inland Empire Branch of the International Dyslexia Association.

Student \_\_\_\_\_ Age \_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

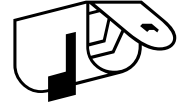
Address (to send copy of the newsletter): \_\_\_\_\_

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\_\_\_\_\_ Zip Code \_\_\_\_\_

Send your submission to:  
Inland Empire Branch, IDA  
Attn: Kids Newsletter Editor  
P.O. Box 6701  
San Bernardino, CA 92412

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San Bernardino, CA 92412  
A Non-Profit Scientific and Educational Organization for the  
Study and Treatment of Children  
with Specific Language Disability (Dyslexia)



## Calling All Kids! (parents & teachers too)

*Our newsletter is for and about students who learn differently.*

Join us!

**Parents & Teachers**, receive a voucher valid for 50% discount on your I DA membership or renewal by submitting articles or artwork from at least 5 students --- with or without learning differences!

We are seeking original contributions: ---- see page 3

- § artwork (no larger than 8½x11", black and white)
- § photographs of sculptures or models
- § poems or essays about an area of interest to you
- § essays about your feelings about having a learning difference *or* about how you cope with your learning struggles—what works, what is frustrating, what or who has helped you
- § anything else about learning differently [these can also be by a student without a learning difference]

*Want to be involved?*

Send your entry to:  
Inland Empire Branch, I DA  
P.O. Box 6701  
San Bernardino, CA 92412.

*Let us hear from you!*

We welcome your comments and suggestions.



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[www.dyslexia-ca.org](http://www.dyslexia-ca.org)

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