

The Kelter Center

Quarterly Newsletter

Fall 2007

*The Kelter Center
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From the Director

Summer session at TKC is winding down. Our six-week intensive morning program has finished and a few students are working through the end of August. We are all thrilled with the progress each and every student made this summer.



The vast majority of our students are continuing through the school year. Please read the essay that one of our middle school students wrote, as well as a short article written by one of our teachers. This will give you a flavor of our work from different perspectives.

As we begin the 2007-2008 school year, we want to be sure to connect and communicate on a regular basis with our students' schools and teachers. I often go to meetings at our students' schools to talk to teachers and any other professionals whom you are working with. At these meetings we discuss our test results, our educational work and how we can work together in the coming year. We like our teachers communicate with your son or daughter's teachers throughout the school year, either by telephone or email. Please help us to make this happen for your child.

Lastly, if you would like me to speak to the PTA or other parents' groups at your schools, I am happy to do so.

I look forward to seeing all of our students in the fall.

Sasha Borenstein



Article on Composition

Reading comprehension skills are often elusive. People expect that if a person can "read" a passage, they can understand what they have read. This is often not true. Many factors open the door to comprehension. As educators we first ask, "Does this student read accurately, effortlessly and quickly enough" to pay cognitive attention to the meaning of the passage they are reading, rather than decoding the words.

If the student is an accurate, fluent reader then the strategies and skills of comprehension need to be evaluated. Some of the skills of comprehension include:

- 1.) Understanding that authors organize their ideas in a variety of ways to attain a desired effect. The principal methods of organizing ideas fall into one of the following categories: description, sequencing, comparison, enumeration and categorization, cause and effect. Being able to identify the patterns and visually organize the ideas of a passage gives students an effective path toward deeper understanding of the material.
- 2.) Benjamin Bloom created a model of comprehension that describes the different levels of thinking needed to truly "understand" or "comprehend", "reconstruct" the information in a text. Knowledge, Comprehension and Analysis level patterns are considered the "easy access" thinking skills. Knowledge level questions address simply the facts: Who? What? Where? When? How? Why? . Comprehension level processing challenges the student to describe the facts in their own words. Analysis level thinking requires the student to categorize and find similarities and differences between ideas, objects, and people. Application, synthesis, and inferential thinking require the student to dive deeper into the text. At these levels students are asked to connect the information in a passage to their prior knowledge and/or to information from other sources. Using this added knowledge, students are asked to predict and to infer meaning that is not explicit in the text. The final highest level of comprehension and thinking is evaluation. At this level students are asked to make judgments and to support their judgments based on criteria.
- 3.) Other comprehension skills include visualizing what the text describes, summarizing information, being able to distinguish relevant from irrelevant information.

At The Kelter Center, the students whose educational goals are in reading comprehension learn to do each of these skills. We begin to work where they are competent, moving them methodically up to grade level texts. Our goal is that our students will learn the comprehension strategies and then apply them to their school texts.

TKC Summer School Testimonials

Dear Kelter Center Teachers,

When I first came to The Kelter Center this summer, I thought it was going to be boring. I thought that I would be learning the same way I had in school. Learning had always been fun for me, until middle school. My classes were challenging because most of the time, I didn't understand them. There are three reasons why I am so thankful for your help this past summer.

First of all, I learned how to divide numbers and count without using my fingers. I learned how to subtract using Touch Math. I feel better about my ability to do math and to solve difficult problems.

Next I learned how to write a paragraph in under twenty minutes. I now understand what a subject, a verb, and adjective, and noun are, and how to write complete sentences. I also began learning about topic sentences and why they are important to writing. In addition, I learned about the different rules. Bopper E was my favorite because every time I found "Bopper E" word I got bopped on the head. This made learning fun because I have never learned this way and I remembered it.

Finally, the PACE program helped me develop better motor skills and improve my hand-eye coordination. These skills helped me focus and improve my concentration.

Thank you for providing me with new learning opportunities and being so patient. A special Thank You to Linda and Teroya for all your smiles and for making this one of the best summers of my life.

Rafael Pinto

Student

The Kelter Center

Dear TKC Families,

Teaching at The Kelter Center during the summer intensive session was a rewarding experience to say the least. The amount of progress that was made by my students in six short weeks was amazing. I was so impressed that while many of their friends were at the beach or the mall, they showed up in mind as well as body and put forth tremendous effort. I feel like I got the opportunity to really know each of my students, not just their learning styles, but their personalities as well. It was a joy to spend each morning with them, and I am so excited to continue to work with them throughout the school year. See you next summer!

Genevieve Thomas

Ed Therapist

The Kelter Center



The Kelter Center



TRC Fall Calendar

November 22 & 23 Thanksgiving Holiday – Closed

December 25th Christmas Day – Closed

January 21st Martin Luther King Holiday – Closed

May 26th Memorial Day – Closed

We're on the Web!

See us at:

Keltercenter.org

Save the Date

Summer Intensive 2007 will begin June 23rd – August 8th

We are accepting students for our Summer Intensive program starting in December. We will begin scheduling for the Summer Intensive in April 2008.

Remember if you have an instructor preference please submit that with your summer enrollment form.

About Our Organization...

Our services include diagnostic educational testing, processing and cognitive enhancement, educational therapy, teacher training, and parent education.

The Kelter Center sponsors seminars and our staff speaks to parent and school groups on such topics as literacy, special education, assessment and curriculum development.

The Kelter Center is a private clinic and non-public agency that specializes in working with children and adults from regular mainstream settings to special education.

Since 1977, The Kelter Center has helped hundreds of children and adults become self-directed through the development of academic concepts and learning strategies that are required to meet the challenges of elementary, junior and senior high, college and professional work environments.

COMING SOON.....

We will begin sending our newsletter electronically in the winter....

If you are interested in having our quarterly newsletter emailed directly to you please provide us with your email address by December 1st.

