CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

THE FIRST TEACHERS: PARENTS
A HANDBOOK FOR PARENTS ON HOME-TUTORING
METHODS AND MATERIALS FOR MIDDLE
SCHOOL AGE REMEDIAL READERS

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Arts in

Special Education, Learning/Reading Disorders

by

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DEDICATION

This project is dedicated to my family, to my husband, Robert Fleur, for the sacrifices he made, to my mother, Valmere Fischer, for the tremendous amount of help in the gift of her time, to my father, Floyd Fischer, for being one of my first teachers, to my aunt, Mary Ahern, for her support and the inspiration of my endeavors, to my bothers and sisters for the assistance in the many tasks to complete this project.
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ABSTRACT

THE FIRST TEACHERS: PARENTS

A Handbook for Parents on Home-Tutoring
Methods and Materials for Middle
School Age Remedial Readers

by

Sharon M. Fleur

Master of Arts in
Learning and Reading Disorders

Parents, this handbook is written to supply answers to your question "how can I help my child?" When your son or daughter was identified as a disabled reader, you undoubtedly had many questions as to what this meant for your child and for you as a parent. The school specialist will have many of the answers. Yet remedial instruction requires many hours of individual attention which is not always available at school, and you can play a vital part in the remedial instruction. This handbook offers an alternative to the frustration many parents feel from knowing their child needs extra help. The alternative is you--the first teacher your child had. The guidelines and lessons in this book will prepare you to help your child improve in reading.

Read the section "A Message for the Parent-Tutor." I have reviewed concepts of developing self-esteem, ways of learning and
levels of thinking. As a teacher and a parent, I have grown to appreciate the importance of these concepts.

The next chapter offers information on the theories and tested practices upon which this handbook is based. The concepts in this book are supported by established experts in the field of reading instruction. The lessons are designed with careful analysis of results in many parent-tutor experiments.

I have defined what the label "disabled reader" most often implies. Reading has many components, and I have identified major skill areas that are involved in a reading disability. At the end of this chapter, there is a glossary of terms you may hear while working with the school staff.

The next four chapters concern the major areas of reading skills. With the help of your child's teacher, you should be able to identify the areas of strength and weakness for your child. Each chapter begins with a definition of the skill, which is followed by a series of tutoring lessons designed for the child with a reading disability in the fifth through seventh grades. The lessons are sequential--from simple to complex learning tasks, with variations for sex and learning styles. At the end of each chapter are lists of commercial materials which can also reinforce the skill area. Throughout each of these chapters, I have cited current research which supports the concepts or methods presented.

In the last section of the handbook, I have listed books which I found interesting and informative. Along with the author and title, there is a short review of the contents of each book. I hope you will
find a few of these books helpful in working with your child as a parent.
INTRODUCTION: A MESSAGE FOR THE PARENT-TUTOR

Parents, you are the first people who cared for and nurtured your child. You are also the child's primary teacher. Many of your child's basic skills were taught by you. For example, feeding oneself, learning language, playing games, and even tying a shoelace were accomplishments which you guided. Of course, as an adult, these tasks may seem far removed from the skills instruction in formal schooling. Yet what accomplishments they are for a parent and toddler!

As you know, home environment is very important to the development of your child. Several studies have demonstrated that a child's academic progress is influenced by the nature of parent-child interaction (Hize, 1977; McLoughlin, Edge & Strenecky, 1978; Peters, 1979). When your child entered school, your role as teacher became a shared venture. Yet, the home environment continues to have a strong impact on how your child meets the world. The values and mannerisms which are part of the child's identity primarily come from you, the parents.

Your child needs your support to re-affirm this identity as well as to encourage his or her individual development. Pope (1975) stated that
the child needs to feel accepted as a person and to realize that others have confidence in his or her personal capabilities.

Many parents are becoming actively involved in their child's formal education. The school system is also realizing the need to work with parents. Your role has attained increased recognition with the realization of the significance of the home (McLoughlin et al, 1978). You have a right to know about the competence of the person teaching your child, what is being taught, and how it is taught.

School staff needs to openly receive parental requests to meet with your child's teacher and/or to observe in the classroom. If your child has been designated for remedial reading instruction, confer with the reading specialist who, by virtue of special training, has the necessary skills to meet the individual needs of your child. The specialist can identify your child's specific areas of weakness within the reading process and provide you with an outline of the instructional plan to facilitate your understanding of how remediation can strengthen these areas of weakness. You will not be alone in desiring this information. Dembinski and Mauser (1977) surveyed parents of children with learning disabilities and found a high percentage of them wanted to be told exactly what was wrong with their child and in language they could understand. This handbook is designed to include parent-teacher consultation. The descriptions of procedures and activities have been written in a format for the lay person.

There are many activities you can do at home to help strengthen your child's reading ability. The success of parent-tutoring depends on many factors. One of the most important factors is the dedication with which you, your child, and the reading specialist work together.
towards specific goals. This handbook is your tool in working with your child at home.

Your child's self-esteem is an area which needs constant attention. You are probably sensitive to the fact that your child may perceive himself or herself as a failure in reading. In studies conducted by Coley (1973), Purkey (1970), and Schubert (1978), a significant relationship was found between the quality of a student's self-concept and his or her reading achievements.

There are several guidelines on self-concept development to keep in mind while working with your child. 1) Demonstrate confidence in your child's ability to perform the task at hand. 2) Set realistic standards and expectations of what your child can do. 3) Make sure the task directions are understood by your child before you proceed. 4) Make sure your child is physically comfortable and prepared to work. 5) Avoid an authoritarian approach. For example, if the child gives an unexpected response to a question, ask for an explanation of the response rather than discount and refute it. Respect the child's needs, thoughts, and reactions. 6) Praise the positive and the desirable behavior. Be descriptive with your praise, stressing the behavior, not the child. For instance, when a child demonstrates attentiveness during a task, such a comment as, "you had good concentration while doing this lesson," will help to promote such behavior in the future (Brayer & Clearly, 1972; Hart & Jones, 1968).

"When perceptions the parents have of a child changed positively, the student's self-perception changed positively and grades also improved" (Purkey, 1970, p. 35). So the rapport you have with your child is very important. Work to create an environment which gives
your child freedom, respect, warmth, control, and success.

Children have different learning modalities which often reflect their capabilities and personalities (Haynes, 1974). The perceptual or sensory modes most often involved in the reading process are visual, auditory, and tactile-kinesthetic. Visual modality refers to receiving information through the eyes. Auditory modality refers to learning through what is heard. Tactile-kinesthetic modality involves the use of touch, body movement, and muscles.

It is helpful to determine through which modalities your child learns best. Observe your child in activities to note which sense is used most. Studies have shown that when a child's modality preference is taken into consideration in the instructional implementation, academic improvement results (Burzak, 1971; Wheeler, 1980). When working with your child, try to begin with a task that primarily uses your child's stronger modality. Also attempt to strengthen the modalities by using them in succeeding activities.

One final consideration is the levels of thinking at which your child operates. Bloom (1956) presented a classification of educational objectives designed to stimulate the intellect. This classification, or taxonomy, defines a person's behaviors as manifestations of different levels of thinking. There is a progression from simple to complex. Each level forms the basis of the succeeding levels. The six main classifications in Bloom's work are: 1) knowledge - the ability to find out, locate, observe and remember information; 2) comprehension - the ability to understand information, summarize, infer, literally, interpret, and recognize structure; 3) application - the ability to make use of what is known, to construct, experiment, and report;
4) *analysis* - the ability to take apart what is known, to classify, contrast and identify inter-relationships; 5) *synthesis* - the ability to put together the known, to compose, produce or invent; and 6) *evaluation* - the ability to judge the outcome, to evaluate, decide, or recommend.

Learning activities should be designed to incorporate as many levels of thinking as possible in order to motivate and challenge your child. Begin with the simpler tasks of recalling and understanding, then proceed to the higher levels of analyzing, synthesizing, and evaluating.

Your home-tutoring sessions can be more successful with the use of self-concept building, appropriate mode of learning and stimulation of all levels of thinking. The sessions should last approximately fifteen minutes. This time allotment will help to insure optimum learning (Marion County Community Education Association, 1975; Wagner, 1971). Obtain guidance from your child's teacher as to the specific reading difficulties. Provide the child with experiences which give him or her a sense of achievement and success. An effective parent-tutoring experience will contribute to your child's academic growth and increase the family bond (Bergstrom, 1978; Peters, 1979). With all these benefits, your work as a parent-tutor will be rewarding!
CHAPTER 2

THEORETICAL AND EMPIRICAL BASIS FOR THIS HANDBOOK

Overview of the Chapter

The child with a reading disability needs the professional assistance of special educators and the encouragement of the parents. This handbook is intended for parental use.

Several factors have been taken into consideration in developing this book. The first is that parents of a child with a disability in reading are capable of conducting reading tasks at home with their child. The second is the findings of research studies in determining parents' effectiveness as tutors. Valid research has demonstrated that progress occurs with parental intervention.

The child with reading disability usually has deficits in specific areas. The third area of investigation is the identification of specific reading skills for instruction.

A fourth factor involved in developing this handbook is what the term reading disability infers. Middle school age children in grades five through seven have reading disabilities which may differ from other age groups.

Finally, the method of instruction is an integral part of the framework of this handbook. I have reviewed the areas of the affective domain, the cognitive domain, and the style of learning.

Review of Research

Parent's Capability. The professional's effectiveness is often only as great as the cooperative assistance of the parent (Brutten, 1973, p. 3). Schools need to utilize parental influence upon their
child in the acquisition of reading skills. The degree of achievement in school is often closely related to the support and encouragement a child receives in the home. In the first years of life, the love and trust which a child receives forms a basic foundation to healthy development; and parents are the ones responsible for providing this basis for learning.

Parents' role as co-educator should be acknowledged. This does not require parents to have expertise in reading instruction. Several studies point to the fact that it is not necessary for parents to have formal training to be effective tutors in home-intervention programs (George, 1978; Glazer, 1971; Ryback, 1970). With direction from the professional in carrying out prescribed learning activities, Greenwood (1976) demonstrated that parents made significant gains in their feeling of competence, behaviors of praising and accepting, and changes in attitude toward understanding their child.

Parents whose children have reading problems are becoming more outspoken in their desire to be involved in their children's instructional programs (Dembinski & Mauser, 1977). Bernal (1978) pointed out that a decrease in mental health and education personnel further increased the need for parents to become involved with their children's education. The child with a reading disability needs a great amount of skills reinforcement and this is where parents can become involved.

The home milieu, parent-child relationship or a parent's own self-image may interfere with successful remediation in the home; this is when this kind of involvement may not be appropriate (Berman, 1979; Kozloff, 1979; Ross, 1964). In these situations, parents might wish to avail themselves of professional guidance towards developing
positive parenting skills and more self-enhancing attitudes (Dolys, 1976). The handbook will be more functional after these needs are met.

Parents' Effectiveness as Tutor. Many studies point to parents' effectiveness as tutors in the treatment of their child's reading disability (Breiling, 1976; Hize, 1977; Peters & Stephenson, 1979). The results of these studies indicate positive increases in the child's level of self-esteem, reading achievement, motivation to learn, and academic attitudes.

The success of parental involvement is also contingent upon the degree of professional cooperation. Parents need guidelines and professional support in working with their child. Such communications should promote understanding rather than intimidation. Lay-oriented material should be made available, using terminology parents can understand (Dembinski & Mauser, 1977).

The Processes in Reading. The process of reading has been defined by many experts as the skill of extracting meaning from the printed word and personally reacting to the message (Otto, 1963; Smith, 1978; Thorndike, 1932). This process is greatly affected by the child's experience in the first years of life. The capabilities of the child in the cognitive, affective, and psychomotor domains can be enhanced or deprived in this crucial stage (Dechant & Smith, 1977, p. 88).

Once the child has reached school age, formal reading instruction begins. Then the reading process becomes more technical. Although methods of reading instruction are varied, the child usually is first taught to identify letters and basic words, such as "boy," "girl," "look," and "go." Upon this building block comes the skill of word analysis. The child learns patterns of letter-sound correspondence,
which help in the recognition of new words. Some of the techniques employed are total configuration (looking at the shape of a word), phonics analysis (dealing with rules of letter-sound association), contextual analysis (determining a word from the way it's used in a sentence) and word structure (identifying parts of the word such as affixes, syllables, inflectional endings) (Strang, McCullough & Traxler, 1976, p. 11). The child uses auditory, visual, and tactile-kinesthetic senses to differentiate sounds and figures.

Meaning must accompany the new words which are learned. Vocabulary skills increase a child's ability to derive a message from the printed word. The child needs to be aware of multiple meanings, generic meanings, and idiomatic terms (Dechant & Smith, 1977, p. 241). Some of the methods involved in vocabulary instruction are: 1) study of word lists; 2) study of word parts; 3) use of synonyms, antonyms, and homonyms; 4) use of contextual clues, 5) developing experiential knowledge; and 6) use of literary analysis (Harris & Sipay, 1975). When a child encounters an unknown word, he or she may employ one of these techniques to derive meaning.

Comprehension is the culminating skill in reading. The skills of word analysis and vocabulary focus on increasing the child's ability to understand (comprehend) what is read. The skill of comprehension is often divided into three main categories. They are literal, interpretive, and critical comprehension (Ekwall, 1979, p. 55).

Literal comprehension is the ability to recall detail and factual information. The child must be able to identify a sequence of events and understand the main idea of a passage. Interpretive comprehension deals with a higher level of understanding. It includes skills of
of making inferences, drawing conclusions, identifying causes and
effects, and comparing and contrasting. In using critical reading
skills, the child begins to evaluate what is read. The child learns
to analyze information, check its validity, and detect propaganda in
reading material (Lanier & Davis, 1972, p. 156).

Harris and Sipay (1975) referred to the area of study skills as
"functional reading" (p. 74). The child learns to read material for a
specific practical purpose. The child must learn the most efficient
use of table of contents, index, glossary, encyclopedia, directory and
card catalog. He or she must also learn how to obtain information from
maps and graphs, how to take notes, how to write an outline, and how to
develop a specific method for studying.

The acquisition of all these skills is necessary for proficient
reading. When this acquisition is interrupted, delayed, or halted, the
child begins to fall behind in the reading development. Harris and
Sipay (1975) defined those with reading disabilities as "individuals
whose reading is significantly below expectancy for their age and
intelligence and also is disparate with their cultural, linguistic and
educational experience" (p. 144). They further explained that reading
disabilities originate in one of two ways--primary, which is constitu­
tional in nature, and secondary, which is environmental in nature.
Often these primary and secondary etiologies are considered criteria
for separating some incidences of reading disabilities into the
category of learning disabilities. Many experts prefer to designate
primary causes of reading disabilities, such as cerebral dysfunction,
as a learning disability (Artley, 1975). Yet the distinction is too
vague and usually causes more confusion rather than provide direction
for educators. The learning tasks in reading often are the same for a child whether the disability occurred as a result of constitutional or environmental problems (Artley, 1975; Roswell & Natchez, 1977).

**Instructional Methods.** Reading tasks developed for parental use in remediation are only as effective as the selected instructional approach. Thorndike (1932) observed the importance of motivation in many of his studies. Unless the task is personally stimulating or significant, the learner may not have a strong desire to learn. Thorndike described this phenomenon as the Law of Readiness. The child with a reading disability especially needs a motivating environment for learning. When parents are involved in conducting highly stimulating learning activities, their children demonstrate academic improvement in reading (Belloni & Jongsma, 1978; Nelville & Hoffman, 1981).

The child's self-perception is another important consideration. Parents should be aware that in confirming the child's self-worth, they are strengthening his or her potential as a person and a learner (Brayer & Clearly, 1972, p. 8). Reading programs for students which included the development of positive attitudes toward self showed a positive correlation between self-concept growth and reading improvement (Coley, 1973; Kahn, 1975).

The home-tutoring tasks in this handbook are designed to be appealing to the middle school age child. The parent is advised to conduct the tasks in a positive manner with respect and patience for the child. Many tasks require the parents to consider the child's personal interests. A child's self-concept and motivation are stressed in the use of the handbook.

The reading tasks selected are based on the levels of cognitive
performance as well as various sensory modes. The degree to which these modalities are integrated can influence the child's learning capabilities (Hart & Jones, 1968, p. 8).

The child's stronger sensory modality should influence the initial approach in instruction. Yet there should be training to develop the weaker senses (Harris & Sipay, 1975, p. 418). No single mode of instruction should be used as the only method of instruction for a child. Burzak (1971) and Wheeler (1980) showed evidence of reading improvement in their subjects when their modality strengths were considered in the instructional approach. The child having difficulty in learning to read through one modality can benefit from using another modality or combination of modalities. The child usually begins to integrate the modalities, especially aural and visual, as he or she becomes older (Barbe, Swassing & Milone, 1981). To facilitate this integration process, learning tasks should vary in nature.

**Summary**

In this chapter, I have cited research investigation pertinent to the development of this handbook. In the general area of parent-child interactions in school related activities, research indicates that parents, children, and schools all gain from parental intervention in their child's reading instruction. Many educators categorize the skill of reading instruction into four main areas: word analysis, vocabulary, comprehension, and study skills. Reading disability is described as a lack of performance in reading commensurate with level of intelligence. Finally, three factors in developing home-tutoring activities in reading were explored. The affective and cognitive domains prove to be important considerations in the construction of learning
activities. The child's learning modality also needs to be considered in order to plan activities which promote the process of learning.

While review of literature is not an integral part of a handbook, scholarly research can offer parents insights into theory and practices which exist in the field of Reading. These insights are of particular usefulness in understanding a child with reading disability.
CHAPTER 3

READING DISABILITY: DEFINITION AND IMPLICATIONS

The term reading disability may already have specific implications for you. It is important for you to have an awareness of what this term implies to the professional educator. Many writers concur that a reading disability means the child has reading potential that surpasses his or her reading achievement (Dechant & Smith, 1977; Ekwall, 1979; Harris & Sipay, 1975; Roswell & Natchez, 1977).

Your child's intellectual capabilities have probably been assessed using a standardized intelligence test. The results may have shown average or above average intelligence. Yet his or her scores on a variety of reading tests are far below the scores of peers. This situation often is an indication of a reading disability (Harris & Sipay, 1975).

There are a few points with regard to testing which need to be considered. The appropriateness of a test is important in obtaining a valid score. Tests given to your child should be designed for children having similar language and home background as well as educational experiences. A test which has been designed for an urban school child would not be appropriate for a child with only rural life experiences. Also an intelligence test which requires a great amount of reading may not give an accurate measure of a child's intellectual potential who may have a reading disability (Roswell & Natchez, 1977, p. 80).

The school should use several different tests to measure your child's reading ability. One test cannot insure an accurate account
of your child's reading level. The ability to read requires the mastery of many skills. The reading test for a middle school age child should include items on word recognition/analysis, vocabulary, comprehension, and study skills (Ekwall, 1979; Harris & Sipay, 1975; Strang, McCullough & Traxler, 1967). Then the teacher can determine in what area the child's skills begin to weaken or have not been developed.

It is also important to inquire about the administration procedures of these tests. The intelligence test needs to be given individually by a trained person--usually the school psychologist. There are too many skills involved in administering an intelligence test for someone to simply read the directions in a manual, test your child, and obtain a reliable intelligence score.

Reading tests sometimes should also be given individually. The special education teacher or regular classroom teacher, who has expertise, can administer such tests. Usually silent and oral reading sections are included in diagnostic reading tests.

Those making decisions based on test results should also make allowances for your observations of your child at home and the observations of the classroom teacher. The performance on any test can be influenced by the mood of your child, the environment in which the test was taken, and the format of the test (Ekwall, 1979). The term reading disability should be used to identify your child's problem after careful evaluation of his or her intellectual potential and actual reading achievement. Then, in a conference, the teacher should explain to you your child's needs and answer any questions you may have.

A natural question which may arise is "what caused my child's reading disability?" In the research reviewed, many professionals
identify four general factors involved in reading disabilities: physical, psychological, educational, and environmental. As mentioned earlier, the physical and psychological factors can be categorized as primary etiologies while the educational and environmental factors are often considered secondary etiologies (Harris & Sipay, 1975). Usually there is a combination of factors (Ekwall, 1979; Strang, McCullough & Traxler, 1967).

Physical factors include sensory development, maturational and neurological deficits. The senses must be intact and sharp; if not, the reception of information is affected. At times a child's senses, particularly vision and hearing, may be in good working order but the perception (or use of sensory input) is poor (Oxford, 1978).

A developmental lag in the maturation of the nervous system may also cause reading difficulties (Harris & Sipay, 1975, p. 285). At times the processing of information through the central nervous system may be slightly damaged and is referred to as minimal brain dysfunction (Roswell & Natchez, 1977, p. 29-32). The reading specialist can provide your child with ways of compensating for these deficits.

Psychological factors affecting a child include intelligence, self-concept and emotional status (Ekwall, 1979). An I.Q. score alone cannot promise or dismiss a child's reading ability. Often a reading disability occurs when there is a combination of a low or high I.Q. score and other factors.

A child's self-concept can be a very important factor in academic success. When a child has a low opinion of his or her self-worth, it can adversely affect reading ability (Purkey, 1970). The child's emotional status is closely linked to feelings of self-worth. Purkey
1970) interprets many maladjustments to school as an indication of weak emotional development. When the child has difficulty coping emotionally with the challenges of school, academic performance suffers.

Educational factors which contribute to reading disabilities include inconsistencies in instructional methods and lack of individualization (Harris & Sipay, 1975). The school should have a reading curriculum which is sequential throughout all grade levels so that teachers could monitor each child's developmental needs in reading.

It's important to establish a learning environment which allows the child to express his or her individuality to some degree. The teacher should capitalize on the strengths and remediate the areas of weakness in reading.

One last consideration is the environmental factors which contribute to a reading disability. The home environment, especially, has a great affect on a child's learning performance (Roswell & Natchez, 1977, p. 20), comprehension, or study skills.

Word analysis includes skills of phonic and structural analysis. These skills require the child to hear and see similarities and differences. The visual and auditory senses must be able to process this information accurately and enable the child to decode the printed word.

Vocabulary skills are crucial to success in reading. Harris and Sipay (1975) state that "the development of a reading vocabulary that is both extensive and accurate is necessary for good comprehension" (p. 448). Without the ability to derive meaning from reading material, the child's reading ability becomes impaired.
The child must also be able to extract meaning from an entire passage or story. The acquisition of comprehension skills will assist the child in this process. A deficiency in these skills often causes the child to experience frustration and failure in reading.

Study skills involve the more technical reading processes. The middle school age child needs these skills to perform many different assignments in school. Ekwall (1979) pointed out that a lack of study skills can handicap a child's ability to function in the upper grades (p. 141). A better job on reports can be done when a child makes use of outline and notetaking procedures and establishes study habits.

The final section of this chapter is a glossary of terms related to reading disability. It is included in hopes that your communication with school personnel will develop further understanding of your child's reading problem. Often the terms used in discussing reading disability are unfamiliar to parents. Do not hesitate to ask for an explanation of terminology when necessary. This glossary will also serve as a source of further explanation.

Glossary of Terms

The following terms and definitions are cited from A Dictionary of Reading and Related Terms. Theodore L. Harris and Richard E. Hodges, Coeditors, Newark: International Reading Association, 1981.

Auding - listening with comprehension; specifically, the process of perceiving, recognizing, interpreting, and responding to oral language.

Audiometer - an instrument for measuring hearing acuity in decibels for pure tones or speech.

Auditory discrimination - the ability to hear likenesses and differences in the sounds of phonemes and words.

Auditory perception - the extraction of information from sounds, as
noise, speech sounds, music, etc.

Basal reading program - a comprehensive, integrated set of books, workbooks, teacher's manuals, and other materials for developmental reading instruction, chiefly in the elementary and middle school grades.

Basic sight words - the most frequently used words in written English; specifically, those determined by word frequency counts and which pupils in beginning reading are expected to learn to recognize automatically.

Blend - the joining of the sounds represented by two or more letters with minimal change in those sounds, as /gr/ in grow.

Brain damage - injury to brain tissue leading to poorer functioning of the central nervous system.

Central nervous system - (CNS) the brain and the spinal cord.

Cognitive structure - the organization of thinking into a consistent system.

Diagnostic test - a test designed to analyze strengths and weaknesses in content-oriented skills.

Digraph - two letters which represent one speech sound, as ch for /ch/ in chin.

Diphthong - a vowel speech sound or phoneme that begins with one vowel sound and, by a change of tongue position, moves toward another vowel or semi-vowel position in the same syllable; as ... in bee, buy.

Directionality - the ability to perceive spatial orientation accurately, as up-down, right-left, front-back; directional orientation.

Distractibility - the inability to maintain attention to relevant rather than irrelevant stimuli.

Dyslexia - a medical term for incomplete alexia; partial, but severe, inability to read; historically, word blindness. A severe reading disability of unspecified origin.

Eye-hand coordination - the smooth integration of visual with tactile and/or kinesthetic sensory information to make fluent, accurate hand movements.

Frustration reading level - the readability or grade level that is too difficult to be read successfully by a student, even with normal classroom instruction and support.

Homogeneous grouping - the division of students into groups according to similar levels of intelligence and/or achievement in some skill
or subject, either within or among classes, or between schools.

Hyperactivity - a greater than normal level of activity. Chronic distractibility, instability, and excessive motion, usually with a low tolerance for frustration.

Hypoactivity - a less than normal level of activity: hypokinesis. A chronic state of inaction, lethargy, and apathy which may be caused by many factors, singly and in combination.

Imperception - the lack of ability to extract information from sensory stimulation.

Integration - the combining of separate parts, traits, etc., into a unified, functioning whole as...personality integration.

Instructional reading level - the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

I.R.I. - informal reading inventory.

Kinesthetic approach - any method in which learning takes place through the sense of movement, as in the learning of handwriting by the blind.

Laterality - cerebral dominance; the awareness of the left and right sides of one's body, plus the ability to name them correctly and to project consistently the concept of left and right to the environment.

Maturational lag - late development in any aspect of an individual with no apparent organic defect; especially, the theoretical concept of a late development of areas of the brain controlling specific perceptual and motor functions.

Neurological examination - an examination of the structure, function, and abnormalities of the nervous system.

Perception - the extraction of information from sensory stimulation; the result of perceptual processing; comprehension; understanding.

Perceptual-motor learning - learning characterized by change in overt motor responses that are activated and guided primarily by non-verbal rather than verbal stimuli, as handwriting, typewriting, etc.

Perserveration - the tendency to repeat behavior(s) no longer useful or appropriate, or to fail to adapt to changing tasks and/or circumstances.

Reading clinic - a clinic for persons with reading problems.
Sensorimotor - having to do with both the sensory and motor aspects of behavior.

Standardized test - a test with specified tasks and procedures so that comparable measurements may be made by testers working in different geographical areas; a test for which norms on a reference group, ordinarily drawn from many schools or communities, are provided.

Structural analysis - a word identification technique for breaking a word into its pronunciation units; elements commonly taught are the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and in some systems, syllabication.

Visual acuity - the sharpness of seeing which is the result of the clarity of the image falling on the retina, the sensitivity of the retina and the nervous system, and the keenness of perception.

Visual discrimination - the process of perceiving similarities and differences in stimuli by sight.

Visual memory - the retention, recall, and/or recognition of things seen.

Word analysis - usually the analysis of words into their constituent letters; phonic and structural analysis; all methods of word attack.

Word recognition - the process of determining the pronunciation and some degree of meaning of any word in written or printed form.
CHAPTER 4

WORD ANALYSIS ACTIVITIES

Your child must have the ability to decode, or read words, before he or she is able to read sentences, passages, or a whole book. Even as one reads more difficult materials, additional word analysis skills will be needed to recognize new words. Initially, sight words and structural analysis such as word families (groups of words having the same unit of letters, i.e.--lamp, damp, camp). Many tasks listed below reinforce these skills. They are designed with some sophistication for the older student, since these reading tasks are basically taught in the primary grades. The remainder of the activities concentrate on using word structure to recognize new words. The techniques in this area include word ending, compounds, affixes, syllabication, and contractions.

An excellent source of word lists and phonic rules is a small paperback book by Arthur W. Heilman, Phonics in Proper Perspective. It is a handy reference in doing many of the activities. Commercial materials which can give your child practice in word analysis are located at the end of this chapter.

Remember, all these activities should be done in an atmosphere of enjoyment. Be careful not to pressure or over-tax your child. If an activity takes longer than fifteen minutes, then complete it the following day. Make the time special for your child by giving him or her your undivided attention. Also coordinate with your child's teacher for guidance in using any of the tasks.
<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level:</th>
<th>Predominant Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consonant Sounds: Use a full page advertisement from a newspaper or magazine and have your child circle words beginning with a specific consonant (Virginia State Department of Education, 1975).</td>
<td>knowledge</td>
<td>visual</td>
</tr>
<tr>
<td>2. Affixes: Use a paragraph from a newspaper article and have your child circle all the affixes (prefixes and suffixes) in the paragraph. Use a list of affixes for assistance or for verification (Heilman, p. 93-99; Marion County Community Education Association, 1975).</td>
<td>knowledge</td>
<td>visual</td>
</tr>
<tr>
<td>3. Vowel Sounds: Make a circle from cardboard with a spinner in the center. Write twelve long vowel words with assigned points around the circle (e.g. spine - 1, go - 2, beach - 3, my - 4, soon - 5). Then write the long vowel rules on a card for your child (Heilman, p. 65-69). Take turns spinning the arrow and identifying the rule that applies to each word the spinner stops at. The person with a designated number of points wins (Virginia State Department of Education, 1975).</td>
<td>comprehension</td>
<td>visual</td>
</tr>
<tr>
<td>4. Vowel Sounds: Write fifteen pairs of words with matching vowel sounds on thirty blank index cards (e.g. fine, ice). On the thirty-first card, write the words &quot;Old Maid.&quot; Play a version of the card game, Old Maid.</td>
<td>application</td>
<td>visual</td>
</tr>
<tr>
<td>5. Alphabetizing: Have your child take telephone numbers he or she uses from your personal telephone book and enter them in alphabetical order in the child's own personal book.</td>
<td>application</td>
<td>visual</td>
</tr>
<tr>
<td>6. Contractions: Cut nine circle shapes into different fractional thirds so each circle becomes a three piece puzzle. Write two words and their contraction on each third (e.g. what, have, what've). Shuffle all the parts and lay them face down. Take turns drawing parts until one person scores a point by completing a circle. Then, he or she may draw a second time, then pass the turn to the next player. The one with the most circles (and points) wins the game.</td>
<td>synthesis</td>
<td>visual</td>
</tr>
</tbody>
</table>
7. Compound Words: Have your child write 21 word parts on either half of an index card (e.g. back yard). Cut cards in half. Play a card game following rules for Go Fish! The object is to match up the compound parts (Heilman, p. 86-89; Marion County Community Education Association, 1975).

8. Possessives: Ask your child to collect several pictures showing a person or animal with an object. Then have the child write a one-line caption for the picture using a possessive. For instance, in a picture depicting a woman with a briefcase, your child might write, "The woman's briefcase is made of leather" (Virginia State Department of Education, 1975).

9. Vowel Sounds: Make two Bingo cards. Replace the word "bingo" with the word "vowel" across the top of the grid. Place long and short vowels with their symbols (-, long; , short) randomly in each of the boxes. Use a list of words containing one long or one short vowel as the call sheet. Follow the game rules of Bingo.

10. Sound Position: Ask your child to identify whether a specific sound occurs in the beginning, middle, or end of a word, which you say aloud. For example, ask your child where the long u sound is heard in the word "musical."

11. Syllabication: Follow the rules for the game of Bingo. Write numbers one to five randomly on two or more Bingo grids. Use a list of words having one to five syllables for a call sheet (e.g. B - con/tin/ue). Anyone having B-3 on their card may cover the square.
Task | Cognitive Level: Predominant Modality
---|---
12. Diphthongs: Obtain a list of words containing diphthongs (Heilman, p. 72-74). Give your child one word orally and then ask the child to name as many words as possible with the same diphthong. For example, say to your child, "toil has the diphthong oi in it; can you tell me other words with the same diphthong in them?"

| synthesis | auditory |

13. Syllabication: Play a guessing game with your child using syllables. Tell your child you are thinking of a word with a certain number of syllables that means...! Let the child determine the word from the clues you give. Then reverse roles and have the child give clues for you to determine the word he or she has in mind (Marion County Community Education Association, 1975).

| synthesis | auditory |

14. Rhymes: Play a form of "verbal" tennis, by you and your child giving rhyming words in turn. When one player cannot respond with a rhyme, the other player "serves" a new word. Keep score as in the game of tennis (Marion County Community Education Association, 1975).

| synthesis | auditory |

15. Silent Consonants and Vowels: Give your child a list of celebrity names that the child knows. Ask the child to strike out letters that are silent (e.g. Stevë Garvey, Connïe Chung) (Virginia State Department of Education, 1975).

| analysis | tactile-kinesthetic |

16. Word Parts: Follow rules for Tic Tac Toe and use 16 white and 16 brown squares of paper for markers. On seven of each color, print a consonant blend - sm, cl, cr, sp, bl, fl, and br. On five of each color, write one of the word family units - ank, ink, unk, ash, and ush. On the remaining four of each color write an inflectional ending - s, ed, ing and es. Each player tries to compose a word with a consonant blend, a word family unit and an inflectional ending. The person who completes a word having two or more of their markers wins.

<p>| analysis | tactile-kinesthetic |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level:</th>
<th>Predominant Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Consonant Blends: Obtain a set of plastic bowling pins. Tape a</td>
<td>synthesis</td>
<td>tactile-kinesthetic</td>
</tr>
<tr>
<td>consonant blend on the bottom of each pin. Play the game following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the rules of bowling. In order to keep points for pins turned over,</td>
<td></td>
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</tr>
<tr>
<td>the child must give a word containing each blend showing (Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Silent Consonants: Make a list of your child's favorite foods</td>
<td>synthesis</td>
<td>tactile-kinesthetic</td>
</tr>
<tr>
<td>but omit the silent consonants. Have your child supply the missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consonants (e.g. spaghetti--spag_ et_i, chicken--chi_ken) (Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Affixes: Follow rules of checkers for this activity. Tape</td>
<td>synthesis</td>
<td>tactile-kinesthetic</td>
</tr>
<tr>
<td>affixes to each black square (Heilman, p. 93-99). When each player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>makes a move to a space, he or she must give a word containing the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>affix of the space. If the player cannot think of a word, then he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or she must return to the original space (Virginia State Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Digraphs: Use large and smaller wheels of cardboard to make a</td>
<td>evaluation</td>
<td>tactile-kinesthetic</td>
</tr>
<tr>
<td>&quot;Wheel of Fortune.&quot; Divide each wheel into eight equal parts. Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eight digraphs around the inside wheel (Heilman, p. 47). Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eight word family units on the larger, outside wheel (Heilman, p.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61-62). Have your child spin the inside wheel and read each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resulting &quot;real&quot; word. The child gains points for each correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identified word and loses a point for identifying a non-word as a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Analysis


Kratoville, B. L. *Listen my children and you shall hear*, Book 2, Grade 4-6. Danville, IL: The Interstate Printers & Pub., Inc. Book; subskill--auditory memory.


CHAPTER 5

VOCABULARY ACTIVITIES

The activities in this section focus on the vocabulary skills using multiple meanings, categorization, synonyms, antonyms, compound words, roots, and affixes. Some of the activities are designed to increase your child's vocabulary through enriching experiences. The task is described in a brief format with an indication of the predominant modality and level of thinking each task requires. Many of the activities require lists of words. You may wish to ask the teacher or reading specialist for an appropriate word list. At the end of the section is a list of several vocabulary books, games, and activity cards. These commercial materials were designed for intermediate grade level skills and selected on the basis of their educational and motivational qualities. They will enhance additional vocabulary skills acquisition lessons.

<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level</th>
<th>Predominant Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word Meaning: Read aloud a magazine</td>
<td>comprehension</td>
<td>auditory</td>
</tr>
<tr>
<td>article to your child which has specific terms. Then ask the child to recall the terms when you offer definitions. For example, in a science article, ask about specific terms such as carnivorous, herbivorous and omnivorous.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Word Meaning: Select words or phrases in a popular song. Describe the meaning of the words or phrases to your child, but do not give the word or phrase. Have your child listen to the song and ask him or her to identify the words or phrases in the song.</td>
<td>comprehension</td>
<td>auditory</td>
</tr>
<tr>
<td>Task</td>
<td>Cognitive Level:</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Word Meaning: Use outdated words such as parasol, victrola, ice box in a sentence. Have your child give a current word which replaces the outdated one (Virginia State Department of Education, 1975).                                  | comprehension  
auditory                                                                                                                                       |
| 4. Homonyms: Tape record or read aloud sentences using a homonym in each one. Have your child identify the homonym used and write it down or spell it aloud.                                                                                      | comprehension  
auditory                                                                                                                                       |
| 5. Meaning in Context: Select five to ten words which are unknown to the child. Use them aloud in a sentence; have the child construct definitions from context of sentence.                                              | application                                              
auditory                                                                                                                                       |
| 6. Categorization: Make a list of sets of words which can be put into single categories. Read the sets of words to your child--have him identify category precisely. For example, two sets could be: 1) cheese, yogurt, butter, and ice cream and 2) Volvo, Toyota, BMW, Datsun. The specific categories the child needs to identify would be dairy products and foreign-made cars, respectively (Platts, 1970, p. 24). | analysis                                                      
auditory                                                                                                                                       |
| 7. Categorization: Make a list of common nouns appropriate to the child's experience and age. Read the common nouns, one at a time, having the child give a more specific noun. Example: flower - rose (Marion County Community Education Association, 1975, p. 60). | analysis                                                      
auditory                                                                                                                                       |
| 8. Multiple Meanings: Make a list of groups of four words, three of which are related of similar in meaning with fourth being opposite or totally unrelated. Read the groups aloud and have child identify the one that doesn't belong.       | analysis                                                      
auditory                                                                                                                                       |
| 9. Experiential: While taking a walk or driving, point to specific billboards, signs, etc., and after passing them have the child identify words used to describe the product advertised.              | knowledge                                              
visual                                                                                                                                               |
<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level:</th>
<th>Predominant Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Compound Words: Clip out several advertisements from a newspaper where compound words are used. Have your child circle all the compound words he or she can find.</td>
<td>knowledge</td>
<td>visual</td>
</tr>
<tr>
<td>11. Compound Words: Take your child on an investigative walk of your home, yard, etc., and have the child compound words for objects he or she sees.</td>
<td>synthesis</td>
<td>visual</td>
</tr>
<tr>
<td>12. Synonyms: Use a word list from your child's school and write each word on a blank card. Also write a synonym for each word on a separate card. Follow rules of the card game, Go Fish, to use with your deck of synonyms.</td>
<td>application</td>
<td>visual</td>
</tr>
<tr>
<td>13. Root Word: Select several words which have within their structure roots the child knows. Have your child read each word and identify the root and determine meaning as accurately as possible. Example: gratitude - grate.</td>
<td>analysis</td>
<td>visual</td>
</tr>
<tr>
<td>14. Roots and Affixes: Give child an assortment of root words, prefixes, and suffixes. Have the child match-up root-prefixes, root-suffixes, or prefix-root-suffix to make new words.</td>
<td>synthesis</td>
<td>visual</td>
</tr>
<tr>
<td>15. Roots and Affixes: Use fifteen brown and fifteen yellow cards to write equal number of different prefixes, suffixes and roots on each card. Follow rules for Tic Tac Toe and use a board with Tic Tac Toe grid. The person whose color makes up the most of a prefix-root-suffix structured word wins.</td>
<td>synthesis</td>
<td>visual</td>
</tr>
<tr>
<td>16. Categorization: Make a list of pairs of words that have one specific quality in common. Write them out on cards and have the child evaluate the pairs and name the one common quality. Example: car - clock both have gears.</td>
<td>evaluation</td>
<td>visual</td>
</tr>
<tr>
<td>17. Word Meaning: Collect action verbs which describe specific movements. Call out each word one at a time and have the child identify the word through body movement. Example: prance, sway, frolic (Platts, 1970, p. 92).</td>
<td>knowledge</td>
<td>tactile-kinesthetic</td>
</tr>
<tr>
<td>Task</td>
<td>Cognitive Level: Predominant Modality</td>
<td></td>
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<tr>
<td>------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>18. Word Meaning: Have the child use dominant hand to follow oral directions on use of a ball. Example: dribble, bounce.</td>
<td>comprehension tactile-kinesthetic</td>
<td></td>
</tr>
<tr>
<td>19. Categorization: Give the child a shelf in the kitchen and have him or her organize the shelf in a specific order which you give or your child decides on. For example: canned foods in order of food groups.</td>
<td>analysis tactile-kinesthetic</td>
<td></td>
</tr>
<tr>
<td>20. Roots, Prefix and Synonyms: Have a list of roots and suffixes which are conducive to enacting. Have another list of synonyms which match each root-suffix combination on the first list. Have the child match a synonym and root-suffix and enact the match. Parent identifies match. For example, mourn - ful, sad; mercy - less, mean.</td>
<td>synthesis tactile-kinesthetic</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**


Martin, J., & Martin, G. C. *Kites and other visions*. Book; subskill--word meaning.

New GNU card game. Creative Teaching Associates. Game; subskill--homonyms.


CHAPTER 6

COMPREHENSION ACTIVITIES

This chapter contains activities designed to reinforce and build your child's comprehension skills in reading. The subskills in this area are: 1) literal comprehension--identifying main ideas, sequence, detail and specific facts; 2) interpretive comprehension--determining cause and effect, drawing conclusions and making inferences; and 3) critical comprehension--distinguishing between relevant and irrelevant information, understanding literary style and checking the validity of reading material. One of these subskills is planned in each of the activities. Some of these activities do not require the act of reading printed matter. There are many experiential activities designed to increase your child's frame of reference which in turn may strengthen his or her potential for reading (Ernest, 1979).

<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level: Predominant Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literal: Listen to a news story on radio with your child. Have the child relate information you heard at the end of the story.</td>
<td>comprehension auditory</td>
</tr>
<tr>
<td>2. Literal: Have your child listen to a vocalist and interpret the message (main idea) of the song.</td>
<td>comprehension auditory</td>
</tr>
<tr>
<td>3. Literal: Read aloud a short recipe as the child follows directions in sequence given and at the same time you've made a dish, also (Marion County Community Education Association, 1975).</td>
<td>application auditory</td>
</tr>
<tr>
<td>4. Interpretive: Listen to a news story on the radio with your child. Have the child identify the causes and effects which are evident or possible.</td>
<td>analysis auditory</td>
</tr>
<tr>
<td>Task</td>
<td>Cognitive Level: Predominant Modality</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>5. Literal: Read a short story from the newspaper or magazine aloud to your child.</td>
<td>synthesis auditory</td>
</tr>
<tr>
<td>Have the child give an appropriate title.</td>
<td></td>
</tr>
<tr>
<td>6. Interpretive: Read a short story from magazines aloud to the child. Have the child</td>
<td>evaluation auditory</td>
</tr>
<tr>
<td>relate what kind of person would most enjoy the story--being descriptive and</td>
<td></td>
</tr>
<tr>
<td>explanatory.</td>
<td></td>
</tr>
<tr>
<td>7. Literal: Select a famous quotation and write each word on a separate line of an</td>
<td>knowledge visual</td>
</tr>
<tr>
<td>index card. Cut each line making one word strips. Mix up strips and have the child</td>
<td></td>
</tr>
<tr>
<td>rearrange words to get quotation.</td>
<td></td>
</tr>
<tr>
<td>8. Literal: Take several newspaper articles and cut the headline from the story. Mix</td>
<td>comprehension visual</td>
</tr>
<tr>
<td>the headlines and articles, then have your child match them correctly (Virginia State</td>
<td></td>
</tr>
<tr>
<td>9. Literal: Have child repair household items by reading a repair manual or directions</td>
<td>application visual</td>
</tr>
<tr>
<td>from a repair kit. Many such items are available in thrift shops. For example, flat tire-</td>
<td></td>
</tr>
<tr>
<td>--patch kit (Marion County Community Education Association, 1975).</td>
<td></td>
</tr>
<tr>
<td>10. Interpretive: Obtain unusual object from the household with which the child is</td>
<td>analysis visual</td>
</tr>
<tr>
<td>unfamiliar. Have child ask questions about it to determine its function. For example,</td>
<td></td>
</tr>
<tr>
<td>plunger--where used, who'd use it?</td>
<td></td>
</tr>
<tr>
<td>11. Literal: Have the child view a television show. At the end, have the child write a</td>
<td>synthesis visual</td>
</tr>
<tr>
<td>short summary similar to television guide descriptions.</td>
<td></td>
</tr>
<tr>
<td>12. Literal: Use a small book with good organization and table of contents page. Give it</td>
<td>synthesis visual</td>
</tr>
<tr>
<td>to your child and have the child survey the book and then write a table of contents page</td>
<td></td>
</tr>
<tr>
<td>without looking at the original. Then compare.</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Cognitive Level: Predominant Modality</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>13. Interpretive: Clip out the child's favorite comic strip into separate frames. Remove one frame. Have the child read the remaining frames and compose the missing element (Marion County Community Education Association, 1975).</td>
<td>synthesis visual</td>
</tr>
<tr>
<td>14. Critical: Have the child view a television commercial or read mail advertisements. Then have the child evaluate techniques used to sell product (McClure &amp; Wenz, 1971).</td>
<td>synthesis visual</td>
</tr>
<tr>
<td>15. Critical: Fill a box with one line statements written on individual strips of paper. Make the statements fictional or factual. Have your child draw one a day and decide whether it is a fictional or factual statement (Marion County Community Education Association, 1975).</td>
<td>evaluation visual</td>
</tr>
<tr>
<td>16. Literal: Give your child oral directional instructions on movement of the body. For example, raise right hand over head (Marion County Community Education Association, 1975).</td>
<td>comprehension tactile-kinesthetic</td>
</tr>
<tr>
<td>17. Literal: Have child read directions for making a origami figure (Japanese paper-folder art) and make the figure.</td>
<td>application tactile-kinesthetic</td>
</tr>
<tr>
<td>18. Literal: View a television program together or read a short story. Parent refrains from knowing the conclusion. Have the child write or enact the ending for the parent (Marion County Community Education Association, 1975).</td>
<td>application tactile-kinesthetic</td>
</tr>
<tr>
<td>19. Interpretive: Have the child pantomime a favorite television or movie star through enactment of character mannerisms.</td>
<td>synthesis tactile-kinesthetic</td>
</tr>
<tr>
<td>20. Critical: View a television program together and have the child refrain from knowing the end. Then have the child decide the ending by enacting or writing.</td>
<td>synthesis tactile-kinesthetic</td>
</tr>
</tbody>
</table>
Comprehension


CHAPTER 7

STUDY SKILLS ACTIVITIES

This chapter offers many short-term and a few long-term activities in the area of study skills. These skills will help your child become a more efficient learner. I have presented tasks in the specific areas of: table of contents, indexes, map reading, use of charts and graphs, organizational procedures, research methods, reference skills, and study methods. Most of these tasks can be done many times using different material each time. The modality and cognitive level involved in each task are indicated. Following the list of tasks, I have referenced commercial materials which also can reinforce study skills.

<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational Procedures: Give your child oral directions on a specific task. Have the child repeat, in phrases, the steps to be taken.</td>
<td>Predominant Modality</td>
</tr>
<tr>
<td></td>
<td>knowledge</td>
</tr>
<tr>
<td></td>
<td>auditory</td>
</tr>
<tr>
<td>2. Map Reading: Read a newspaper article to your child from the travel section which describes the itinerary of a trip. Then have the child draw the route on an appropriate map (Hawaii Newspaper Agency, 1973, p. 23).</td>
<td>synthesis</td>
</tr>
<tr>
<td></td>
<td>auditory</td>
</tr>
<tr>
<td>3. Notetaking: Listen to a news program on a specific topic with your child. Have the child record the main ideas and the important details given.</td>
<td>evaluation</td>
</tr>
<tr>
<td></td>
<td>auditory</td>
</tr>
<tr>
<td>4. Reference Skills: Give your child several surnames of his or her friends. Have the child write the guide words of the page in the telephone book on which the surnames appear.</td>
<td>knowledge</td>
</tr>
<tr>
<td></td>
<td>visual</td>
</tr>
<tr>
<td>Task</td>
<td>Cognitive Level:</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5. Using an Index: Give your child a reference book with an index. Ask the child to look up a specific topic and list the sub-entries which appear after the main entry (Poquet &amp; Foster, 1965, p. 6).</td>
<td></td>
</tr>
<tr>
<td>6. Study Method: Have your child select an interesting newspaper or magazine article. Have the child turn the heading into a question and then quickly read over the article to find an answer to the question.</td>
<td></td>
</tr>
<tr>
<td>7. Study Method: Obtain a newspaper article of approximately 600 words and have your child read the title, first and last paragraphs. Allow no more than three minutes for the task. Then take the article from your child and ask general information questions to verify how much was retained. For example, ask questions beginning with--who, what, where, when, why, or how.</td>
<td></td>
</tr>
<tr>
<td>8. Study Method: Have your child quickly read (skim) a table of contents in a book with which you are familiar, but he or she is not. Then have the child relate what the main topics of the book are.</td>
<td></td>
</tr>
<tr>
<td>9. Using a Chart: Ask your child questions based on the weather chart in the daily newspaper. This requires your child to read and interpret a chart (Hawaii Newspaper Agency, 1973, p. 21).</td>
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<tr>
<td>10. Reference Skills: Ask your child to locate two or more headings for a specific business in the yellow pages.</td>
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<tr>
<td>11. Using a Table: Have your child use the tables on the rate pages of your public telephone book to report the cost of placing a long distance call to a relative at a specific time of day.</td>
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<tr>
<td>Task</td>
<td>Cognitive Level: Predominant Modality</td>
</tr>
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<tr>
<td>12. Using an Outline: Obtain an outline form used in your child's school. Have your child read an interesting newspaper or magazine article. Then help the child put main topics and subtopics into an outline form.</td>
<td>analysis visual</td>
</tr>
<tr>
<td>13. Using an Index: Use a comic book to have your child develop an index of main characters and events in a story. Have another book with an index available to use as a reference.</td>
<td>analysis visual</td>
</tr>
<tr>
<td>14. Using a Table of Contents: Purchase a used short textbook with a good table of contents at a thrift shop. Remove the table of contents page and cut each heading into strips. Mask the headings throughout the book. Then have the child use the book to determine the correct order for the table of contents page.</td>
<td>comprehension tactile-kinesthetic</td>
</tr>
<tr>
<td>15. Map Reading: Use the sports statistics in a newspaper to locate and label the hometown of specific teams on a U.S. map (Hawaii Newspaper Agency, 1973, p. 18).</td>
<td>application tactile-kinesthetic</td>
</tr>
<tr>
<td>16. Using a Graph: Have your child follow the local high school football or baseball weekly scores. Record touchdown or runs on a line graph.</td>
<td>application tactile-kinesthetic</td>
</tr>
<tr>
<td>17. Organizational Procedures: Have your child organize your recipes in categories, such as main dishes, salads, desserts, and place them in a recipe file.</td>
<td>analysis tactile-kinesthetic</td>
</tr>
<tr>
<td>18. Organizational Procedures: Have your child arrange the family library into an organizational pattern following a specific criterion, such as, alphabetical, subject, size.</td>
<td>analysis tactile-kinesthetic</td>
</tr>
</tbody>
</table>
19. Research Methods: Before purchasing an item for your child (e.g.—mattress, furniture, radio), have your child compare several brands through advertisement or interviewing a salesperson. Have the child record information on each brand.

20. Study Methods: Assign a long-term task for your child to complete at home (i.e.—planting, painting, repairing). Discuss steps involved in performing the task. Have the child make a time schedule on a calendar for each step. Check off each step as it is completed.

Study Skills


CHAPTER 7

ANNOTATED BIBLIOGRAPHY


This author addresses the area of behavior modification in an intelligent and simple style. Chapters deal with topics such as: the concept of behavior, causation, reinforcement, and punishment. At the end of each chapter, there are exercises for practical application.


This book offers a positive approach to drug abuse prevention. Yet it serves as a guide for all parents. The authors identify eight basic need areas for a child. The parents are presented with the concepts of enhancement and deprivation of the needs. There are lists of parent-directed activities to meet the child's needs.


A book for parents who want to be actively involved in their child's reading progress. The author continually stresses the importance of a working relationship between child, parents, and teacher. She explores the area of language as it relates to reading. Then she offers guidelines for parents and teachers in working together. The final section gives parents methods of observing reading-language behaviors and activities to strengthen eight areas of the reading process.

This book discusses many aspects of the world of the learning disabled child. The chapters deal with topics of family dynamics, culturation-process, behavior management, parent-professional relationship, and school experience. The author treats each topic with thoroughness and personal experiences. The book serves as a source of information and understanding for the parent of a learning disabled child. A final section discusses recreation and camping for the learning disabled child. There are parent selection guides, program directives, and ideas/activities in establishing a camp.


This book stresses the importance of developing a positive attitude towards reading. The goal is to assist parents in helping their child discover the joy of reading. The activities are designed for third to ninth graders, who are reluctant readers. It gives specific directions in methods of increasing vocabulary and measuring a child's progress. There are lists of good books for children, juveniles magazines and free reading material. The final section is in question/answer format focusing on problems parents may encounter.


This book is straight-forward in offering parents techniques and guidelines in helping their child with reading. The author describes the educational taxonomy, cloze procedure, informal reading inventory, word lists, and the linguistic approach. There are activities listed for remedial readers. The author stresses the importance of the affective domain. He illustrates methods which create a positive experience
for both parent and child.


The author offers this book as a resource for parents and professionals. She begins with a general overview of identification of a "learning difference" and the causal factors. The major part of the book deals with the professional's responsibility/awareness in working with the family. Methods of guiding and assisting parents of learning disabled children are presented. She also addresses parents on the "how-to's" of educational process, legal rights in the schools, and briefly outlines schools of thought in special education. An excellent appendix contains lists of parent organizations, descriptions of diagnostic tests, colleges with special admission procedures, income tax information, and an annotated bibliography. She also offers guidelines on do's and don'ts for parents in participating in the planning of their child's education.


The author addresses parents' responsibility in the development of their child's reading ability. He first deals with the learning processes involved in reading and how the home environment influences these processes. The book then is divided into three grade levels—elementary, intermediate, and secondary. The reading skill instructions of each level is discussed. Then the author lists reading activities to use at home. There is a question/answer section at the end of each grade level.

This book is a training manual for parents of learning disabled children. The author offers them guidelines in self-evaluation, positive learning experiences, utilizing test scores, and understanding their child's coping mechanisms. He outlines the basic approaches to teaching reading, giving a rationale for each approach. An appendix lists several reading/learning games.


The author presents the dilemma of the parents of a learning disabled child. He gives sensitive insights into the experience of the parents. He also points out the social responsibilities professionals have towards these families. He identifies ways in which parent's own self-esteem must be enhanced. There are specific management techniques for parents to use with their child.
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