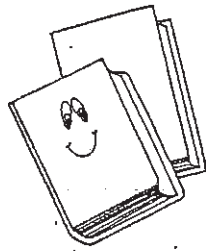
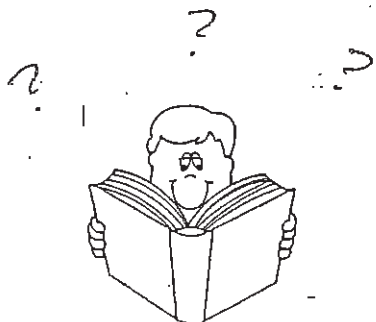


SECTIONS:



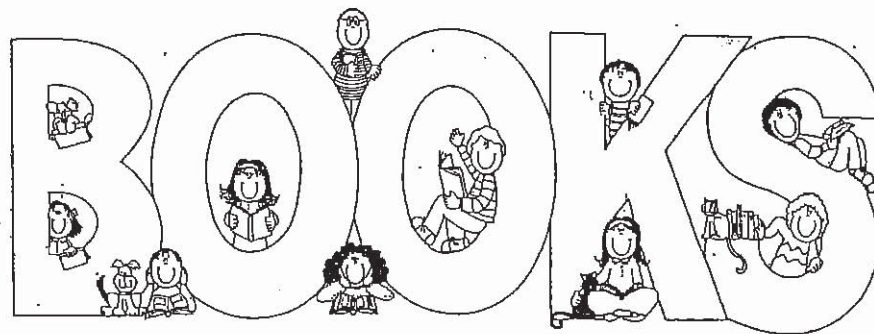
Reading Readiness...

"Mom,
I'm not
readin' yet"...



Is Your Child Ready to Read?

Children in K-1 develop reading skills by having many opportunities to explore language through songs, poems, and stories. At this point in their development, children need to learn at their own unique pace beginning at their personal level of readiness.



7 developmental skills needed for reading...

1. Coordination:
 - A. The ability to move one's body in a controlled manner - walking, hopping, jumping, skipping, balancing.
2. Visual Motor Control:
 - A. The ability to control movements of small muscles - cutting, stringing beads, copying shapes and letters, and forming sequences.
3. Visual Perception:
 - A. The ability to match colors, shapes, sizes, letter forms, and words.
4. Visual Memory:
 - A. The ability to reproduce letters or other objects from memory.
5. Auditory perception:
 - A. The ability to identify common sounds, hear the difference between words, match beginning and ending sounds, and make rhyming sounds.
6. Auditory memory:
 - A. The ability to hear and recall sounds, and to repeat directions.
7. Oral Language Production
 - A. The ability to express oneself verbally.

If you think your child is having difficulties in any of these areas, here are some activities to help you...

Skill #1 coordination...

- a. Let your child crawl over, under, and around chairs and tables.
- b. When on walks, ask your child to walk backwards or sideways.
- c. Face your child, hold hands, and jump together while both of you count to ten.
- d. With your child, practice walking along a line. Then practice walking it with eyes closed.

Skill #2 visual motor control

- a. Make collages: pictures made out of any kind of materials lying around: beads, beans, yarn, shells.
- b. Draw a circle, square, and triangle on a piece of paper.
- c. Practice playing "drop the clothespin" into a milk jug or carton with your child. Make it a fun game.

Skill #3 visual perception

- a. Place objects on the floor, such as: legos, buttons, blocks. Arrange by color or size.
- b. Play "I spy". "I spy something yellow" Have your child guess what it is.
- c. Play "smaller, but larger". Find something smaller than your head, but larger than your hand.
- d. Make two sets of number or letter cards. Have your match them...can use decks of cards, too.

Skill #4 visual memory

- a. In the car, have your child look at license plates and try to repeat the letters or numbers on them.
- b. Arrange three shapes in a certain order. Mix them up and have your child arrange them in the original order.
- c. Have your child name a row of objects from left to right. Then have the child close his eyes and again name the row of objects.
- d. Play "What's missing" with a collection of things (pencil, comb, eraser, cup, bottle) on the table. Look at the items. Then take turns closing your eyes while one person removes one object. Guess what's missing.

Skill #5 auditory perception

- a. Listen for sounds. Have your child point out where the sound is coming from.
- b. Have your child cover his eyes. Ask your child to uncover them each time he hears you clap.
- c. Say four words, three with the same beginning sound and one with a different sound. Have your child name the different one. Example: some, sea, sun, boat
- d. Say two words that rhyme and have your child say as many more as he can. Nonsense words are fine. Example: hot, pot.....shot, got, cot, lot, rot.

Skill #6 auditory memory

- a. Give your child two simple directions to follow. Example: "Go to the door and then bring me the newspaper." Make the directions more complicated as your child is successful. (This skill can be difficult for a child who is easily distracted.)
- b. Give your child 3 crayons. Call out the colors and have the child arrange the crayons in that order.
- c. Make up a sentence and have your child repeat it word for word.

- d. Play "I went to New York." You say, "I went to New York and I took a doll." The child says, "I went to New York and I took a doll and a...." Each person adds an object, then the next person says the whole sentence and adds yet another object.

Skill # 7 oral language production

- a. Ask your child to retell a story you've read together, in his own words.
- b. Use a pretend telephone. Call your child and have a conversation.
- c. Put an object in a sack. Ask your child to reach in and feel it and describe what he feels. Example: "It's soft, it's round, and it's big" (a stuffed ball)
- d. After your child has watched a television program or movie, ask him to describe what the program was about. Have him tell what happened first, what happened after that, and what happened finally.

Help Your Child Learn to Read...

- A. Talking with your child is a key factor. So talk about everything you see and do. Talk a lot about your child's baby days, when you were a child, their grandparents, and your grandparents.

- B. Tell your child fairy tales and stories that you make up.

- C. Listen to your child and answer his questions, even the silly ones.

- D. Read to your child regularly, from a very early age. Don't insist, but make reading time a treat. It is also very important that little boys see Dad reading.

- E. Take your child to the library on a weekly basis. Attend Story Hour and bring lots of books home.

- F. Give your child books for gifts that are of interest to them.

Fun Reading Project for Parents

Using a piece of construction paper, complete the following:

If you read a story together draw a body on your paper, for you have begun to build a basic part of your total child.

If you read to your child about another child or family like your, add arms. You have helped your child reach out and touch the world around him or her.

If you and your child used reading for a special purpose, to read a recipe, to look up a phone number, to read a story in the newspaper about a new product, or to read a map, add a head on the shoulders. You have given your child keys to unlock information.

If you read a funny story, a cartoon, or a comic book, draw a hat on the head. You have added something extra and colorful to your child's life.

If you read to your child about people in other lands, their values and customs, add legs. You have added something extra and colorful to your child's life.

If you have shared a poem, verse, or limerick together, put a sun in the sky. You have put beauty into your child's life.

And last-if you have laughed, smiled, and talked about what you read and shared together, add clothes. Your child is on the way toward finding a place in the world.

(adapted from the Iowa Public School System and the Multiple Sclerosis Read-A-Thon.)