

Reading Workshop by Dawn Ng (SPICES)

"The more that you read, the more things you will know.

The more that you learn, the more places you'll go."

Quoted by Dr Suess

Reading is

- Communication
- Imagination
- Participation

Reading Readiness

- Letter knowledge
- Print awareness
- Listening comprehension
- Phonological comprehension
- Motivation to read

Checklist for reading readiness

- Your student should display letter knowledge.
 - Your child can recite the alphabet song.
 - Your child recognizes the capital letters. If you ask your child to point to an M, he can do it.
 - Your child recognizes the lowercase letters.
- Your student should display print awareness.
 - Your child knows the proper way to hold a book.
 - Your child understands that books are read from cover to back.

- Your child understands that sentences are read from left to right.
- Your child knows that words on the page can be read.

- Your student should display listening comprehension.
 - Your child is able to retell a familiar story in his own words.
 - Your child can answer simple questions about a story.
 - Your child asks questions (Why did the elephant laugh?) during read-alouds.

- Your student should display phonological awareness.
 - Your child can rhyme. If you say bat, your child can come up with a rhyming word like hat.
 - Your child understands word boundaries. If you say the sentence Don't let the cat out, your child is able to separate the sentence into five individual words.
 - Your child can clap syllables. If you say dog, your child knows to clap once. If you say umbrella, your child knows to clap three times.

- Your student should display phonological awareness.
 - Your child can blend sounds to make a word. If you say the sounds sh...eep, your child responds with the word sheep.
 - Your child can identify the beginning sound in a word. If you ask your child to say the first sound in pig, your child is able to respond with the sound /p/.
 - Your child can identify the ending sound in a word. If you ask your child to say the last sound in the word jam, your child is able to respond with the sound /m/.

- Your student should display motivation to read.
 - Does your child enjoy being read to, at least for short periods of time?
 - Does your child pretend to read or write?

- Does your child frequently request read-aloud time and show a general enthusiasm for books?

<http://thisreadingmama.com/ready-to-read-reading-readiness/>

Teaching reading to children with Down Syndrome

- Reading readiness is...
 - When your child is able to match lotto that required fine visual discrimination

Starting them young

With engaging books

Single word books

Interactive books

Early reader books

Books with interesting story line

Pre-reading skills, consider

- Child's ability and disability
- Child's interest

Teaching Language

- Makaton
- Object / Picture Cards

- MAKATON is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

Language Developmental Check-list

- Points to object or picture when it's named for them (18-24 mos.)
- Recognizes names of familiar people, objects, and body parts (18-24 mos.)
- Says several single words (15-18 mos.)
- Uses two-word sentences (18-24 mos.)
- Follows simple, one-step instructions (14-18 mos.)
- Repeats words overheard in conversations (16-18 mos.)

Pre-reading activities

- **Attending skill**
 - attend to the teacher, listening and responding when asked.
 - **Sitting in One Place**
 - **Sitting in Group**

Sitting in One Place

- Start with the child's preferred activity
- Start with short time interval that your child can manage then gradually increase the time interval
- Slowly introduce new activity in between preferred activities
- Use an activity schedule

Sitting in Group

- **Keep circle time short to start**
- **Mix it up quiet activity with motion activity**
- **Maximize participation**
- **Behaviour management strategies**

Visual Discrimination Skill

- ability to identify differences in visual images

Activities

Matching Identical Objects/Pictures - Matching Cards/lottos

Strategies for teaching reading

Matching word-to-word with pictorial cue

Matching word-to-picture

Reading a word without pictorial cue

Reading a book with comprehension

Sentence Construction

Practice (make it fun)

References

- <https://www.down-syndrome.org/perspectives/9/>
- <http://autism.lovetoknow.com/teaching-autistic-children-reading>
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- http://www.familylearning.org.uk/pre-reading_skills.html