

Early Intervention Techniques for the Prevention of Reading Problems in 15 Minutes a Day

**-
Birth to Age Five**

*Discover Hundreds of Techniques to
Prepare Your Child for Academic and Social
Kindergarten Success*



Margaret Wilson Turner, M. Ed.

Developers of
The CompuRead Multisensory Reading Program

Many years ago, new to the elementary education teaching scene, I began my teaching career with the third grade in the small town of Coalville, Utah. As a nineteen year old, I was lost as to why some children could read and others could not. Since that time, I have dedicated my career to finding out why some children came to school with established reading skills while others were far behind and never seemed to learn.

As I progressed in my professional career as a resource teacher, many kindergarten children were referred to me with directionality problems that their regular teacher could not solve. Those children faced a career of educational disappointment for themselves and their families.

Through time and observation of hundreds of young children, all my teacher colleagues knew that starting a child early with reading was the answer. Both parents and preschool teachers needed to be taught how to teach so the young child entering kindergarten would have the needed skills to make a young student an academic and social leader.

The guidebook you now have in your hands is the culmination of years of conventions, college and university classes, both under graduate and graduate, countless seminars and summer schools. It has been my life's work to study reading problems and early intervention techniques designed to assist parents and preschool teachers for the successful entry of a child to enter kindergarten. Throughout the years, hundreds of students, parents and administrators have contributed to its contents.

Enjoy teaching. Let's get America's little children prepared to confidently enter the kindergarten door.

Margaret Wilson Turner



Table of Contents

My Five Senses Tell Me of My World	9
Introduction	9
My Five Senses Around Me	9
Section 1	13
Hearing	13
Alike and Different Sounds	13
A Picture of My Ear	14
Auditory Listening - Before Birth and Newborns	14
Auditory Listening - Babies Age One Year and Older	14
Auditory Decoding For Ages Two to Five	16
Silly and Not So Silly Sentences	16
Distinguishing Between Familiar Words.....	20
Associating Relationships.....	20
Identify Sounds in Environment.....	21
Rhyming	22
Simple Rhymes	22
Teacher Created Rhyming Activities	24
Rhyming Poems - Age Three and Older.....	25
Auditory Discrimination - Ages Three and Older	27
Understanding Little Stories.....	27
Auditory Sequencing - Age Three and Older	29
Following Simple Verbal Directions - Age Three and Older	29
Simple Oral Directions	30
More Difficult Oral Directions.....	30
Oral Directions Given in Kindergarten and Early Grades	31
More Difficult Oral Directions - Three Years and Older.....	33
Different Oral Moods of People	34
Talking About What Something “Is Not”	35
Outdoor Sounds - High and Low, Near and Far	36
Section 2	37
Smell and Taste	37
Bags and Boxes Labeled	38
Smell	38
Taste.....	38
Touch.....	38
Sight and Touch.....	38
Hearing	38
Section 3	39
Touch	39
Touch Activities -Three Years and Older	39
Section 4	43
Sight	43
Visual Activities - Three to Five Years and Primary Grades	43

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

Peg Board and Pattern Copying	43
Colored Paper Exercises.....	44
Activities With Dolls	45
Whole Body Activities	45
Eye Exercises	46
Visual and Auditory Memory Games - Age Five to Early Grades	47
Visual and Auditory Memory for Objects.....	47
Visual Motor Activities	49
Finger Plays	49
Position in Space and Prepositions	64
Two Years and Older	64
Simple Eye-Hand Coordination	65
Advanced Eye Hand Coordination	66
Age Four and Older With Parental Assistance	66
Visual Motor for Older Preschoolers	66
Visual Sequential Memory.....	67
Visual Discrimination	71
More Advanced Visual Discrimination	73
Perceptual Constancy	73
Facial Expressions	74
Section 5	75
Physical Development	75
Physical Techniques for Body Control	75
Pantomiming.....	81
Trampoline	82
Kindergarten Physical Skills	82
Ball Bouncing and Catching and Kicking	83
Balloons.....	84
Bean Bags	84
Ladder Activities.....	85
Wand or Broom Stick Activities.....	86
Relay Activities	86
Walking Board.....	86
Action Games	87
Outside Obstacle Course.....	90
Ways to Choose a Leader	90
Section 6	93
Math Skills	93
A Variety of Math Activities	93
Basic Shapes and Colors.....	94
Objects in Home and Surroundings	96
Categorizing	98
Cardinal and Ordinal Numbers	100
Comparing	101
Big and Little.....	101
Long and Short.....	101

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

Old and New	101
Light and Heavy	101
Section 7	103
Music, Rhythm, Art.....	103
Music Activities.....	103
Listening for Rhythm and Noise	104
Rhythm and Balance.....	105
An Inexpensive Rhythm Band.....	108
Motor Encoding and Pantomiming	109
Art.....	110
Beauty in Your Child's Surroundings.....	110
Things to Save for Creative Projects.....	112
Things to Have Handy to Make Teaching Easier	112
Section 8	113
Speech and Language Development.....	113
Speech Development Ideas and Techniques - Age One to Five	113
Common Articulation Problems.....	114
Who and What	114
What Something Is Not	115
Verbal Expression.....	115
Divergent Thinking or Thinking Outside the Box	115
Expression About Body Movements	116
Duplicate Teacher Movements Orally	119
Section 9	121
Directionality and Handedness	121
Left to Right Order	121
Opposite Directions	122
Right, Left Activities	122
Simple Map Directions.....	125
Correctly Orient the Map	126
Make a Neighborhood Map.....	127
Section 10.....	129
Time Orientation.....	129
What About the Calendar?	130
Is it 65 Degrees?.....	130
The Moon in Keeping Time.....	131
How the Moon Orbits the Earth	131
Section 11.....	133
Behavior and Social Learning.....	133
Cause and Effect	133
Social and Behavioral Learning	134
Knowing the Difference Between Acceptable and Unacceptable Behavior.....	135

Section 12	137
Beginning Reading and Writing	137
Learning to Write and Spell	137
How to Start Your Child Reading From the First Time He Holds a Pencil	137
Oral Directions for Letter Writing	138
A	138
C	138
D	138
S	138
F	139
T	139
G	139
J	139
I	140
R	140
N	140
M	140
L	141
H	141
P	141
B	141
O	142
E	142
U	142
Q	142
V	143
Y	143
W	143
K	143
X	144
Z	144
Early Chalkboard Activities	144
CompuRead Phonics Sound Words	146
Practice Writing Letters	146
Tactile-Kinesthetic Techniques	147
Play Dough Recipe	151
Logical Introduction of The Alphabet	151
How Lower Case Letters Lead One to Another	153
Lower Case	153
Upper Case Directional and Non Directional Agreement With Lower Case Letters	155
Wall Charts	156
First Spelling Experience	160

Saying and Teaching the Alphabet	161
What is a Short Vowel?	161
Nine Must Know Letter Writing Skills	161
What Is a Long Vowel?	162
What is a Consonant?	162
Writing Child's Name and Labeling Belongings	163
Varied Reading Experiences	163
Repetition of Earlier Activities	166
How to Make a Book	166
Books to Make	167
Make Your Own Dictionary	167
The Humble Flannel Board	168
How to Make a Flannel Board	168
How to Tell Stories With a Flannel Board	168
Frequently Seen Signs	170
Section 13	173
Kindergarten	
Parent-Teacher Conference	173
Numbers	173
Reading	173
Writing	173
Social Awareness	174
Science	174
Art and Music	174
Health and Physical Movement	175
Another Pre-school and Kindergarten Test	175
Gross Motor Movement	176
Physical Strength	176
Sensory Motor	176
Language Development	177
Dressing Self	178
Personal Care Needs	178
Own Information	178
Prepositional Positions	178
Basic Shapes and Colors	179
Sense of Size	179
Sense of Time	179
The Community in Which He/She Lives	180
Who Provides Services in Our Community	180
Section 14	181
The Home Learning Environment	181
Positive Home Situations	181
How to Raise a Responsible and Independent Child	182
Educational Vocabulary and Definitions	184

Personal Notes

[illegible]

Introduction

My Five Senses Around Me

My Five Senses Tell Me of My World

**With a seashell put close to your ear
Have sounds inside because we hear.
The bakery has good things to sell.
I know because of sense of smell.
Night and day and dark and light
Is a mysterious wonderful sense of sight.
Delicious food with little waste
We appreciate our sense of taste.
A tiny prick that hurts so much
We have a whole body sense of touch.**

**Hearing, smell, sight, taste, touch
We learn from our senses
They also protect us**

These preschool techniques utilizing the senses will enlighten you with hundreds of ideas and skills for your preschooler to enter kindergarten with a distinct advantage. The activities are purposely written to utilize the standard objects found in the home and school. Most can be used with one or many students. They can be enjoyed at home, in a preschool or day care situation or in a regular kindergarten. Reading readiness can be taught in many different ways and these are varied and exciting for learners as well as you.

Teaching reading and forming a bond with caring parents and siblings begins at birth. The hands-on activities begin with very early learners and can be carried into kindergarten and the primary grades.

Games, movement activities, poems and songs have been enjoyed by preschool and kindergartners for as many years as parents and teachers have been teaching. These techniques cover the five senses; hear, smell, sight, taste and touch. All senses are incorporated into the skills and abilities necessary for a well rounded and thoroughly prepared child.

As we go through life, all our bodily senses interact, yet no one sense stands in isolation. For example, a child is made aware of a cookie. He is first made aware of it by the **sense of touch** and how the cookie feels in his hand, then the **sight** of the cookie, then its **smell**. He then becomes aware of its **taste** by eating, followed by listening to the **sound** of the cookie as he eats it.

To perform these techniques through the five senses and how we interact with our physical world is the purpose of these preschool and kindergarten lessons. They are specific for the busy teacher and parent to easily follow. Each sense is brought forward to highlight, as others are in the background.

Throughout this guidebook the author of **Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five** presents in detail many activities that parents and teachers can use to assist all preschoolers to be fully prepared to be top performers - Summa Cum Laude - with the kindergarten experience and all through their elementary school life.

The pre-reading Phonics Wall Charts, which can be obtained separately, gives your learner a start into knowing the phonetic sounds of English before kindergarten.

The kindergarten entrance tests will let you know what is expected at the entrance of kindergarten for your child and what will be observed throughout the kindergarten experience.

Some of the activities may be beyond the preschool child to perform. Modify them for your young child. Allow your preschooler to grow along with the activity.

This is a guidebook of multiple advantages for a home with a parent willing to bring your child successfully into kindergarten and into the outside world. Even if you can't be with your child during the day, the evening can carry out the teaching plan. You can teach a little every day at his or her own pace. This time alone with you is precious for you and your child. You can give your learner an advantage by a variety of stimulating activities, knowing they are the same as taught in the most prestigious preschools. You can give your child frequent use of these skills in the evening. Or if you are at home, you can teach throughout the day.

Your child's educational success can be directly related to the mental stimulation provided in his or her early environment. That environment must give the child the facts of the life surrounding him. He must be able to store the knowledge he gains and solve the problems of his environment with those facts.

Your child's success in school and his ability to face the outside world depends upon you and what you have taught him, and how well he has learned it. Your confidence in your child and your sincere praise at his accomplishments are his strengths to face the challenges he encounters.

To go from a home where the protected child has every decision made for him into today's school situation and outside world is frightening, at best. If he is unable to make decisions for himself and others must act for him, his school experience is greatly at risk.

The child who can say "no" and is master of and responsible for his own actions is indeed fortunate. If the love of a strong home goes out the door with him every morning and he knows that his decisions are his responsibility that have been taught since a small child, the better he can face what comes his way with confidence.

Most every teacher can spot a child on the first day of kindergarten who has been raised in a home where he has been given responsibility and has taken the blame for his own actions. That confidence glows from within when the child shows up at the kindergarten door ready with as many of the skills presented herein as possible. These skills can be taught, for the most part, if the parent or guardian is aware ***of what to teach and what the child will face in his school situation***. Knowing them gives your child an edge on learning academically, physically and socially.

With the above in mind, this book was written for the parent or guardian to prepare the child for success in today's academic world. That same parent or guardian can feel strong confidence when the kindergarten teacher is met. They will be armed with knowledge contained in this guidebook for the mutual assistance of the child.

To make working with your young child more manageable on a daily basis, we suggest the following organizational methods:

- 1) Glance through this entire guidebook, read passages that catch your eye.
- 2) Go through it again and take notes according to your personal situation and outline subjects you feel your child needs.
- 3) Divide up each section to work with your child for 15-30 minutes each day. If your child's attention span is limited at first, adjust your teaching times accordingly.
- 4) All sections do not need to be completed, however, it's advantageous for both child and parent to work with as many techniques as time will allow.
- 5) Make time with your child each day at a specific time and place to accomplish the activities in this guidebook. By doing so, this will establish a consistent and daily habit your child will come to expect.

[illegible]

Section 1

Hearing

Alike and Different Sounds

“The most important skill I will learn is how things and sounds around me are alike and different? I am told this most important skill is the foundation of all I will ever learn. I want to tell you about everything I touch and how things are alike and how they are different.

I must know the first consonant sounds of things I touch.

Let me sort out objects such as toys, laundry, clothes, etc. according to beginning sounds. I must be helped to know words can be grouped by their beginning sounds. Help me make a dictionary of pictures with beginning sounds.

Everything around me has a name. If I learn the starting sound of each thing, I can learn the names and starting sounds of words in a book.

I learn language by speaking, listening, reading, and writing. Each thing I learn helps me learn something else. Help me write letters. Help me write things I do. I will become a better reader when I can tell you about things and you write them for me. I know that the reason I read is to get meaning from the page. If I can read well I can write well. If I can write well I can read well.”

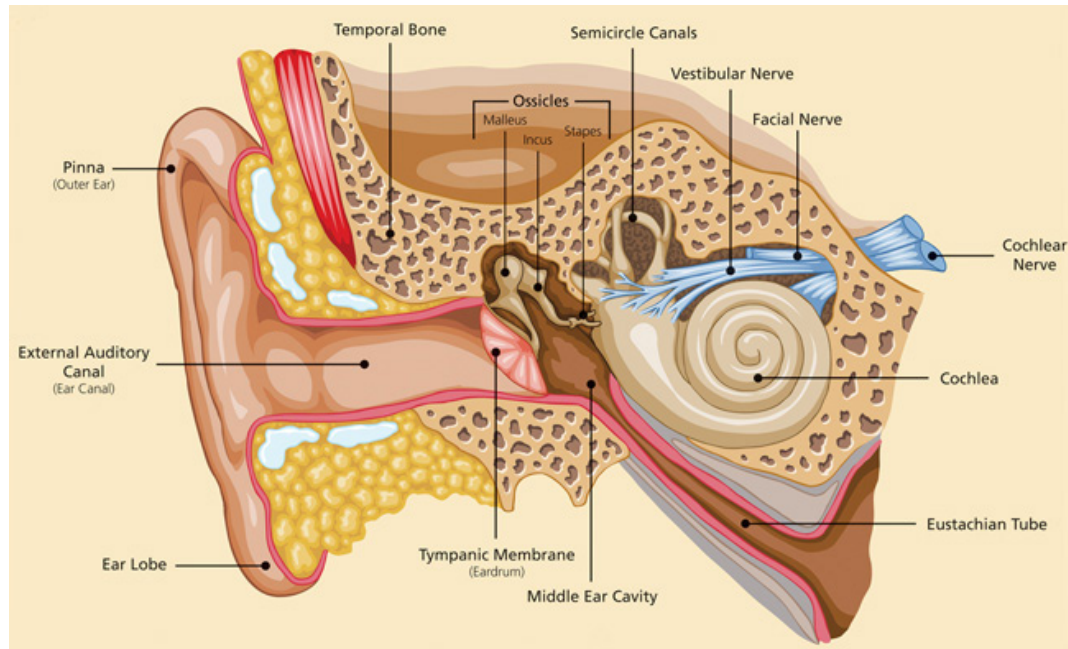
Sounds Around Me

**Sounds, sounds, sounds and more
All around my house and yard
The cars, TV,
My good friend’s call
My ears welcome one and all**

**Now listen as I play a tune
On my toy piano
My cat hears and snuggles near
He, too, likes soft sounds to hear.**

A Picture of My Ear

Auditory Listening - Before Birth and Newborns



Teaching your child to read starts at birth, or even before birth. Read to your child even before he or she is born. Babies love to listen to the soft and relaxed mother's voice, either talking or singing. Use a soft voice when reading to your baby. When your baby hears your

voice reading, he forms a love for books and he associates your soft voice with them. Start your twenty happy reading minutes a day before birth. (Reading a novel or other book might be a good chance to catch up on your own personal reading and still have your child able to hear your own voice.)

To help understand what is happening when your child hears, here is a brief outline: There are three parts to the ear. The part that sticks out from your head to catch sound is called the outer ear.

The little tunnel you should never put anything into is called the middle ear or auditory canal. There is a thin piece of tissue at the end of the tunnel called the eardrum. In the middle ear are three small bones, the anvil, the hammer and the stirrup. Many years ago doctors named these tiny bones after objects familiar to them.

There is the inner ear which looks like a snail shell called the cochlea. The liquid inside is necessary for balance. It also has many nerves. We hear by sound waves. These waves pass through the little tunnel, they vibrate on the bones and nerves. The nerves tell our brain what we're hearing.

Auditory Listening - Babies Age One Year and Older

Sing lullabies and folk songs to your baby. Help your baby turn pages and touch and hold



the brightly colored, simple picture books with simple poems. Say the familiar objects.

There are times when varying the tone of your voice is appropriate. Sing nursery rhymes as you bounce your child on your knee, make funny faces, do whatever funny antics you can dream up to make your young one enjoy the reading experience.

Read to your baby when he or she begins to understand words. Even before your baby can't say many words, he or she will be familiar with the desired outcome of repetition and rhyme. A predictable book is the beginning of a young self esteem to know what comes next. When a child anticipates what's coming next in a story or poem, he has a power that carries over into other facets of his life and gives him the

courage to try. Put your animation to work with:

Wolf Voice: Little pig, little pig, let me come in.

Little Pig: Not by the hair on my chinny-chin-chin.

Wolf Voice: Then I'll huff-f-f-f and I'll puff-f-f-f, and I'll blow your house in!

Read slowly, and with a smile or a nod, let your child know you consider him the important part of the reading session. Recent research has shown that reading slowly and allowing all the parts of words to be absorbed by the child, helps in getting ready to transfer those same sounds heard into the phonetic elements of written language. The ability to distinguish sounds has a direct bearing on success in the phonetic analysis necessary for reading.

"I can understand sounds and spoken words such as following directions. I can indicate with my voice, my hands and my eyes what you mean when you talk to me."

Encourage your young child to pretend to read, especially books that contain repetition and rhyme. Most children will eventually memorize all or parts of a book and imitate your reading. Pretending to read, just as scribbling before the child actually forms real letters, is an important step in the wonderful end product of reading.

Your child's listening and speaking level is higher than his reading level. When you read easy books, beginning readers will soon be reading along with you. Read advanced books

to broaden your child's love for literature and to greatly widen his vocabulary. Pause and ask questions as to "What if...". "If you were _____, what would you do?" Talking about stories you read to your child helps develop his sense of verbal delivery. It helps him link stories to everyday life, and uses what he knows about the world to make sense out of stories.

Auditory Decoding For Ages Two to Five

Silly and Not So Silly Sentences

Say a silly sentence. Child tells you why it is silly.

1. I drink water out of a table.
2. I walk on the ceiling.
3. I turned off the TV so we could watch cartoons.
4. Open your book to page 50.
5. I can pull my wagon to my friend's horse.
6. Please put your stockings on your hands.
7. Your goat is in the closet.
8. What is your phone number.
9. My sister is in first grape.
10. Mary was playing with her little gray kitchen.
11. We could smell the cake baking in the oven.
12. Timmy fed the cars at the zoo.
13. Mary rode to school in a tree.
14. I like to eat red and butter.
15. I eat bacon and eggs for breakfast.

16. You eat with a knife and glove.
17. Mother sews with a needle and a thread.
18. Wear a cap and pancakes when it is cold.
19. When we were playing outside in the rain, we saw water running up the rain spout.
20. We had waffles for breakfast. We put syrup on them to make them sour.
21. Jimmy saved his sandwich when he was hungry.
22. The rain fell off the roof.
23. Jack jumped into the cool lawn for a swim.
24. I wanted my new shoes to stay dry so I jumped into the water.
25. The quarrel ran up the tree.
26. The boy fell and hit his heard.
27. Use a broom to sweep the house.
28. I want a sandal for lunch.
29. We put our groceries in a pepper bag.
30. I am going to play with my playmates.

Allow your child to make up a sentence about something silly. Let him know he has used his brain to accomplish something. Use this same strategy throughout this guidebook. Our self image is related to progress. This holds true throughout life.

1. Do cats fly?
2. Do dogs meow?
3. Do balls bounce?
4. Do flowers grow?

5. Do floors open and close?
6. Do dogs have three feet?
7. Are stoves hot?
8. Is winter cold?
9. Can a wagon walk?
10. Are clouds white?
11. Do you walk swiftly if you stub your toe?
12. Could you carry an umbrella on your feet?
13. Could a dress made of real flowers last a month?
14. If you are tired, are you eager to run and play?
15. Would you go to a hardware store to buy candy?
16. Which of these has legs but cannot walk? A table, a chair, a dog.
17. Which of these has a tongue but cannot talk? A man, a shoe, a radio.
18. Which sings without words? A girl, a boy, a bird.
19. Which flies without wings? An airplane, a bird, a kite.
20. Which runs without legs? Cat, water, horse.
21. Do people like each other?
22. Do squash plants have cell phones?
23. Do birds paint pictures?
24. Do rocks float?
25. Do hammers hit?

26. Can a log burn?
27. Do lawns die?
28. Do ducks waddle?
29. Do clothes cheer?
30. Does bacon frown?
31. Do gardens bloom?
32. Do parachutes open?
33. Do sailors communicate?
34. Do audiences laugh?
35. Do birds camouflage?
36. Do houses relax?
37. Do dancers entertain?
38. Do teachers congratulate?
39. Is a rock soft?
40. Does a clock have a pocket?
42. Can a fox sleep?
43. Can a song be long?
44. Can a block dance?
45. Can you get lost?
46. Can a cat see himself in a mirror?
47. Is your hand made of sand?

48. Is a green apple red?
49. Can a man play games?
50. Do ants wear caps?
51. Do people eat meat?
52. Are my eyes above my mouth?
53. Is my nose behind my head?
54. Can pancakes eat?
55. Do woodpeckers go to school?
56. Do people forget?
57. Is sunshine good to eat?
58. Can a car go faster than a person?

Distinguishing Between Familiar Words

1. Which grow on chickens? Feathers or sweaters?
2. Where do birds lay eggs? Desk or nest?
3. Which have wings? Chickens or children?
4. What is a baby dog? Puddle or puppy?

Associating Relationships

1. Candy is sweet. Pickles are ____.
2. An airplane is fast. A horse is ____.
3. The sky is above. The ground is ____.
4. A daddy is big. A baby is ____.

5. A cat says "meow". A dog says _____.
6. Birds fly in the air. Fish swim in the _____.
7. Cereal is to eat. Milk is to _____.
8. I sit in a chair. I sleep in a _____.
9. Billy is a boy. Jane is a _____.
10. Ears are to hear. Eyes are to _____.
11. Grass is green. Sugar is _____.
12. On my hands I have fingers. On my feet I have _____.
13. A block is square. A ball is _____.
14. A man may be a king. A woman may be a _____.
15. Cotton is soft. Stones are _____.
16. The mother cat had four....kittens...mittens...hands
17. The king and _____ ride in the carriage. queen...wing...donkey
18. Billy broke the wheel on his toy _____....car....star....tree
19. Mother likes to cook in her _____.kitchen...kitten...garden
20. A woman is a waitress. A man is a _____. ...queen ...waiter ...grandma.

Sit outside on a summer evening, either in the city or the country and listen to every sound you can hear. Both you and your child will become aware of sounds never before heard.

Identify Sounds in Environment

Child closes eyes and listens as:

1. sharpening a pencil
2. turning lights, lamps, extension cords, computers and keyboards on and off

3. dropping a pencil
4. closing a door, door opening, knocking on door
5. sliding a chair
6. faucet running
7. someone walking
8. tearing paper
9. a car in the driveway, a car honking
10. erasing the chalkboard
11. shaking a rattle
12. a soft hum
13. dishes being washed in the kitchen sink or a dishwasher, a washing machine running
14. bare feet on a wood floor
15. a cat purring
16. birds singing
17. dog barking
18. rapping various objects to note differences in rapping sound as on ball, glass, box, book, table, balloon, paper bag.
19. playing rhythm instruments
20. identify the disguised voices of family members, friends, classmates

Rhyming

Simple Rhymes

Child supplies the last word as:

**It is May
We like to play**

**See! See!
A bird in a tree**

**Look! Look!
Pictures in this book**

**See my face
In its right place**

**My good dad
Is never sad**

**I just played
In the shade**

**Our dog Wag
Lies on a bag**

**Pretty Jane
Walked in the lane**

**Where oh where
Is my hair?**

**I like cake
It's fun to make**

The sun will take

A small snowflake

**My good friend Hal
Is my pal**

**I can bounce a ball
On our house wall**

**I like jam
And yams and ham**

**My Mom's pan
Is spic-and-span**

**Ding-dong-ding
The bells do ring**

I can slap

On my kneecap

**We'll go in a car
For a candy bar**

**The ocean shark
Lives deep and dark**

**I won't dash
For I might crash**

Which Word Does Not Rhyme?

1. doll fall cat
2. clock mock little
3. boy car toy
4. box red fox
5. chair Billy fair
6. pen red hen
7. white little bite
8. corn how horn
9. check boy wreck
10. said Betty red
11. book look house
12. stamp no lamp

Which Two Words Rhyme?

1. boys, necklace, toys, come
2. trees, pen, pig, ten
3. ball, cent, nest, wall
4. bone, drum, cone, fun
5. bird, fruit, fish, dish
6. fence, suit, fire, tire
7. kite, boy, crown, light
8. spoon, queen, rain, chain,

9. lion, frame, toes, bows
10. shoes, eyes, hoes, pies
11. swing, king, chair, hand,
12. rake, watch, rope, snake.
13. chicks, forks, jacks, sticks.
14. cap, trap, cup, cow.
15. block, lock, box, ox.
16. little riddle boy girl
17. word it heard go
18. shape grape find which
19. tip lip tree snow
20. for house children door
21. wait him bait them
22. tree free grow leaf
23. school go pool teacher
24. get them wet bat

Teacher Created Rhyming Activities

1. Look for toys and objects about the home for child to rhyme. Such as; car-star, doll-hall, box-fox, rope-soap, block-rock, pan-fan, door-floor, skirt-dirt, rug-hug, dish-wish, chair hair, glove-love, boot-hoot, etc.
2. Find a picture in a book. You say something that rhymes with an object in the picture such as mouse if there is a house in the picture.
3. Print out from clip art pictures that rhyme. Make a puzzle from the two rhyming pictures. Cut each picture differently so child can fit pieces together visually and listen to the rhyming words.
4. Have several pictures in front of child. You say, "I'm thinking of a word that rhymes with toy." Child finds rhyming picture.
5. Make a book of rhyming words. Paste a key picture of a rhyming word at the top. Paste or staple other rhyming words on the pages. Label the pictures. Add words as vocabulary increases.
6. Think of all the words you can that rhyme with this word. Can, bat, little, red, book, door, grape, house, go, etc.

7. Say nursery rhymes. Child supplies rhyming word, such as:

Little Miss Muffit

Sat on a ____.
Eating her curds and whey.
Along came a spider
And sat down beside her
And frightened Miss Muffit ____.

Rhyming Poems - Age Three and Older

**Rain rain, go away
Come again another day
Rain rain, go away
Come again on Saturday.**

**Rain rain go away
Don't come back till Christmas Day
Little _____ wants to play.**

**Rain rain, on the lake
I've got a big green lawn to rake.**

**Rain, rain from the sky
Why do you come?
I don't know why.**

**Rain, rain everywhere
Even on the Old Gray Mare.**

**It's raining, it's pouring
The old man's snoring.
He got into bed
And bumped his head
And couldn't get up in the morning.**

**Anga anga donga ponga
Anga singa songa longa
Pull up the long rope in the well
Anga anga donga ponga
Anga singa songa longa**

Don't let the bucket ring the bell.

**Moose berry--Goose berry
La-la-la-da-do
Sing a song of berries
We'll sing a song to you.**

**An alien down from the sky
Dreamed he was eating a fly
He woke in the night
In a terrible fright
Oh boy, yum yum, shoo fly pie.**

**"Little sister go to bed
Rest your pretty curly head."
That is what your mommy said.**

**I love skipping rope
I love skipping rope
I miss and fall
And rise and fall
But I love skipping rope.**

**An apple a day
Keeps the doctor away.**



**Roses are red
Violets are blue
Sugar is sweet
And so are you.**



**A froggie he went a wooing go
Whether his mother would let him or no
"Hi ho," for froggie'o.**

**There was a naughty boy
A naughty boy was he
He took his pack
And followed his nose
And froze it off**

By the cold North Sea.

**I've got a hen that lays gold eggs
Only for gentle ladies and men
But she lays for me
Seven, eight, nine and ten.**

**Here am I alone and lean
Jumping on my trampoline.**

**I'm standing by my washing machine
Waiting for clothes to come out clean
When they're done then I'll be seen
Swinging and dancing like a queen.**

**Ina Banana played my piana'
And gummed up the keys big time
When I went to play my piana'
It was stuck but it tasted fine.**

**I've got a pony
When he neighs "Hello"
We love each other
Wherever we go.**

**Ickle, bickle, pickle, sickle
Sailor of the sea
Sail away to Everland
But sail back and marry me.**

Auditory Discrimination - Ages Three and Older

Understanding Little Stories

Who, What, Where, How, Why, How Many?

1. Mother went to town. Who went to town?
2. The dog ran to the boy. What did the dog do?
3. Jack ran after Billy. Whom did Jack run after?

“I can tell my mother’s voice from the voice of anyone else. I can tell your footsteps coming to my crib when I cry. I can tell animals by their sounds. I can tell a slight breeze from a strong wind. I have learned these things one at a time since I was a small child. Now that I am older I can start to tell one sound in reading from another. This is important in helping me to read.”

4. Mother looked at the bird in the tree. Where did mother look? What did she see?
5. Mother made three little cakes for each child. What did mother make? Whom did she make them for? How many did she make?
6. Three horses went into the barn for food. Where did they go? Why did they go there? How many horses went into the barn?
7. The clock told time all day long. What told time? When did it tell time?

8. The doll sat on the shelf with a smile on her face. What sat? Where did the doll sit? What was on her face?
9. The boys climbed the mountain in the snow? Who climbed? What did they climb? What was on the mountain?
10. The candy canes hung on the Christmas tree. What hung? Where did they hang?
11. Every child got a prize for running fast. Who got a prize? What did they get it for?
12. Sing softly and have child sing softly then loudly.
13. Open a book and close it softly, then quickly, which is soft and loud. Play notes on a piano or any musical instrument, which is soft and loud?
14. Talk about animal sounds, which are soft? Which are loud?
15. Sing a song to your child. Which song is longer? Is the song long enough to walk across the room or for only a few steps?
16. Which sounds are longer, shorter, loud or soft; a police siren, a motorcycle, wind, lawn mower, a door slamming, clothes washer, furnace, a passing car, a computer keyboard, a sewing machine, someone walking on carpet or wood floors, a dog scratching the door, etc.
17. Fill any number of small sturdy boxes or cans with small objects like pennies, pebbles, sand, small bells. Make two of the boxes or cans exactly alike. Have the learner shake the boxes or cans to discriminate which two boxes or cans sound alike.

18. Play notes on a piano or any instrument to discriminate if the notes are higher or lower.

19. Play “notes” on drinking glasses filled with varying amounts of water.

20. Say names of friends with different musical sounds of your voice. The learner answers back like he or she heard.

21. Have learners sing high and low notes. Have them say if they are singing higher or lower than the note just sung.

22. Sing or vary sound of directions. Child repeats directions in song or the voice you use.

23. Sing from a low voice to a high one. Then sing from a high voice to a low one. Child follows you in the same way.

24. Play on an instrument going up and down. Ask which is higher, which is lower?

“I know that a story must have a beginning, a middle and an end. I have learned these things because my mother has read me many stories. She has taken me places and told me the things that happened all day. She has asked me to tell her what happened. Now I know that letters and words come one after the other because I learned that things come one after the other when I was little.”

Auditory Sequencing - Age Three and Older

1. Have one child or member of the family say a sentence. Next person add to the sentence until the sequence of the sentences cannot be recalled.

2. Tell a simple joke and ask child to remember it.

3. Child listens to small poems and remembers them.

4. Give child a simple pattern from the same note on the piano. Have child repeat the pattern by clapping or stomping his feet.

5. Listen to stories, TV, Video. Help to understand and retell story in sequence. Help to understand main idea or point of story. Make a new ending. (The beginning seeds of picking out the main idea can be sown at this level.)

Following Simple Verbal Directions - Age Three and Older

Following verbal directions is a form of auditory sequencing.

Simple Oral Directions

Many of the following directions are used in entrance testing for kindergarten. These can be practiced and had fun with long before kindergarten.

1. "Stand **up**."
2. "Sit **down**."
3. "Show me the **smallest** horse (or any noun) in the picture."
4. "Hand me the **little** car (or any object)."
5. "Put your hand **under** a table."
6. "**Open** a book."
7. "**Show** me a picture."
8. "Show me the **first** picture you see."
9. "Turn to the **back** of the book."
10. "What is the **last** picture in the book?"
11. "Put the blue bead **next to** the red bead."
12. "Put the red crayon **on** the desk."
13. "Put the blue crayon **under** the table."
14. "Put the toy alligator in **front** of the box."
15. "Make the little dog jump **over** the chair."
16. Simple directions as: Simon Says: a) Stand straight. b) When I clap, run and touch the wall. c) Return and stand straight again.

More Difficult Oral Directions

1. When your learner can perform simple directions, give directions with several positions to remember such as:

- Kneel on the floor like a pony.
- Kick your legs back.
- Stand and stretch your arms.
- Return to the floor and repeat four times.

2. Another multidirectional activity could be:

- Sit straight in seat.
- Stand and turn around three times.
- Walk around your desk and touch your toes.
- Sit down sitting straight. Repeat 3 times.

3. "Sit in the chair to the left of Mary. (The child could wear a red ribbon or bracelet on

the right hand “red for right” when playing a game which also instructs the child to pass something to the right or to the left.)

4. “Crawl under the first chair to the right of the couch in the living room.”

5. “Tell me where you are.” Child moves to a part of the room.

- **Under** the clock.
- **Under** a chair.
- **On** a desk.
- **Under** a desk.
- **Under** the doorway.
- **On the right** of my desk.
- **In front** of the chalkboard.
- **Behind** the easel.
- Someone will surely come up with “on” the floor.

6. “Bring me the table cloth in the **right hand drawer**.”

7. Build relationships of body to other objects. For example:

- Is the table on the **right or the left** of you?
- Is the table **further away** from you than the chair?
- Go stand by the one that is **nearest to you**.
- Go to the wall and reach **above** your head to see if you can touch the picture hanging there.

8. Get a toy and lift it **above** a table. Ask the child if the toy went **up or down**.

9. Move the toy **higher**.

- where does the toy go?
- does it still go up?
- put the toy under the table.
- where did the toy go?
- did it go lower? if you move it lower it goes down.

Oral Directions Given in Kindergarten and Early Grades

Show the child a picture and ask questions such as the following. These questions are samples you can ask about the pictures you select.

- Draw an x on the **first** girl in the picture.
- Put a cross **on** the boy in the picture and two crosses **on** the cat.
- Draw a **circle around** the dog in the picture and a **circle on** every little chick.
- Put a cross on the boy that is **ahead** of the other boy on his bicycle.
- Put a cross on every passenger in this bus in the **first, last and middle** seats.
- See all the cars in this picture. Put two **crosses on the bus** and one **cross on every other car**.
- Put two crosses **on** the big truck and one cross **on** the little trucks.
- Put a cross **on** the doll in the girl's hand and a cross **on** the girl.
- Draw a circle in **front** of the house.
- Draw a line **from** the boy **to** the bicycle.
- Draw a circle **around** the basket of flowers.
- Draw a circle **around** the two words that are alike.
- Draw a line **between** the two words that are alike.

Draw a circle around the word on your paper that is like the word on the card in my hand. This could be any word you would like.

15. Draw a circle **around** the object in the picture that sounds like a cat.

16. Copy the circle on your paper, (in the air, on your chalkboard, in the dirt, with the garden hose, in your bath water, in your soup, the bottom of your foot, with your doll, on daddy's back, etc.) that you see on this card. Your child will think of other fun places to copy and write. Use this same technique for the activities below.

17. Copy the rectangle on your paper that you see on this card.

18. Write these letters on your paper that are on the card.

19. Copy this triangle on your paper that is on the card.



20. Write the letters on your paper that you see on the card.

B D S

21. Write the numbers on your paper that you see on the card.

38

Practice giving the above directions in many situations, pictures, events, words on cereal boxes, etc. Make the directions fun. Following directions with whole body movement such as the above, directionality problems of writing letters and numbers backwards can be corrected long before your child enters kindergarten. When the concepts are learned, children like to give directions. Have the child repeat the direction he is following.

More Difficult Oral Directions - Three Years and Older

1. Write a story your child dictates and read it back. Have your child draw and talk about his own picture and story. When your child dictates a story and illustrates it, let him know this is what real authors and illustrators do.

2. Let him retell or pretend to read the story to an appreciative significant other. After your preschooler tells you a story, ask questions about his story. Children learn how to tell complete stories and know you are interested in what they have to say. Having a good audience is very helpful for a child to improve language skills, as well as poise in speaking.

Help him to:

- Stay on the topic of his story.
- Put the events in proper sequence.
- Help him to know that stories he tells have a beginning, a middle and an ending.
- When you tell a story, show emotion and feelings and impart your feelings into his story telling. Record the story for future listening. Parents can be the best audience a child will ever have. Your ultimate aim is to make your child a lifelong learner, and there are many roads to that goal.

3. Your child's life can become more organized if he knows the time of day his reading

takes place. All the family can have a reading time, also. When you are relaxed and reading it sends a strong message that reading is important.

4. Highlight and let him or her become involved in those times when reading is necessary as putting together a toy or a piece of furniture.

5. Allow your child to see you read in as many situations as possible, as finding a plumber in the telephone book in a time of emergency.

6. Be sure your child is a partner during reading time. Stop and ask questions. Answer his questions. The plot will continue quickly enough when you resume.

7. Even if you've heard the story 500 times - pretend. Being a parent is also being an actress. Everything you know was once as exciting to you as it is to them. Be excited about everyday experiences. Let him know that mail, newspapers, e-mail, the Internet, radio, TV are all connected to language and speaking from the outside world. Without speaking, language and writing we could not know about the world and its wonders and ideas that come into our lives.

8. As you get dinner ready, talk to your child about things that are happening; for example, setting a table. Emphasize these main idea words in this setting and other settings you and your child might think of.

- "How many places are we setting?"
- "How full are the soup dishes?"
- "Where are you placing the knife, fork and spoon, on the left or right?"
- "Which is shortest, the longest, piece of silver?"
- "What color is the table or tablecloth?"
- "What do you think the table cloth is made of?"
- "How far from the edge of the table did you set the plates?"
- "Why will everyone wash their hands before they come to the table?"
- "Why will it be easier to lift you up on your chair to eat dinner than your older brother?"
- "Tell daddy to come to dinner in five minutes."
- "Find a dish that is not round." "What shape is it?"

Different Oral Moods of People

Help your child recognize the different moods of people by giving the directions of:

- talking slowly
- fast

- sing songy
- soft
- excitedly
- lazily
- with great delight
- in play anger
- in a high or low voice
- singing in various rhythms, etc.

Talking About What Something “Is Not”

Note: Possible answers are given in RED.

1. “I’m thinking of a beautiful animal with a big tail. It is not a squirrel. It is not a dog. **It is a fox.**”
2. “I’m thinking of something that people play to make music. It is not a violin. It is not a mandolin. It is too big and heavy to carry. **It is a piano.**”
3. “I’m thinking of something that shines in the sky. It is not the sun. It is not a star. **It is the moon.**”
4. “I’m thinking of a big truck that hauls things.” It is not a pickup truck. It is not a van. **It is a semi truck.**”
5. “I’m thinking of a place to buy food.” It is not a shoe store. It is not an ice cream store. **It is a grocery store.**”
6. “I’m thinking of something you put on your feet.” It is not a hat. It is not an umbrella. **It is your shoes.**”
7. “I’m thinking of something your teeth do.” It is not that they sing a song. It is not that they look. **It is that they chew.**”
8. “I’m thinking of something a car does.” It does not go without fuel. It does not wash itself to keep clean. **It carries people and things.**”
9. “I’m thinking of something you use when you eat. It is not a spoon. It is not a knife. **It is a**

fork.”

Outdoor Sounds - High and Low, Near and Far

Note: Before the game starts be aware that control must be placed on this activity or it can become quite noisy. Allow only one child at a time to demonstrate the sound.

“Let’s play an all day game about high and low sounds of our own voices, voices of animals, and sounds we hear outside. First, let’s talk about voices of animals. What are some animals that live on a farm? (cows, sheep, horses, goats, chickens, pigs, ducks, etc.) One will have a low voice. One will have a higher voice. Listen to tell which is the lower voice. Low voices could be a cow, pig, duck. High voices could be a lamb, cat or kitten, horse, mouse.”

“Let’s experiment throughout the day with the sounds of your own voices and my own. When you and I are relaxed, our voices are soft and low. When excited, voices are high and shrill. Animals voices and yours and my voices change.”

“When we are on the playground, we’ll listen to the sounds of voices, cars, the school bell and other sounds. We’ll notice how sounds change as they come closer or go away.” Children can listen for sounds at home and report. Go about the house listening for sounds.

- Sounds on something hard like silver on the kitchen sink when dishes are washed.
- Sounds of bare feet on a wood floor.
- Sounds of scraping on a rug.
- A cat purring.
- A car honking.
- Tapping on your glass at the dinner table.
- Listen to yourself sing your lowest sound, then your highest sound, etc.

Section 2

Smell and Taste

“My nose takes care of my sense of smell. Air comes through my nostrils into my nasal cavity. The olfactory nerves send the smell, good or bad, to my brain.

My nose hairs called cilia filter out dust. My nasal cavity helps to warm cold air to my body temperature.

I am told I will be able to remember smells I smelled now when I grow to be very old.

My tongue has taste buds to tell me every kind of taste. My sense of smell and taste work together to make eating very pleasant or to taste and smell sour and bitter foods. I often can't taste foods if I have a cold and cannot smell.”

Wonderful Things to Smell

**I smell mother's dressing table
With perfume in little jars.
My father smells all spicy
When he leaves in our new car.**

**When dinner's being cooked
With breads and cakes and
chicken
I'm first there with her biggest
spoon
She's left some pans for lickin'.**

My Lucky Taste Buds

**Tastes from the candy store
From the hot, hot oven
Tastes from the stove top
And tastes from cold, cold pop.**

**What lucky, lucky folks
Are the taste buds in my mouth
With all this variety
To suit them to a 'T'.**

Bags and Boxes Labeled

Place in three boxes labeled Taste, Smell and Feel. Put things with a well-known smell. Blindfold the learner.

Smell

Child sniffs to identify the smell; lemon, onion, cinnamon, soda pop, cake, potato chips, salmon, olive oil, pepper, burned toast, bread, flowers, perfume, fruit, spices, etc. Use only one at a time. Have the learner smell and distinguish smell.

Taste

Pieces of candy, grapes, nuts, salt, and sugar, etc. Also, have learner be aware that if his nose is covered and he can't smell, it is difficult to taste.

Touch

Fill small bags of the same color with objects such as:

- feathers
- rice
- small rocks
- beans
- marbles
- blocks of wood
- buttons, etc.

Have child feel what is inside and identify by touch as well as how heavy. Line the bags up from light to heavy weight. There are more activities for the sense of touch in Section 3.

Sight and Touch

Teach the importance of sight by filling two bags exactly the same with rice, beans, buttons, marbles, etc. Leave some of the items out and make the third bag different. Line the bags up and blindfold the child. Child feels (touch) to see which two bags are alike and which is different. There are more activities for touch and Section 3 and sight senses in Section 4.

Hearing

An organ, whistle or any instrument capable of making a prolonged sound is used here: Tape record many patterns from simple to complex. The child can hear the patterns many times and clap to repeat the pattern.

Section 3

Touch

Touch Activities -Three Years and Older

1. Learner selects with only sense of touch from a sack of items he has held in his hand but not seen.

2. Pick up pins or bits of paper from a smooth surface.

3. Bury several objects in a box of rice, beans, or packing nuts. Find two that are exactly alike without aid of the eyes.

4. Blindfolded learner finds light and heavy pieces of cloth.

5. Show pictures of people like:

- Cowboys
- Soldiers
- Clowns
- Astronauts
- Firemen
- Policemen
- Beekeepers
- Farmers
- Construction workers, etc.

Talk about the feel of their equipment and texture of their clothing, etc.

6. More advanced touch activities.

- Cut paper, cardboard, cloth
- Play computer games
- Throw balls for accuracy

“I know that all my senses can save my life. I feel things I like and I can feel pain. When I fall and skin a knee, the nerves of touch send a painful message to my brain. My fingers, toes, lips and tongue have very tender nerves that are always sending messages, some I like and some are painful. They say my tongue and the fingertips are the most sensitive of the places on us that touch.”

My Touchy Feely Hands

**I can feel my mom's soft hands
Washing up and down my spine
I can feel my father's hands
They are as big as four of mine**

**I can feel my furry dog
I can cover my hands in his fur
He answers my fingertip scratches
With his low and friendly, “Gr-r-r.”**

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

- Draw, paint and write, trace (wearing bracelet to reinforce dominance)
- Scribble on chalk board, or piece of carpeting
- Manipulate puppets, lace with yarn
- Feel textures of sandpaper, carpeting and other kinesthetically stimulating materials
- Hold project steady with subdominant hand

7. With learner's eyes closed, teacher touches a hand. Child holds up the touched hand and tells which hand was touched.

8. Use soft-textured paper such as tissue, paper towels, napkins, or any wet light-weight paper to make winter scenes. They dry quite hard and stiff.

9. Practice putting lids on jars of varying sizes. Have child match lids to jars blindfolded.

10. Use tweezers to pick up small objects.

11. Trace a stiff pattern, not flexible, with the dominant hand on a chalkboard. Hold pattern to chalkboard with subdominant hand.

12. Help learner to feel the textures of as many animals as possible as chickens, turtles, dogs, cats, etc. Feel differences and similarities between whiskers, nails, tails, body. Explore and feel human skin, hair, nails, and other parts of the body.

13. Feel differences and similarities in objects such as spoon, knife, fork, glass, ball, shoe, nail, tack, coin, string. Play matching with two like objects with child blindfolded or behind anything that stops his view.

14. Help learner discriminate between light and heavy cloth, fine to rough sandpaper, long and short sticks, light and heavy objects such as rocks, marbles, blocks of wood, etc., along with big and little forms, squares, circles, triangles.

15. Stand and lift your right leg, then your left leg. Child tells which leg lifted.

16. Take giant steps, baby steps.

17. Let the child see how high he can jump.

18. Bend to the floor and stand up.

19. Teach by touch without child being able to see. Have him touch objects that are; soft, hard, rough, smooth, warm, cold, fuzzy, slick, square, rectangle, etc.

20. Have the teacher write a letter or pattern familiar to the child on his back. If he can't recognize the letter, practice until he can. (Assuming the letter has been taught.) Display a choice of three patterns on a chalkboard in front of the child to choose from may help for accuracy. The child chooses the correct pattern as the teacher writes the same pattern on his back. If the teacher crosses over the spine, or midline, and the child recognizes the letter, you will know his sense of direction is the same on one side of his body as the other.

21. An activity children enjoy is using cut out circles, squares and triangles to create such as a boat and sail, a rabbit, a flag, a kite, a hill to climb a long road. The child is given colored paper to create with, then paste together. A computer can be helpful to create and accurately print out angles a child works with and is proud to display.

22. Touch learner with a blunt nail or pencil on head, face, soles of feet, hands and fingers, neck, back, etc. Have learner point to place stimulated or match stimulation for instance of other foot or hand or finger.

23. Draw forms on learner's palm while hand is behind back. Learner reproduces drawing on teacher's hand and on paper or any surface.

24. Water from not too hot to cold in four bowls to be decided by learner.

25. Pour four drinks. Learner decides which drink is which by taste while blindfolded.

Note: Always turn your back to the child when instructing about right and left to eliminate confusion.

Use dominant hand to feel and identify objects.

Use his preferred hand, right or left, consistently in writing and drawing. Teach child to turn one page at a time with preferred hand.

Personal Notes

[illegible]

Section 4

Sight

“It is necessary for me to learn the skills I need to judge things such as the weight, height, distance between and how big objects are and know that some are big and some are little. I need to control my body as I move it around and through objects, and go through a maze without bumping. I want to move through tunnels and playground monkey bars, swing myself in a swing and do small hand movements. I can copy what you do when you move your own body about. I’ll learn to read better if I can do all these things.”

Our Eyes

**There is so much on this wonderful earth
It’s hard to know where to begin
To take it slow and just sit back
And let the sights flow in.**

Visual Activities - Three to Five Years and Primary Grades

Peg Board and Pattern Copying



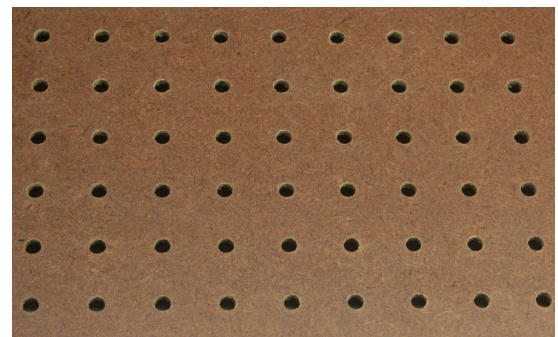
1. Set up a Hop Scotch on the floor. The child hops with dominant foot. When instructing children always refer to a hand that will draw, do math, write, open the door, as your right or left hand, not just your hand.

2. A peg board is an excellent teaching tool for preschoolers. It can be programmed from easy to difficult and abstract. Allow your child to stretch his memory. Allow him to work from your verbal instructions.

The pegs are placed in the holes for eye-hand coordination. The child

copies the pattern the teacher has made.

3. The child copies the pattern the teacher has drawn on paper.



4. The child does the difficult task of placing the pegs as the teacher describes the design.
5. The child makes the pattern on the pegboard and reproduces it on paper.
6. Provide manipulative toys and tools for learning to take apart and reassemble.
7. Have your child give directions to someone else about how to do something--something in sequence--how to plant a flower, how to make a sandwich, how to make a bed, how to wash a dish, etc.
8. Describe objects or pictures in books.
9. Select an object from a picture in a book when it is described.

Colored Paper Exercises

Give the learner several different colored pieces of paper or various shapes and sizes.

Directions:

1. Put the blue paper **on** the red paper.
2. Put the red paper **in** the book.
3. Pick up the green paper and place in **front** of you.
4. Take the red paper **away** and give it to me.
5. **Point** to the black paper.
6. Take the red paper **from** the book.
7. Give it to the student **next** to you.
8. Lay your hand **over** the white paper.
9. Put the white paper **between** a black and green paper.
10. Take the green paper and lay it **on top of** your hand.
11. Find the **biggest** paper.

12. Lay it on top of the **smallest** paper.

13. Find a **big** paper.

14. Find a **bigger** paper.

15. Find the **biggest** paper.

16. Find the **smallest** paper.

Activities With Dolls

Have three small dolls handy.

1. Show me a **small** doll.

2. Show me a **smaller** doll.

3. Show me the **smallest** doll.

4. Put the **smallest** doll **on** your lap.

5. Put the **largest** of the **small dolls** in your arms.

6. Hold the **other doll** in your hand.

7. Put all the dolls **side by side** from **smallest to largest**.

8. Put the **smallest** doll over **there**. (Point.)

9. Bring the other dolls over **here**. (Point.)

10. Shake the smallest doll's tiny **right hand**.

11. Make the smallest and largest dolls **shake right hands**.

12. Now you tell me any directions about the papers and the dolls you would like.

13. **Slowly** hand the dolls to me and I will put them **quickly** away to play with soon again.

Whole Body Activities

The children stand by their seats or in a circle or alone. The leader says "I Say." When "I Say" isn't said, the direction isn't obeyed. The directions may be something like these:

1. Walk one step forward with your right foot leading.
2. Step one step to the right-left.
3. Raise your right hand.
4. Put your right hand on your left knee.
5. Bend over.
6. Stand on one foot.
7. Hop on one foot.
8. Reach for the stars.
9. Reach out with both hands as far as you can.

Eye Exercises

Eye exercises are very tiring. Allow child to rest eyes frequently. Use these exercises in small segments of time.

1. Direct the child to run his hand back and forth across a small table or desk several times with his eyes following without moving his head. Now direct him to take hold of the end of the table and run the eyes back and forth from thumb to thumb without moving his head.
2. Direct children to move their eyes back and forth from one corner of the ceiling to the other without moving head.
3. Tell them before they go to sleep at night to move their eyes to all four corners of their room.
4. Practice following a pencil eraser with eyes in vertical, horizontal and diagonal position to develop smoothness.

5. Pretend you are looking down on a toy helicopter. You are trying to make your eyes go around like the blades, only slower.

Visual and Auditory Memory Games - Age Five to Early Grades

Visual and Auditory Memory for Objects

1. Look at a drawing, a figure, or a group of things; study it. Remove and draw from memory. Look at more and more difficult pictures and objects. Compare your finished product with the original.
2. Observe any picture figure or drawing for a few minutes. Remove it and try to duplicate it from memory. Use letters of the alphabet, words, pictures and charts that increase in difficulty. Check with someone to find your accuracy. Keep score by showing the same picture again to see how many more objects or words, etc., were remembered.
3. Place objects in a box, then remove one to see if child can guess what has been removed. (Remove as many as child can remember)
4. Play "Take a Trip." One person starts by saying he is going to some exciting place and will take his camera. Each child takes a turn "taking the trip," with the camera and another object he can think of until all have had a turn. Each learner then tries to remember what each other took.
5. (Variation) Take objects starting with each letter of the alphabet. Take winter, summer, clothing, sports, book titles, colored objects, animals, cars, etc. Take anything currently interesting to the learner.
6. Copy a pattern from the chalkboard from a short exposure. Increase the complexity of the patterns.
7. After an exposure to study a picture see how many objects can be remembered. Name them, draw them.
8. On a piece of paper, draw a triangle, draw a circle around it, draw a square around that, then draw a star, put a rectangle around star, draw an oval around all. Remove the drawn angles and duplicate.
9. Have one child tell his house number.
10. Other numbers could be: ages of people in a family, number of months in a year, children in a class, days in a week, windows in the classroom, etc.

11. **Variation 1.** After forward sequence has been established, repeat backwards any words such as; months of the year, days of the week, grades in the school, houses in the neighborhood, seasons of the year, some places passed coming to school (backwards, going home), the places each activity happens during the day.

12. **Variation 2.** Game for fun - Blindfold the child and have him taste several foods such as small pieces of hard candy, nuts, chocolate, orange, cookie, lemon or any foods you like. Have him establish the order in which they were tasted, then name backwards.

13. When your future drummer takes out all the pots and pans, talk about them:

- Which one is the biggest?
- Find the smallest one.
- Put all the shiny lids together.
- Put all the old lids together.
- Put all the plastic lids together.
- Which lids make the loudest noise?
- Which ones are old?
- Which ones look new and shiny?
- What color is "shiny?"
- Which ones fit on your head?
- Which ones look like I've cooked a lot in them?
- Can you find a lid for each pan?
- What color is this one?
- Which one is the heaviest?

Visual Motor Activities

Finger Plays

<p>1. My Family's Possessions There are mother's knives and forks. This is mother's table. This is sister's looking glass. And here is baby's cradle.</p>	<p>Put hands together. Interlace fingers. Flatten interlaced fingers out. Bring up the two pointer fingers for looking glass. Bring up two little fingers for the cradle. Rock "cradle" back and forth.</p>
<p>2. Me Eyes and Ears One little house all closed up tight. Open up the window and let in the light. Ten little children tall and straight. Ready for play at half past eight.</p>	<p>Close eyes for night And open eyes for morning Five fingers on each hand spread out wide.</p>
<p>3. My Finger Family "Good morning," father finger. What will you do today? "I'll work hard all day long for you . That's what I'll do today." "Good morning, mother finger. What will you do today?" "I'll love you and take care of you. That's what I'll do today." "Good morning, baby finger. What will you do today?" "I'll cry and laugh and play all day. That's what I'll do today."</p>	<p>(Father finger) Point to thumb of left hand. (Mother finger) Pointer finger of left hand. (Baby finger) Little finger.</p>
<p>4. My Little Hands This little hand is a good little hand. This little hand is his brother. They work very well together. One washes the other.</p>	<p>Bring hand together for washing.</p>

5. How Animals Move

This is the way the elephant walks

Elephant walks, elephant walks.

This is the way an elephant walks

So early in the morning.

This is the way the froggies jump

Froggies jump, froggies jump, etc.

This is the way the caterpillars hump

Caterpillars hump, caterpillars hump, etc.

This is the way the wet worms wiggle

Wet worms wiggle, wet worms wiggle, etc.

This is the way the brown bugs jiggle

Brown bugs jiggle, brown bugs jiggle, etc.

This is the way the rabbits hop

Rabbits hop, rabbits hop, etc.

This is the way the horses clop

Horses clop, horses clop, etc.

This is the way the seagulls glide

Seagulls glide, seagulls glide, etc.

This is the way the green snakes slide

Green snakes slide, green snakes glide, etc.

This is the way the small mice creep

Small mice creep, small mice creep, etc.

This is the way the brown deer leap

Brown deer leap, brown deer leap, etc.

This is the way the puppies bounce

Puppies bounce, puppies bounce, etc.

This is the way the kittens pounce

Kittens pounce, kittens pounce, etc.

Imitate each animal as the child wishes.

<p>6. The Bunny Once there was a bunny And a green cabbage head. “I think I’ll have some breakfast,” This little bunny said.</p>	<p>Raise one hand with two fingers straight up for rabbit ears. Put two hands together to represent cabbage. Straighten fingers to represent ears. Scamper or hop fingers across any surface.</p>
<p>7. The Little Cat The little cat drinks milk. The little cat drinks whey. This little cat eats bread. And this one runs away. But this little cat does nothing but sleep By the fire all day.</p>	<p>Right hand takes hold of each finger. Use fingers to represent cats and on last line. Curl thumb in palm of the hand.</p>
<p>8. Puppy and Cat by Daisy Dean Brewer This is a puppy. This is a cat. Puppy is fast asleep on his mat. Pussy slips up and tickles his face. Then off she runs as puppy gives chase.</p>	<p>Right hand with fingers closed. Left hand with fingers closed. Right hand open on knee or table. Left hand “walks” slowly on fingers to right hand and touches it lightly with tips of fingers. Left hand runs away on its fingers with right hand chasing it.</p>
<p>9. The Camel’s Back I’d like to go on the desert, Bumpity, bumpity, bump. Riding on top a camel’s back, Humpity, humpity, hump.</p>	<p>Child sits on adult’s foot or knee. Adult bounces in rhythm with “bumpity” and more jerky with “humpity”.</p>
<p>10. Bumpsville Play that my knee is a beautiful mare Saddled and bridled for Bumpsville. Leap on this wild horse and ride if you dare And go with me to Bumpsville.</p>	<p>Child sits on adult’s knee, pretending to hold the reins as he grasps adult’s hands. Adult jiggles knees in rhythm and gives child a high bounce on each “Bumpsville.”</p>

11. Ten Little Chicks

Ten little chicks sat under a vine.
One flew away and then there were nine.
Nine little chicks cried, "Wait, wait, wait."
One ran for a drink, and then there were eight.
Eight little chicks in a line so even.
One flew away and then there were seven.
Seven little chicks said, "We're in a dreadful fix."
One said, "I'm leaving," and then there were six.
Six little chicks glad to be alive.
One chased a doodle bug then there were five.
Five little chicks were resting on the floor.
One saw a farmer, then there were four.
Four little chicks sighed, "Oh, dear me!"
One went to roost, and then there were three.
Three little chicks grew and grew and grew.
One became a rooster and then there were two.
Two little chicks said, "We want to run."
One changed his mind, and then there was one.
One little chick said, "This is fun!"
And he soon grew big and then there were none!

Point to fingers. Hide hands behind
when they are all gone.

<p>12. Two Puppies</p> <p>There were two little puppies, Mike and Pard. They live in their house in my back yard. These little puppies are very good. They stay at home, as all dogs should. All through the day these two have fun. They romp and roll, they jump and run. But when it's night, to their house they go. And sleep until the roosters crow.</p>	<p>Hold up both thumbs. Put finger tips together to make roof of house. Roll thumbs in front of house. Put thumbs in house between fingers.</p>
<p>13. Ten Little Ducks</p> <p>Ten little ducks were swimming in a lake, "Quack, quack, quack." They gave their heads a little shake. Then along came a man With a great big gun. "Bang, bang, bang!" And home to their mother they did run.</p>	<p>All fingers in swimming motion. Shake water off heads. Clap hands. Hide hands behind back.</p>
<p>14. Froggy</p> <p>Froggy slept upon a stone While the sun was shining.</p> <p>Mr. Hawk said, "Ha, ha, ha Now I will be dining."</p> <p>Froggy opened wide her eyes No one yet had caught her.</p> <p>Then she jumped with one big jump Right into the water.</p>	<p>Clasp hands together and lay head on them. Hands meet in circle high above head. Arms outstretched and flapping for Mr. Hawk. Open eyes wide and circle index finger around them. Make motion of jumping into water.</p>

<p>15. Little Willie Little Willie had a monkey Climbing on a stick. He fed his monkey too much candy And now the monkey's sick.</p>	<p>Left hand fingers climb up right arm. Fingers climb quickly back down. On the word 'sick' quickly drop hands.</p>
<p>16. The Squirrel This is a tall tree, bare and brown, These are the brown leaves fluttering down. This is the squirrel with eyes so bright, Hunting for nuts with all his might. This is the hole where day by day, Nut after nut he stores away. When winter comes with cold and storm, He'll sleep curled up, all snug and warm.</p>	<p>Holds left hand up with fingers spread. Flutter fingers. Right hand is busy squirrel walking hands over knees or table. Make circle for nut with thumb and finger of left hand. Right hand climbs up tree. Goes into hole and curls up for sleeping squirrel.</p>
<p>17. The Crocodile She sailed away on a summer's day, On the back of a crocodile. "You see," said she, "He's as tame as tame can be, And he'll take me down the Nile." The croc winked his eye As she waved all good-bye, wearing a happy smile. At the end of the ride, with the lady inside, The smile was on the crocodile.</p>	<p>Wave arms as if going over waves. Rub back of right hand with left hand. Wink eye. With wrists together, clap hands like a croc's mouth open and shutting. Close hands to keep lady inside. Wide smile.</p>

18. The Tired Worm

A tired little worm on a cold stormy day,
Crept out on the branch of a tree.

He spun a wee house out of spider web thread,
Where he slept safe and sound as could be.

The snowflakes fell softly down from the cold sky,
And the north wind cried, "Wee-ee-woo-ee."

But the worm didn't care; he was fast, fast asleep,
In his tiny warm house in the tree.

The spring sunshine woke up the flowers at last,
And woke up the little worm too.

He crept slowly out of his little brown house,
That rocked as the warm south wind blew.

But a strange thing happened to him as he slept,
He had changed to a bright butterfly.

That slowly unfolded his beautiful wings,
And flew away in the bright blue sky.

Left thumb is worm.
Fingers slowly curl around the thumb to make cocoon.
Other hand imitates falling snow.
Make sound of wind
Arms circle to make sun.
Fingers creep slowly then arms rock.
Slowly stretch out arms.
Wave arms for a butterfly flying away.

19. Five Little Sparrows

Five little sparrows, high in a tree
The first one says, "What do I see?"
The second one says, "I see the street."
The third one says, "And seeds to eat."
The fourth one says, "The seeds are wheat."
The fifth one only says, "Tweet. Tweet."

Count on fingers for each bird mentioned.

<p>20. My House I'm going to build a little house With windows big and bright. With chimney tall and curling smoke Drifting out of sight. In winter when the snowflakes fall Or when I hear a storm. I'll go into my little house Where I'll be snug and warm.</p>	<p>Finger tips together to form roof. Index fingers and thumbs to form windows. Make chimney with left hand. Trace curling smoke. Raise hands high and indicate falling snow with fingers Cup hand to hear and listen Finger tips together to form roof. Cross arms over chest to hug yourself.</p>
<p>21. The Back Hoe The back hoe goes up And then it swings down And takes a big chunk Right out of the ground. It roars and it groans With its big heavy loads Working to build The people good roads.</p>	<p>Swing arms and body to right and overhead, rising on toes. Swing arms back down, bending body at same time. Scoop up imaginary dirt with hands and arms. Turn arms and hands to front and raise body. Raise arms laboriously to front, and twist body from side to side. Raise both arms with an imaginary load up over left shoulder, dumping the dirt.</p>
<p>22. The Elevator Push the button, Open the door, "Now we will ride to the very top floor." Up, up. Up. Push the button, Use your thumb, Open the door "Then down we'll come!" Down, down down. Down, down, down to the very first floor. "That was fun! Shall we do it some more?"</p>	<p>Push to button. Make sliding motion. Stoop down and rise. Push the button. Make sliding motion. Stoop down gradually.</p>
<p>23. The Baby Here is the baby and here is his bed. Here is the pillow to lay down his head. Here are the covers to hold him tight. Here is the mother to kiss him good night.</p>	<p>Right thumb extended. Extend right fingers for bed. Lay left thumb over palm of right hand. Close right fingers over left thumb. Kiss thumb. Tuck thumb into covers.</p>

<p>24. Yes, My Little Fingers Are Sleepy My little fingers are sleepy. It's time they went to bed. So first, dear Baby Finger, Tuck in your little head.</p> <p>Ring Man, now it is your turn. And then come, Tall and Straight. Now, Pointer Finger, Hurry because it's getting late.</p> <p>Let's see if they're all snuggled. No, here's one more to come. So come, lie close, little brothers, Make room for Master Thumb.</p>	<p>Extend left fingers, and as each is mentioned, tuck in with right hand.</p>
<p>25. Numbering the Fingers by Emilie Poulsson The Thumb is One, the Pointer Two, the Middle Finger Three, Ring Finger Four, Little Finger Five, and that is all you see.</p> <p>Now, we put them all to bed, a quiet sleep to take, And softly sing a lullaby, lest they too early wake.</p>	
<p>26. Ten Little Fingers I have ten little fingers and they all belong to me. I can make them do things. Would you like to see?</p> <p>I can shut them up tight. I can open them wide. I can put them together. I can make they all hide.</p> <p>I can put them up high. I can put them down low. I can fold them together and hold them just so.</p>	
<p>27. Counting Ten little fingers and ten little toes, Two little eyes and one little nose.</p> <p>Two little cheeks and one little chin, And one little mouth, where the food goes in.</p>	

<p>28. The Good Brownie I got up early one morning And tiptoed down the stairs.</p> <p>Vacuumed the floor so carefully And dusted all the chairs.</p> <p>I brought the paper in for Dad And poured the cat some milk.</p> <p>My mother saw what I had done She said, "Oh me, oh my, There must have been a Brownie here!"</p> <p>"Don't tell her it was I."</p>	<p>Act out all the good turns.</p>
<p>29. Getting Ready It's such a pleasant winter day, I'll hurry out of doors and play.</p> <p>First my big coat, warm and brown, I'll zip it up and snap it down.</p> <p>I'll put my warm cap on my head, Put on my mittens, warm and red.</p> <p>Heavy shoes go on my feet, I can dress myself all complete.</p> <p>So I'll go skipping out to play, It's such a pleasant winter day.</p>	<p>Motion of putting on coat. Motion of zipping up and snapping down. Motion of putting on cap. Motion of putting on mittens. Motion of putting on shoes.</p>
<p>30. The Carpenter The carpenter's hammer goes rap, rap, rap, And his saw goes see, saw, see. He planes and measures, hammers and saws, While he builds a house for me.</p>	<p>Hammer: doubled fist. Saw: Open hand, slant down and move back and forth. Plane: Use right hand, fingers closed, and move it back and forth Measure: Both hands make motion of measuring. House: Arms and hands overhead to form a pointed roof.</p>

<p>31. Ten Great Firemen Ten great firemen sleeping in a row, Ding, dong goes the bell. Down the hole they go. Now they're on the engine, "Oh, oh, oh!" Now they use the hose, "So, so, so."</p>	<p>Fingers down. Gesture as if ringing a bell. Slide hand from elbow to hand. Gesture of using a hose.</p>
<p>32. Hands This is my left hand, I'll touch the sky. Left hand, right hand, pound, pound, pound. This is my left foot, pat, pat, pat. Left, foot, right foot, jump, jump for fun! Face left, face right, jump up and down, Right foot, left foot, tap, tap, tap! This is my right hand, raise it up high. Right hand, left hand, twirl them around. This is my right foot, tap, tap, tap. Right foot, left foot, run, run, run. Face right, face left, turn round and round. Right hand, left hand, clap, clap, clap.</p>	
<p>33. Possessions This is my book, it will open wide To show the pictures that are inside. This is my ball, so big and round To toss in the air, or roll on the ground. Here's my umbrella to keep me dry When the raindrops fall from the cloudy sky. This is my kitty, just hear her purr When I'm gently stroking her soft warm fur.</p>	<p>Put palms together. Open them for the open book. Fold hands over each other. Two clasped hands to form a ball. Toss ball in air and roll hands over each other to on ground. Then hands held over head. Sprinkle rain drop from sky to ground. Left hand is kitty. Right hand strokes.</p>

<p>34. Turn To the Right Turn to the right, and stand if you please. Touch your elbows, and now your knees.</p> <p>Touch your heels and now your nose. Hands on your hips and now on your toes.</p> <p>Hands on shoulders and on our shoes. Turn to the left and read the news.</p> <p>Hands on heads also on hair. Hands on hips now in the air.</p> <p>Touch your face now your feet. Clap your hands and take your seat.</p>	
<p>35. Looby Loo (1) I put my <i>right hand</i> in, I put my <i>right hand</i> out. I give my <i>right hand</i> a shake, shake, shake. And turn myself about.</p> <p>Cho.: Here we go Looby Loo. Here we go Loobe Ly. Here we go Loobe Loo, all on a Saturday night.</p> <p>(2) Left Hand (3) Two hands (4) Right Foot (5) Left Foot (6) Two Feet (7) My Whole Self</p>	<p>On Looby Loo, children skip around in a circle.</p>
<p>36. Hinges I'm all made of hinges Cause everything bends From the top of my head Clear down to the end. I'm hinges in front And I'm hinges in back I have to be hinges Or else I would crack.</p>	<p>Flex hands and elbows. Cause everything bends Touch top of head. Touch toes. I'm hinges in front. Bend waist backward. Flex and bend both elbows and knees. Jump or clap hands.</p>

<p>37. Make Believe Fun I reach up to my shelf each day. And take my toys and start to play.</p> <p>I bounce the ball. I bounce it high! I fly my airplane in the sky.</p> <p>I drive my truck around the room. I beat my drum, boom, boom, boom, boom.</p> <p>My horn makes such a funny sound. My train goes quickly round and round.</p> <p>When I've had fun all by myself, My toys go back upon the shelf.</p>	<p>Reach hands and lower as if they held a toy. Hands clasped over ball, make bouncing motion. Raise right hand and motion for airplane. Motion of driving a truck with a steering wheel. Hands loosely beat drum. Close fists one in front of the other and raise to mouth. Quickly move fists in front of each other and go around like train wheels. Raise arms and put toys on shelf.</p>
<p>38. Rag and Plastic Dolls I'm a little rag doll, and I'm as limp as can be. I can't stand up straight as all can see.</p> <p>I can't hold my head up. I can't even see. I'm a raggedy rag doll as limp as can be.</p> <p>I'm a stiff plastic doll. Can stand straight as all can see.</p> <p>My arms are stiff. My legs are stiff. My neck is stiff.</p> <p>I always stand so stiff and straight, I'm a stiff plastic doll.</p> <p>Being stiff is my fate.</p>	<p>Act out as indicated.</p>
<p>39. The Snow Man There's a funny old man we made of snow. Has two black eyes made of coal.</p> <p>And he stands like a soldier all the day, Until the sun comes out to play.</p> <p>Then he will slowly melt away. This funny snow man we made one day.</p>	<p>Stand very tall. Stretch arms high to represent sun. Gradually stoop until fingers touch floor. Make circles with thumb and fist and touch floor to indicate all that was left are his eyes. Make circles with thumb and first finger and hold around eyes.</p>

<p>40. Sliding Down Hill Here's a big hill All covered with snow. We'll get our sleds and Zoom and down we'll go.</p> <p>We'll shout and laugh But never stop. We'll climb again Right to the top.</p>	<p>Bend left arm to make hill. Fingers of right hand slide down hill. Fingers of right hand climb back up to the left shoulder.</p>
<p>41. The Grocery Store To the grocery store In our van we all pile. Vegetables all stacked Aisle after aisle.</p> <p>Potatoes in bags Or put in a bin, Near the pumpkins so fat And the celery quite thin.</p> <p>Cabbages big As your head we shall see. And rosy red apples Just picked from the tree.</p> <p>We'll take a lot home And thankful we'll be. For all these good things From the vine and the tree.</p>	<p>Hands in front palms down to indicate aisles. Hands with fingers touching to indicate size of a potato. Arms in large circle in front and right arm pointing up for celery. Hands make as big as a cabbage and as big as an apple. Hands folded in lap.</p>
<p>42. Rain "Pitter, patter, pitter, patter, Hear the raindrops say. But if a sunbeam should peep out They'd make a rainbow ray.</p> <p>"Rumble, rumble, rumble, rumble," Hear the thunder say. But soon the clouds will all be gone And we'll all go out and play.</p>	<p>All ten fingers patter on any surface. Arms above head for sun. Arms make half circle above head for rainbow. Cup hands to ear for thunder. Put hands above head for clouds and circle wrists. Throw hands in air.</p>

<p>43. A Delicious Cake Mix the batter. Stir the batter. Shake some flour in.</p> <p>Mix the batter. Stir the batter. Put it in a tin.</p> <p>Sprinkle little raisins in. Pop batter in to bake. Open wide the oven door And out pops the cake!</p>	<p>Stirring motion. Shake with right hand. Still stirring motion. Motion of pouring out. Motion of putting raisins in. Stoop to put batter in oven. Open oven door and make round cake with arms.</p>
<p>44. Finger Fence Build a fence. The rails are here.</p> <p>Mother on this side. Baby is there.</p> <p>Now it is done. We can peep through.</p> <p>Peek a boo, baby. Peek, peek a boo!</p>	<p>Mother's fingers are the rails. Her ten fingers are held side by side. Through the 'fence' she peeps at baby.</p>
<p>45. Sniff, Sniff Sniff, sniff! Take a good whiff!</p> <p>Little sniffing nose will tell _____ (child's name) how the <i>flowers</i> smell.</p> <p>(Apples, cookies, perfume, grass, newly washed clothes, dirty clothes, clean sheets, shoes, after a rain, the dog, etc. and on and on.)</p>	

46. The Apple Tree

Way up in the apple tree,
Two little apples smiled at me.

I shook the tree as hard as I could.
Down fell the apples,
M-m-m-m, they were good!

Stretch arms high in the air. Make round apple with thumb and finger of each hand. Shake tree with both hands. With both arms make downward movement. Rub stomach.

Position in Space and Prepositions

Two Years and Older

1. Make yourself tall. (Lift hands over head; tip toes, stretch tall.)

2. Make yourself wide. (Arms out, legs spread).

3. Scrunch up tiny.

4. Reach for the moon.

5. Sit down and hide. (face behind hands)

6. Put the ball up on the shelf.

7. Get the toy from down on the floor.

8. Lay the doll down in the bed.

9. The branch is above our heads.

10. We walk through the doorway.

11. Our ceiling of our house is over our heads.

12. We can go into the garage.

13. We can walk out of the garage.

13. The book is on top of the shelf.

14. We can walk through the park.

15. We are walking away from the store.

16. Sit next to Betty.

17. Our dog is sitting inside his dog house.

18. There is one candle in the middle of the cake.

19. Our car is the farthest one in the parking lot.

20. I'll run around the house with you.

21. He knocked the ball over the fence.

22. Walk between your father and me.

23. I'll race you to the nearest tree.

24. Billy is the second person to knock on the door.

25. We'll hide in each corner.

26. Let your dog walk behind you.

27. Tom was in the third grade play at school.

28. Sit in this row of seats.

29. We'll go out to play after we eat.

30. The ball was put in the center of the circle.

31. Start at the beginning of the book.

32. Direct learners to go to the following places; on the table, around the chair, under the table, in the box, over the chair, through Joe's legs, by the door, into the sack, etc.

33. Hide small toys or any reward. Give directions such as, "Look under something yellow." "Stand beside a green box." "Walk by the biggest tree." "Look for something red." "Look into something red," etc.

34. Follow oral directions as, "Simon says, stand on your right leg like this," etc.

35. Listen to stories, TV, video. Help to understand and retell in sequence. Help to understand main idea or point of story. Make a new ending. (The above skills are desirable but not essential at this three year old level.)

36. Arrange a chair maze in a room and have pupils run through it. Record the time and gradually reduce size of maze to require better body control.

37. Crouch down, count to "blast-off," jump up and run around other pupils placed as planets in space.

38. Prepositions up-down, above-below, under-over, in-out, between, inside-outside, together or attached or apart, front-behind, around, across, beneath, right, left, at the top, bottom, nearest, etc.

"I must be aware of where I am and where everything else is around me. If I know things like in, out, up, down, before, behind, left, right (you might have to put a red dot on my hand to teach me my right hand and one on my right foot) forward, backward, over, under, off, in front off, above, below, back of or behind, beside, between, inside or within, nearest, bottom of, together or attached, apart, across, top, through, away from, next to, middle, farthest, around, corner, in order, row, after, center, side, beginning. If I have trouble with these, I may have trouble reading like telling what letter comes after another in words, how the steps come in long division, how numbers line up in addition, subtraction, multiplication and division."

Simple Eye-Hand Coordination

1. Make simple patterns with beads, buttons, blocks, silverware, dishes, or anything that repeats a pattern.

2. Make a pattern with a pegboard.

3. Model clay into simple shapes.
4. Put together simple jigsaw puzzles. Cut from magazines and save.
5. Assemble nested cubes and graduated towers. Put together nested dolls.
6. Dress dolls.
7. Follow a line on a large map.
8. Follow a simple maze.

Advanced Eye Hand Coordination

Age Four and Older With Parental Assistance

1. Build structures or even towns made from the basic forms of cones, spheres, cubes, cylinders. These can be obtained from cereal boxes, toilet paper rolls, aluminum foil and boxes, etc. Save all containers to add to your basic shape collection.

Make your “town” on a plywood base from cereal, soap, or any basic shape container. Glue the buildings to the board and lean it against a wall to make room for other activities. This “town” is useful in teaching traffic safety; right, left, up, down, across, under, over, into, out, etc. Toy cars and people can be added.

If your learners can count, do the following: measurement of width of road, height of buildings, how many buildings, width of door, windows, number of windows and doors in buildings, etc.

Help students count the number of buildings. Teach the purpose of each public building. If you can, either take your learner on a field trip to buildings or have pictures. Teach what the buildings are made of such as brick, cement blocks or lumber. Where the doors and windows are placed and their width and length.

2. Construct a simple project with large building blocks. Child imitates pattern.
3. Pupil constructs mosaic tile designs, peg board designs and marble board designs.

Visual Motor for Older Preschoolers

1. Run mazes in increased complexity while bouncing ball.

2. Outdoor obstacle course involving varied body movements and control of position in space.
3. Make a chart of current activities. Keep time records with a small timer for completing various tasks, getting boots on and off, dressing for school, eating breakfast, putting a puzzle together, etc.
4. Assign simple copy work assignments from chalkboard and record time. Chart significant improvement in accuracy and time of completion.
5. Imitate running animal positions. Call out which animal to imitate.
6. Draw a simple "road" for your preschooler to follow on a large piece of butcher paper. Draw other roads using a different colored crayon or marker. Child follows road with a small toy car and stays on line. This same activity can be on a chalkboard and erased for more challenge, in a high pile rug that shows a track, or even in a sandbox. Make the road more challenging.

Visual Sequential Memory

1. Provide buttons to button, snaps to snap, shoes to lace, latches to latch, pages to turn, locks to unlock, zippers to zip.



2. Draw a simple pattern either on a chalkboard or on paper. Expose it for a few seconds and have child draw from memory.
3. Add a feature and have child copy it.
4. Expose a picture about ten seconds, ask the child to describe what he saw.
5. Talk about what animals look like, or describe how anything he sees looks.
6. Place several objects on a table. Look at the objects for thirty seconds. One object is removed while child closes eyes. A box is placed where the object was. Child observes which object is missing.
7. Cut an object out of a magazine picture. Show another picture intact. Child points out what was removed from the original picture.

8. Hold up a simple drawing briefly. Child finds same drawing from those in front of him.
9. Use red and black checkers to form a pattern. Child observes the pattern. The checkers are mixed and the child recreates the pattern. The child watches the mixing, later when his skills improve, he hides his eyes while the teacher mixes.
10. Pennies, nickels, and dimes to form a sequence. Cover the sequence then the child reproduces the sequence. Uncover to check for accuracy.
11. String beads of one color in a pattern. Child looks at the pattern of different sized one-color beads as he strings. He then tries to remember the pattern without looking. Then use different colored beads.
12. Use different sized and colored buttons to arrange sequences. Child reproduces with duplicate buttons.
13. Arrange several cards with pictures. Pictures scrambled and child arranges in original way.
14. Arrange four or five picture cards that tell a story. Talk about the story. Scramble the pictures then have the child arrange in original order, retelling the story as he works. A sample story could be: Shakes money from my piggy bank. I look at the coins. I go to the store to buy candy. I eat my candy.
16. Open a picture book. Child looks at picture. Close book. Child finds picture from visual memory.
17. Put several buttons, nails, and screws in one box. Have child sort them into three boxes. Try to improve on the time it takes to do this task.
18. Have the child recall in some detail what he had for breakfast, what his room looks like, what a friend looks like, what a dog looks like, what he saw on a TV show.

“I should be able to describe what I have seen or done. If I can remember things in the order they happen, it will help me to read better and be a better thinker in harder thinking tasks. If I can remember the names of objects and people, and talk about them, I will likely be able to remember words and events when I learn to read. If I can copy a pattern then draw it again from my memory I will remember words also.

Most things in our world are made by somebody. If I can talk about how the designs of our world all fit together to make it a happy place for people to live in, then I can find it logical that sounds fit together to make a word--words fit together to make a sentence and sentences fit together to make a story.”

19. Child closes eyes and describes his own clothes.

20. Teacher makes a design on chalkboard or whiteboard. Child runs his finger over the design (for kinesthetic stimulation) then duplicates it at his seat while looking. Then the design is covered, child duplicates design with a pencil or crayon.

21. Make mazes of various difficulties to trace. Slip these into plastic sleeves so they can be traced many times.

22. Find opportunities to teach absurdities in pictures. Have child tell you why the picture is absurd.

23. Look at pictures in children's books. Have your child tell you what he thinks the artist wanted the child to learn mostly (main idea) in the picture. Where is the picture happening?

24. When you are walking with your child, have him tell you all he can see and every object he knows. Introduce him to objects he may not know to increase his vocabulary.

25. While you are walking let the child become an actor for you. Have him walk sadly, slowly, quickly, loudly, softly, is frightened, proudly, joyfully, boldly, snobbily, hatefully.

26. When walking down the street, encourage your toddler to stop and look at the leaves, flowers, rocks, ants and other bugs. Ask about the color, shape, roughness or smoothness, speed of movement of bugs.

27. Ask "what if" questions. What would happen if we didn't wear a coat in winter or a hat in summer? What if that butterfly landed on your finger and you could take it home? If you could talk to an ant, what would you say?

28. Help your child realize the pattern and repetition of design. Let him copy the design then to create designs of his own of colors, shapes, beads, blocks, etc.

29. Give child a string of beads with two or more completed design patterns. Child duplicates patterns along string with exact color, size and shape.

The above can be duplicated with pegs on a table; silverware, crayons, (or anything in which you have a duplicate or triplicate to make a design.)

30. Teach the names of objects in the home and surroundings. Enjoy the color, shape, repetition of design, texture. Help child to learn the initial consonant sounds of objects within his environment.

31. Have child observe weeds in the cracks of sidewalks and how difficult they are to pull. How weeds will grow anywhere there is a bit of soil.

32. Observe which end of a horse gets up first.

33. Observe which end of a man gets up first.

34. Buy a magnifying glass to observe things such as sand, insects, leaves, fingernails, pictures, flowers. Magnification brings the child's world to life.

35. When your curious child wants to find out something--find out scientifically.



- a. What will we try to find out?
- b. What can we do to help us find out?
- c. What do we expect will happen?
- d. What equipment will help us?
- e. Will it do the same thing again?
- f. What did we learn?

36. Searching for information through the Internet or library can bring you and your child closer to each other and the world.

37. Obtain pictures of several versions of objects, such as dolls, bicycles, houses, toys of any kind, etc. Glue the picture to one side of a cardboard paper. The first child describes the object until the other child recognizes what it is. The game continues with another object being described.

38. Do something to change your appearance. Take off your glasses. Unbuckle your shoe. Put on a hat, etc. Can the child name the way your appearance has changed.

39. How well does the child notice the things around him? "Which is larger, a dime or a penny?" "How many wheels does a big truck have?" "On what side does a policeman wear his badge?" "Which day follows Sunday?"

40. Cut like pictures from women's magazines. Paste them on small card boards like panty hose stiffeners. Have child match the pictures.

41. Show several pictures of a child from birth to old age to arrange in sequence.

Note: A sample of where these sequence pictures can be easily obtained are from coloring books, books bought in second hand stores, comic strips and pictures taken from a family project, etc.

Visual Discrimination

1. Match the gloves and mittens.
2. Match cups and saucers.
3. Match beans, marbles, pennies, buttons, nails, small bottles, spoons, forks, table knives, safety pins, crayons, jar tops, paper clips, pencils, small toys, sponge, spools of thread. First find an exact match then find something different for each of the items above to find the nearest match, as different sizes of paper clips and safety pins, pencils, spools of thread, crayons, buttons, etc.
4. Find things around the room that are alike such as windows, doors, handles on cabinets, squares in the tiles, legs on the furniture, mirrors, pictures, lamps. Talk about how they are alike and how they are different. Talk about how each is used. Also talk about items in Numbers 1, 2, and 3, how each looks. What is its shape?
5. Purchase two inexpensive coloring books. Cut two pictures from books to match. Cut several pictures and match. If you wish, purchase three, and find the pictures in the coloring books that match exactly.
6. Place six buttons in separate compartments in an egg carton. Place matching buttons outside the carton. Learner matches buttons lying outside the carton with buttons in the carton. Combine all matching buttons.
7. Cut several strips of colored paper in red, yellow, blue, green, or as many colors as you wish. Match the colors.
8. Show a picture of your family. If you have two pictures exactly alike, have child match each person. Show pictures of family and friends your child is in. Child separates his pictures from others. Finds pictures a friend or family member is in, etc.
9. From the coloring book, or any book, or off the

“When I learn to read I must be able to tell how the things around me are different and how they are the same. I learn this skill when I am very little. I must be able to tell very carefully and quickly one word from another. I will also need to know many words that mean different things and know quickly the meaning in the sentence I am reading. I must be able to know how each of the things I see every day are useful to me. I must be able to tell how the words I read are useful and meaningful in the sentence I am reading.”

printer on your computer, find several different hats, coats, houses, fish, boats, shoes, or any familiar item. Have child categorize each group such as, all the shoes, boats, fish, etc.

10. Get into your scrap bag. Find several pieces of printed cloth. Cut some pieces and have child match patterns.

11. Hold your left hand by his left hand. Note likenesses and differences. Note position of the thumb. Also for the right hand. Outline the two hands, yours and his. Outline your feet. Note position of toes and size.

12. Cut pictures from magazines. Make a two, three, four or more jig saw puzzle with different cuts. Child matches cuts to complete puzzle.

13. Cut shapes in the shape of the signs around your neighborhood. When you take a walk, take your shapes with you. Match the shape you made to the shape of the signs you see.

14. Line anything that can be faced in two directions in front of your child such as spoons, keys, shoes, toy cars, cut out arrows, corn cobs--anything. For instance, make two lines of spoons. One spoon is not facing the same way. Child finds the odd spoon and faces it to match other spoons. This activity can be increased in complexity with more objects in the lines and more objects facing the wrong way.

15. Make silhouettes of cookie cutters. Cut out both silhouettes and match.

16. On your computer, reverse pictures. Print out three pictures one facing left and one facing right and another picture. Child matches the third picture he has in his hand to the correct left or right facing picture.

17. Make the lower case letters from glue on cardboard from hosiery stiffeners. While the glue is wet, sprinkle glitter, salt, sand or anything gritty. Run the child's dominant finger over the dried letter, saying the name of the letter and its sound.

Note: Listed in Beginning Reading, Section 12, Logical Introduction of the Alphabet, of this guidebook, the correct sequence in which the letters are introduced is given and how they should be written. You can draw small arrows on the letters you make to indicate the direction in which the letters are written.

18. Obtain a high pile rug sample that leaves a trail. Run the child's finger through the pile forming the letter you wish. Also say the name of the letter and the sound.

More Advanced Visual Discrimination

- Name other kinds of pumps besides a gas pump.
- Name other kinds of combs besides the comb for your hair.
- Name other kinds of trains besides to train a dog.
- Name other keys besides those on a piano.
- Name other tongues besides the tongue in your shoe.
- Name other cones besides an ice cream cone.
- Name other kinds of pots besides a flower pot.
- Find objects inside and outside that remind the child of letters of the alphabet.

“One of the first things I learned when I was little is that my toys don’t change. Some are small and stay small. Some are large and stay large. They will always have the same shape. I learn this about the furniture in my house and most things I see every day. When I see or touch something small, like a toy car, toy furniture, or dolls, I know that same object again, no matter how big or small. No matter what the size, I know it is the same object. When I see a picture of myself big and a picture of myself little, I know it is me. When I see a picture of a car and a toy car I know it is still a car.”

Perceptual Constancy

1. Bring me the largest ball.
2. Look in the box and find an object shaped like an egg.
3. Look down in the box and find an object shaped like: a pencil, small ball, large ball, something round; like a triangle; a soft, small, blue object; the biggest long, green, and squiggly object.
4. Bring me the largest (smallest) shoe, piece of paper, toy car, etc.
5. Look in the shoe box and see a red block and a green block. Bring me the red block.
6. Look on the shelf. There are two pairs of gloves, show me the leather glove, the little doll with black hair, a square, something fuzzy, something that feels heavy, etc.

Facial Expressions

1. Make your own face into these expressions for child to match.
2. He makes his face into the same expressions with a mirror. Draw the expressions and put them on the wall in his room. Label the expressions. Some expressions could be: happy, sad and lonely, good, bad, pain, love, special, jealous.
3. Make jigsaw puzzles. At first three pieces, then more pieces.

“I can help cut pictures of faces from magazines with many expressions. Both of us can talk about them and what each means. Such as happy, sad, excited, frightened, surprised. I can have fun making those same expressions so I know what they mean. If I know the facial expressions of people and animals in pictures I can understand the story. Knowing the facial expressions of real people will help me to understand those around me.”



Making a puzzle is simple. Print out the puzzle on paper, turn it over, draw the puzzle shapes and cut out from the back. To make it more durable, glue to heavy card stock.

Personal Notes

Section 5

Physical Development

Physical movement is necessary to early learning. Children experiencing learning and reading difficulties have made considerable improvement after movement activities were introduced. When the learner can control his body, then the abstractness of reading comprehension comes quite naturally.

When the child learns the many coordinated movements his body can do, and thinking through all the sequences of doing so, requires the same brain functioning as reading. Sequencing movement also requires the large muscles, as well as the small muscles of reading and writing.

Movement education helps a child to understand where he is in space, how his body moves and that he can be in control of that movement.

Always stop at the end of several movements to allow your child to appreciate and absorb the new movement. Have your child move to rhythm when he can perform with ease.

Physical Techniques for Body Control

Duck Walk.

Crouch Down. Put thumbs under arms for wings. Keep body as close to ground as possible. Walk forward, swinging each leg out to the side to imitate a waddle.

“I can learn to read if I have control over my body. I may be helped to read sooner if I can learn to do easy body movements. When I can control my body my brain is freed for more of the thinking that helps me to read. If I can think through the movements in physical activities my brain works in the same way to read and write.

I want to understand how my body moves and how I can control my movements.

I can learn a lot about how my body moves before I even go to kindergarten.

I kick and throw a ball, cut with a knife and scissors, eat, bat a ball, write and draw with the same hand. This is called my dominant or preferred hand. I have a dominant or preferred eye, too, to look through a telescope. Sometimes my dominant eye and hand are not on the same side as my dominant foot. Everything I touch is usually done with my dominant eye, hand or foot.

These activities will help with the habit of using my dominant or preferred eye, hand and foot.”

Fluffy and Duffy Duck

Fluffy Duck and Duffy Duck went for an evening stroll.
Said Fluffy Duck to Duffy
"What makes you waddle so?
You waddle. I walk beautifully".
So Fluffy walked and Duffy waddled.
All the way back home.

(Did Fluffy really walk? Could Fluffy see she was waddling?
Could Fluffy see her own shortcomings?
Did Duffy let her think she walked beautifully?)

Giraffe Walk

Stretch arms overhead, clasp hands together. Walk on tiptoe with legs stretched and knees stiff. Arms and trunk sway slightly. Must always point forward.

How would you like to be way up here
Looking down on all I see?

My windpipe looks as tall as a spire.
I can eat anything I desire.

My legs are long as spotted trees.
I walk on small hooves with stiffened knees.

I sway a little when I walk.
And never say a word of talk.

Inch Worm

I hold on tight (Grip fists)
To a twig
For all my might.

I scrunch up small (Pull body as close as possible)
Then spread out long. (Crawl backwards, hands place straight ahead)
Like a wobbly string.
That's all I can do,
Like it or not, that's everything.

Elephant Walk

Bend forward at the waist grasping wrists but arms hanging limp. Let your arms sway from side to side. Take big steps. Let your body sway from side to side.

Elephant with your legs like trees,
I can't even reach your knees.

You lumber around
Like you own us all.
"Up there, you're so tall.
Hope you don't fall."

What may happen if an elephant fell?
Would an elephant be hard to get back on his feet?
How would people help an elephant get back up?

Pony

I'm a pony dapple gray.
And can trot with my legs up high.
I can walk slowly so the children won't cry.
I gallop and they hold on ever so tight.

I can stop. They get off to stay.
And whinny loudly as I trot away.

Pony Game

Obtain a large stick, (or something like one). The learner mounts the stick blindfolded to start riding the pony. Teacher gives simple directions for child to do, such as:

- 1) walk three steps ahead,
- 2) walk three steps back,
- 3) slide two steps left,
- 4) slide three steps right,
- 5) put your right hand on the pony's head,
- 6) put you left hand on his tail.

This game is just for fun, or is it? It uses every sense but sight. (Best for an individual student.)

Ostrich

Bend forward at waist, grasp ankles--keep knees stiff while walking forward. Let your head bob in and out.

Bear

Bend over and touch the floor with the hands, legs stiff. Keep your head up while walking on all fours.

Snowflake

Snowflake, snowflake soft and cold
With brothers and sisters
For me to mold.
Into snowballs for me to throw
I'll mold you to a snowman tall
With a head as big as a big beach ball.

I'll slide on you down
Our slick hill run.
And catch you
On my warm, warm tongue.

Spaceman Doll

I can be a spaceman doll
Bending forward, backward
I won't fall.

My legs and arms
Fold to my sides
Then blast off
To the blue, blue sky. (Jump high on two feet)

Monkey

Watch me.
I'm a monkey
In a tree.

I climb and swing
And jump, on a wire.
But eventually
Even monkeys will tire.

Butterfly

Butterfly so soft and light
Floating on the air.

Dipping and gliding over the land
Then light upon my own two hands.

Frog and Fly

I'm a green and pretty frog
Sitting on a big brown log.

When a foolish bug flies by
Out comes my tongue,
Glump, and there is none.

Pretending

I'd like to be a jumping jack (crouch down)
And jump out from a box! (jump up)
I'd like to be a rocking horse (hands on hips)
And rock and rock and rock. (rock to and fro)
I'd like to be a spinning top
And spin round and round. (turn)
I'd like to be a rubber ball
And bounce way up and down. (bounce)

I'd like to be a big fast train
Whose wheels go round and round. (hands go round)
I'd like to be a pony small
And trot along the ground. (trot in place)
I'd like to be so many things
A growly, scowly, bear. (make growling sounds)
But really I'm a little child
Who sits upon a chair. (sit down)

If I Were

If I were a hammer, I'd have a lot of fun.
I'd pound and pound all through the day
From morning light to setting sun.

If I were a rabbit, I'd have a lot of fun.
I'd hop and hop all through the day
From morning light to setting sun.

If I were a child, I'd have a lot of fun.
I'd run and run all through the day
From morning light to setting sun.

(Children can add many objects, people and animals they'd like to be.)

Lion

I'm a great big lion, all yellow and lean
For me to eat, my eyes need to be keen.

Over the savanna I nightly watch
And hope my hunt I will not botch.

But when I eat
All my body wants in a thicket deep
Is to lay down for a nice long sleep.

Jet Take Off

Bend down with arms outstretched and hands touching floor. Walk slowly forward, increasing speed gradually as child approaches upright position. Variation: Two children take off side by side.

Bean Bag Balance

Stand on one foot. Reach out and touch a bean bag in front of you.

Balance Backs

Sit back to back. Lock arms. Rise slowly then go back down slowly without moving feet.

Crab Walk

Sit on floor or mat. Put hands behind hips. Rise up. Walk on both hands and feet.

Cricket Walk

Squat. Stretch arms around ankles. Walk forward or backward.

Front Balance

Place small soft object about twelve inches in front of child. Child kneels down with arms held high behind him. Leans over to touch object with his nose.

Clicking Heels

How many times can child click his heels when he jumps from the floor before landing?

Blind Hops

How many times can child hop on one foot with eyes closed?

Jumping Jack

Cross legs. Jump with legs and arms out. Cross legs again. Variation: Squat. Jump up with legs and arms out. Squat.

Pantomiming

Teacher whispers action to learner. Assign each child an action. Child may add other actions to make the pantomiming clearer. Class decides how to pantomime the action. Pantomiming is a way for the teacher to learn the deep needs of children. The child can pantomime hunger, sleepiness, cold, fear, hate, happiness, surprise, etc.

- cleaning the floor with a vacuum or broom or a mop
- a baby crawling on the floor
- putting a book on the shelf
- raking leaves and making a compost pile
- polishing fingernails
- carrying a tray
- spreading jam or butter on bread
- beating a drum
- rolling a ball or a snowman
- brushing your hair or the hair of your dog
- dragging something heavy
- putting on shoes and stockings
- stretching as if waking up
- rocking a doll or baby
- rowing a boat in a storm
- crying
- wrapping a present
- asking someone to help you
- sewing by hand then pricking your finger
- riding a bucking bronco

- driving a car
- piloting an airplane or rocket ship
- mowing the lawn
- receiving a present
- getting your hands warm
- watching the traffic signal then crossing, or looking then crossing
- throwing a lasso and throwing a calf
- climbing the monkey bars
- chopping through brush or jungle
- raising an umbrella then walking in a rainstorm
- putting on clothes and going to school
- itching
- crying
- laughing
- putting on makeup
- catching a friend while running
- doing hair
- stringing beads
- putting things into a trash can, closing the lid
- getting on a horse
- eating something you don't like

Trampoline

1. Jump without lifting off trampoline to develop balance.
2. A trampoline requires more body balance than walking board or balance board, as right and left, front and back, spatial relations of body to surface of trampoline.
3. When confident, learner can perform knee, seat and back and front drops. These stunts are sufficient for elementary age students.
4. Balance is maintained if learner bounces in one spot.
5. Bounce on one foot, then alternating feet.

Kindergarten Physical Skills

- Be tall, small, round and flat
- Stand in front of this box, behind it, walk around it, stand on it, get under it
- Crawl through it
- Step from one carpet sample to another without falling

- Hop on one foot then the other for two times each to a tune
- Skip forward then backward
- Gallop forward
- Slide right then left to a tune
- Play catch with a friend
- Roll a ball to hit a target
- Roll a ball and try to beat it to the target
- Gradually raise a bar from 6 inches until child can no longer jump over it
- Can swing one's self
- Can use a slide
- Monkey bars, sea-saw
- Walk in a straight line forward and backward
- Carry and balance objects such as a glass of water without spilling
- Roll like a log. Have him lie on a blanket. Pull on one edge of it and roll him off

Ball Bouncing and Catching and Kicking

1. Partner hands ball to child then steps back each time. If success in catching is not achieved or if child shows fear in catching, hand him the ball, then stand near, then toss the ball lightly to him so he can catch it after the first bounce. Gradually move away little by little.
2. Toss ball up and catch it with both hands, with right hand then left hand.
3. Throw ball with two hands then one hand. If the child shows fear in throwing underhand or overhand, have him go through the motions without throwing a ball. Then throw the ball at short distances.

Throwing ball. Bouncing while standing and then stooping; catching a ball; throwing it back; toss ball into a basket; roll at a target; pass around a circle in any way the children can creatively devise.

4. Roll ball to a target, then throw at target.
5. Bounce ball while walking.
6. Catch ball after one bounce.
7. Kick ball to hit a target.
8. Kick ball then run to get it.

Balloons

1. Tap balloon into the air. Keep it up by tapping it with the right hand then the left hand.
2. Play catch by tapping the balloon back and forth to a partner.

Bean Bags

1. Throw bean bag into the air and catch it with both hands, then with right and left hand.
2. Extend hands forward and outward. Toss the bag from right hand to left hand, back and forth--higher and higher.
3. Hold the bag as high as arm will reach. Drop it and catch it before it hits the ground.
4. Hold the bean bag in your right hand, your left hand, very high, very low, in between high and low.
5. Touch your chin, nose, right ear, left ear, chest, right hip, left hip, right and left ankle, etc.
6. Stand up straight and balance the bean bag on your head, right shoulder, foot, wrist, elbow, knee, on three fingers, two fingers, etc.
7. Balance the bean bag on your head. Do not move any part of your body. Circle your head. Sit down and stand up without dropping the bag.
8. Place the bag between your elbows. Place it between your wrists, your knees and ankles.
9. Hold the bag in your right hand. Kick your foot to touch the bag. Then kick to your left hand.
10. Sit on floor. Hold bag between your feet. Rock backwards and touch your head with your feet and bag.
11. Throw bag up. Catch with right then left hand.
12. Toss bag like a pancake from left to right hand. Throw higher and higher. Do this activity to music.
13. Throw bag in air and clap before you catch it.

14. Throw bag high. Catch before it hits floor with right then left hand.
15. Bag on floor. Jump over, forward, backward, to the side, hop, run and leap over, run quickly around.
16. Place right hand on bag and pivot around like a coffee grinder.
17. Jump forward like a kangaroo with bag between ankles and knees. Release and catch.
18. Walk forward and backward with bag balanced on head, chin, shoulder, hand, nose, etc.
19. Pass the bag around your waist, legs, head. Bend backwards with the bag on your head, until it falls. Pick it up and repeat.
20. Players in a circle. "It" stands in middle. "It" throws bag. Players dodge. If "It" hits a player in the circle, that player becomes "It." Players outside circle retrieve missed tries and throws bag back to "It."
21. Aim a ball or beanbag at a small hole such as an ice cream bucket held by someone, a larger bucket, a box, etc. Back up a little bit when the target is easily made.
22. Throw a bean bag from "stone to stone", jump, etc., to stone or goal. Pick it up and go on. ("Stones" can be made from small rug samples, very durable paper, linoleum squares, etc.)

Ladder Activities

1. Raise a ladder off the ground on two sawhorses, crawl in and out of it.
2. Put obstacles on ladder and boards to crawl under and over.
3. Slant the ladder and the boards. Walk, crawl or climb on them.
4. Set the ladder low, walk in between every rung, every other rung.
5. Step on the frame with one foot, the ground with the other.
6. Lay the ladder on the floor or ground. Child jumps one legged or two legged over the rungs, forward and backward. Try to do a quarter or half turn while in the air. The jumps can also be from a low board.

7. Set the ladder low enough so the child pulls himself along on his stomach.
8. Hang onto the ladder with his hands and pull himself along with his hands.
9. Have the child invent ways of getting back and forth. These should be games. Play follow the leader. These exercises can be to music, a drum beat or clapping of hands.

Wand or Broom Stick Activities

1. Jump over a wand or broom stick. Step backwards over a wand. Hop to the right and to the left around wand. Face north (south, east, west) and jump to the right (left) over wand.
2. Two people toss a wand to each other, right hand to right hand, change hands and throw back. This can be done to music.
3. Balance the wand on one hand. Try to balance on one finger, then change fingers.
4. Let the wand roll down the arm and catch.

Relay Activities

1. Carry marble on a big spoon.
2. Race to a target blindfolded (person along route to keep from colliding with opponent.)
3. Carry a marble balanced on interlaced hands in front of stomach. Variations to reach the goal could be to walk, jump, skip, turn once or twice on way to goal, without letting marble fall.
4. Place small carpet samples on floor. Jump, hop, leap, from sample to sample toward a goal. Increase the width of steps. Samples can be called stones in a brook and learner is not to touch the water.

Walking Board

NOTE: If a walking board is too difficult, have child walk the lines in the gym or put masking tape on the floor. Tell the child to pretend he is a tightrope walker putting one foot in front of the other while maintaining his balance. If the walking board is wide enough, shoes are removed.

1. Walk the board heel to toe.

2. Walk board backwards. May require help. Allow learner to look back at first. Teacher directs child to walk forward heel to toe than backward heel to toe. A pointer in front or a focal point on the wall for child to focus on helps keep balance. Practice all movements off the Walking Board before getting on. Encourage learners to describe what they are doing on and off the Walking Board. Tell him to wave his arms for balance.
3. Children walk backwards in classroom heel to toe. Remind them of a focal point. Remind them to think about coming to the end of the designated line.
4. Turn and bounce on board. The spring of bouncing will add to dynamics of balance and the child will gain the concept of a spring board.
5. Make learner aware of right and left side to increase laterality. Help child pinpoint his center of gravity. Have learner look to see if his foot is directly in the middle of the Walking Board.
6. Walk in baby steps. Normal steps, and long steps.
7. Bounce a ball, throw and catch a ball while balancing.

Action Games

These games are presented in their original form and can be modified to the ability of the student. Your child can “grow into” the games and activities as he/she grows older.

Bronco Riders Relay

Learners divided into teams. Several learners crouch. Other learners jump over them on the way to the goal. Run back. First team with all learners to goal and back, wins.

Steer Roping

If brooms or sticks are available, give each learner a broom and a large ball, (about two or three at once.) Boxes are set up large enough to hold the balls. He is to ride the broom, and rope his “steer” by knocking his ball into the box, with one side cut out, with a stick or a bat. First one to rope his steer is the winner.

Rattlesnake Country

Blow up several balloons. Tape them to the floor in as many strips to the goal as there are teams. Learners divide into teams. Each learner jumps, hops, (anything you decide) over the “rattlesnake” to a goal. When a balloon is broken the “learner is bitten” and the learner runs back and a new learner runs. The team with the most rattlesnakes jumped and not being bitten wins.

Free Standing

Lie on back on mat, with arms folded across chest. Rise to sitting position without aid of arms or elbows. Still keeping arms folded, bend one leg under body and kneel on that knee. Rise to standing position.

Froggy Jump

From squatting position extend legs and leap forward, landing on hands first, then feet.

Grapevine

Stand with feet about a foot apart. Bend down, extend both arms down between knees and around behind ankles, clasp the ankles without losing balance. Hold this position for five seconds.

Hungarian Heel Click

Jump, clicking heels together as many times as possible before landing.

Backward Hop

Stand on either foot. Close the eyes and take five hops backward. Do not open eyes, and do not drop other foot.

Jump Through Hands

Hips must be bent and knees tucked up close to the chest as the actual jump is made.

Measuring Worm

First walk the feet up to the hands, keeping hands stationary, then walk the hands away from the feet, keeping the feet stationary. Do not bend knees.

Ice Skater's Balance

Stand on either foot. Bend body forward until at right angles with supporting leg. Point toe to free leg, keep head up, arch back, and keep arms out to the side. (Look at one spot to help maintain balance.)

Stretch Walk

Walk forward by swinging the right foot as far as possible in front of the left leg. Then the left foot is swung in front of the right leg. Move in rhythm.

Knee Balance

Squat with knees apart and hands flat on the mat. Bend the elbows inside against the knees. Lean forward onto the hands and elbows until the feet are off the mat. Head and feet should be approximately the same distance from the mat. Use a "spotter" (helper) to

avoid falling forward in case balance cannot be maintained.

Spinning Top

From standing position jump into the air and turn around, facing opposite direction on landing. (Begin by jumping a quarter turn at a time, then increase to half turn, then to a three quarter turn, and finally to a full turn and further if possible.)

Cross-leg Stand

Cross arms and legs. Sit cross-legged and then rock forward and stand without pushing with hands. (Go down and up without losing momentum.) Be sure body weight is well forward over feet before attempting to push up to standing position.

Wheelbarrow

No. 1 Player has his hands in front on floor. No. 2 Player lifts No. 1 Player's ankles. No. 1 walks with hands and keeps body stiff and in straight line.

Knee Walk

Stand on knees with toes over edge of mat. Walk on knees to other edge of mat. Walk backward to starting place.

Seat Walk

Sit on mat with hands folded over chest. Walk on seat to other end of mat. Then turn back.

The Three R's Crawl

Starting on hands and knees, creep in different directions as in a circle, a square, a triangle or letters of the alphabet.

Stiff Knee Walk

Take hold of both toes or ankles with hands and walk forward keeping knees straight.

Don't Let Me Fall

Partners should be evenly matched in size. No.1 Player stands erectly and stiffens himself in this position. No. 2 Player stands directly behind him in a forward stride position and places his hands on No. 1's shoulder blades. No. 1 leans back slightly into No. 2's hands and allows himself to be lowered and raised again, maintaining a good alignment throughout.

Kangaroo Walk

Stand like a kangaroo. Jump with both feet together, forward, backward, left and right. Knees can be bent.

County Fair

Make a game board by drawing squares with markers on heavy cloth. Toss bean bags. The first child to a given score or within a certain time period is the winner. These “game boards” can be folded, and take little space for storage.

Furniture Maze

Lay out chairs and small furniture in a maze and have pupils run it in time to music. Gradually reduce size of maze to require better body control.

Outside Obstacle Course

If you are fortunate enough to be raising your children on a large area, the following course can give your child a lifetime of memories.

Use everything around the house and yard to make an obstacle course: ladders, boards, sheets of plywood, barrels and inner tubes of all sizes; tires, boxes, cans, cartons, ropes, pipe, jungle gym equipment, blocks, sand boxes, sacks stuffed with different materials, cushions, chairs, tables, hose, rugs, brooms, buckets, etc. Make the child think his way through the course.

Vary his clothing. Sometimes loose, sometimes tighter. Put a pack on his back, sometimes on the right, sometimes on the left, sometimes on both sides.

He and children for blocks around will honor the memory of the “obstacle course.”

Rag Doll Relax

Relax every part of the body one at a time while lying down.

Ways to Choose a Leader

When leaders are a part of the activity. The learners feel fairness is being used if the leader is chosen with a short “ceremony.”

1. A bat, stick, even a learner’s arm can be used. All who wish to be leader wrap their hands around the object? The last hand off the end is the leader.

2. For indoor games: Teacher passes pictures. Teacher asks learners the biggest thing for real on the pictures. The biggest object is leader.

3. Learners stand in circle. Hold clinched fists in front. Teacher or another learner hits the outstretched fists of each person wanting to be leader with: One potato, two potato, three potato, four, five potato, six potato, seven potato, more. On “more” the person “hit” is the leader. This can end the selection, or the chant can go on until all the “wannabes” are eliminated.

4. The teacher or leader writes a number on a card or any little secret place. Each person says a number. The closest number to the written number is the leader. The proof is the number written. This can be done with the alphabet or months of the year, etc.

Personal Notes

[illegible]

Personal Notes

[illegible]

Section 6

Math Skills

A Variety of Math Activities

1. Use a plastic sleeve to trace around objects with a crayon or marker.
2. Draw circle or make "O" in proper direction. (Starting on the 2 o'clock position and progressing counter clockwise back to the 2 o'clock).
3. Let your child discover how flowers grow from tiny shoots to large flowers. Keep a chart with a ruler as to how tall they grow.
4. Knows own age.
5. Teach child to count verbally as high as possible.
6. Count objects as high as possible.
7. Identify numbers as high as possible.
8. Teach how many sides in a cube.
9. Help to remember a span of numbers, as: 8-2-4, 7-8-6, etc.
10. Repeat span of numbers forwards and backwards. Do the same with word span.
11. Understands ordinal concept of first, second, third, etc.
12. Teach simple size concepts as largest, smallest, medium size, etc.
13. Teach quantity concepts as some, not many; several, few, widest, most, whole, half, almost, zero,



pair, equal, least, more.

14. Arrange a series of sticks, strips of paper of graduated length from smallest to largest. Talk about the above concepts.

15. Pour a food that will spread out as soup into a flat dish, pour the same amount of food into a narrow glass. Ask which is more. (Child usually picks the glass.) Pour the soup in the flat dish into a matching glass.

16. Use every opportunity to teach concept of time: day of the week; month of the year, weather conditions, beginning and end of an activity or day, etc. after, second, never, always.

17. Use a calendar to plan future family activities and talk about past ones. Have fun with holidays, birthdays. Today is _____. Yesterday was _____. Tomorrow will be _____. What day comes after Friday? Before Monday? Mark off each day of the week. Use seasonal pictures on months.

18. Have a thermometer by the door to read the temperature that requires no shirt, sweater, light coat or heavy coat.

19. Teach about money, penny, nickel, dime quarter, half dollar and dollar. Place several of each on a table and match. Show how five pennies is equal to one nickel, and so on. Tell him that money is used in exchange for things we want. More money buys more expensive things. Let him earn money. Small chores get small amounts, bigger chores get more money.



Basic Shapes and Colors

1. Make basic shapes in different colors, sizes and textures such as fine sandpaper and stiff material like canvas. Use the correct names such as square, circle, rectangle, triangle, octagon, diamond. Match the basic shapes in different positions, colors, sizes, textures, in pairs, in threes, etc.

2. Cut the basic shapes from cardboard. Allow enough left over for the child to hold the cardboard to the chalkboard. Have child trace basic shapes starting in the left-hand direction. Make shapes in different sizes.

3. Put the shape on a table with butcher paper underneath. Trace the basic shapes on a

As you work with children in any of the activities, allow the child to “catch” you making an error. If child catches you, the concept you are teaching is likely very solid in the child’s memory.

table.

4. Lay the cardboard shape template on the floor. Learner traces with his hand then his toe the correct way (toward the left) to write the circle. You may have to balance the child.

5. Have child put any one of the basic shapes on a table. Trace around them with a finger. Talk about number of sides and other features. Then use pencil and model,

then help to draw independently.

6. Write any basic shape in the air (starting with the circle). Hold arm stiff for all air writing. Child then writes on chalkboard. Hold child’s wrist to help trace if child needs help. Then write on paper.

7. Cut a picture from a magazine into basic shapes. Show the finished picture to the child. Talk about it. Take it apart then fit it back together.



Child tracing a basic shape.

8. Paste the basic shapes on envelopes. Place shapes in front of the child. Child finds correct shape and places it in the envelope. Use only two or three shapes at first. As child progresses, categorize as to color, shape, size, texture, etc.

9. As child progresses he can draw the basic shapes in different positions and match.

10. Bend pliable wire into different shapes.

11. Find a specific color within child’s environment. Match that color. Child and children might look all day for everything they can find for “the color of the day”, “the color of the night”, “the color of sunset”, “the color of my hair”, etc.

12. Cut several colors of paper into pieces. Child picks out colors and matches them into a puzzle.

13. Teach that safety signs are in basic shapes. Help your child to recognize safety signs such as school, walk, wait or signs within your environment. Draw a simple map to a familiar destination. Have child tell how to reach the destination going, right and left, north, south, east, west. Allow one child to lead a group to the destination using his own

“navigational” skills.

14. Help your child to know that all things around him are made by design and these designs fit together to make an object, and letters and sound patterns go together to make words.

15. Make shapes on chalkboard or paper in different angles with one side missing. Child draws in the missing part.

16. Provide ‘follow the dot’ activities for objects, shapes, numbers and letters. Talk about each.

Objects in Home and Surroundings

1. Enjoy the color, shape; as round, square, triangular, etc. Use small boxes, balls, beads, blocks, etc., repetition of design, texture.

2. Collect objects which are either smooth or rough such as sandpaper, tree bark, leaves, wood scraps, paper, scraps of cloth. Sort according to smoothness and roughness. Blindfold child and sort again.

3. Explore wet sand, mud, finger paint, moist clay, water, milk, syrup, etc.

4. Explore dry sand, dirt, pebbles, rocks, cement, brick, wood, cloth, rough and smooth paper, etc.

5. Make books from various type of cloth, furs, satin, silk, wool, cotton, nylon, canvas.

6. Explore size, shape and texture of foods such as apples, oranges, bananas, pears, potatoes, tomatoes, grapes, etc.

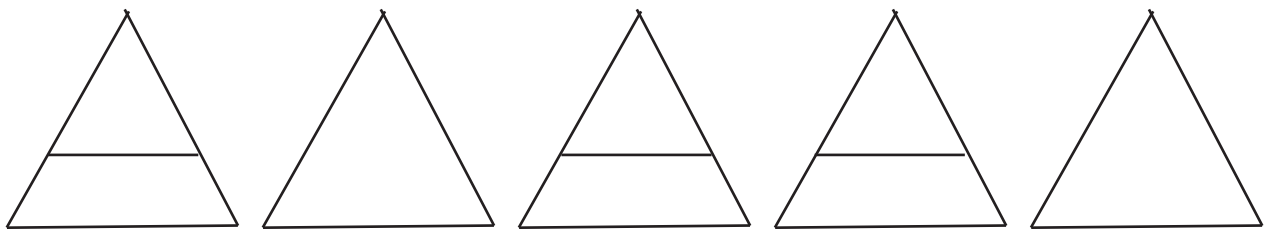
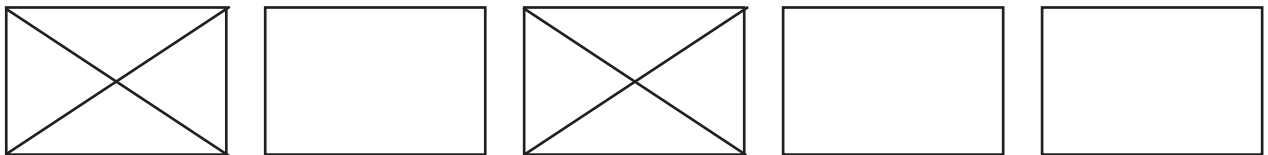
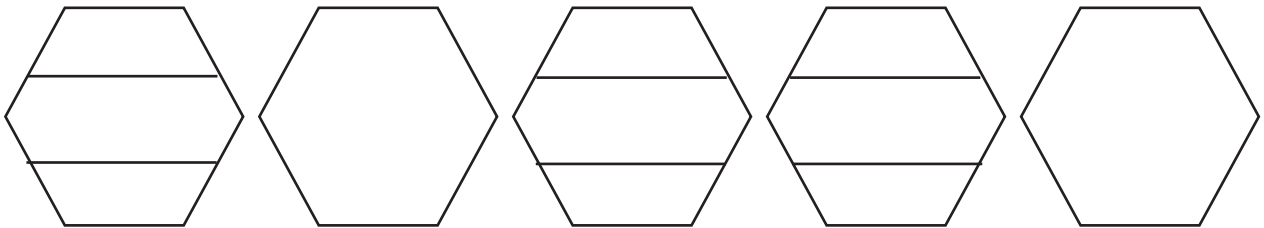
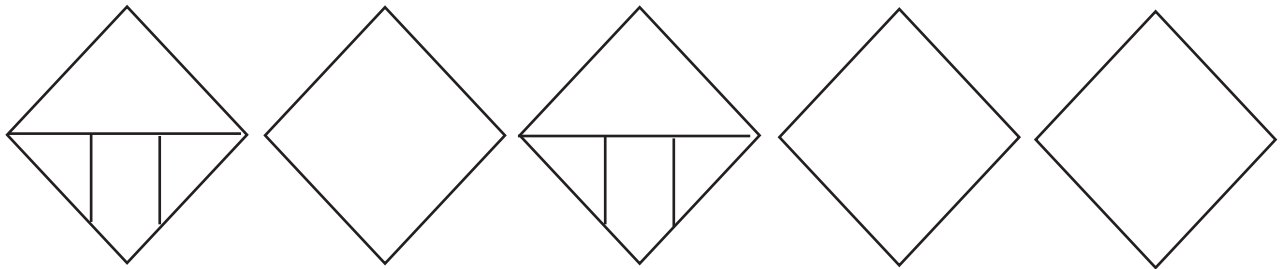
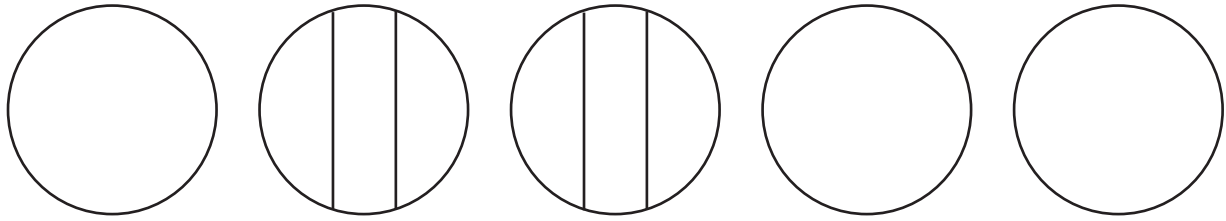
7. Feel the differences and similarities of wooden numerals and letters.

8. How many words can you think of in a given category? Animals, people, toys, TV programs, sisters, brothers, babies, letters, numbers, furniture, food, etc.

9. Give every opportunity for number experience for your child to discover his own number relationships.

10. Make a chart that displays one thing and shows the numeral “1.” Make other charts showing other items with the correct numeral, e.g., five items with the numeral “5.” Have child match the number of items on the picture to the numeral.

Make a design on a basic shape to match the other basic shapes below, such as: circles, diamonds, hexagons, rectangles, and triangles.



Find the different face, draw it.



11. Allow your child to measure liquid, but use rice, sugar or beans at first. All the way from a teaspoon to a gallon.
12. Compare sizes of coins.
13. Count the number of wheels on cars, trucks, skates, etc.
14. Quantity vocabulary words such as; least, equal, pair, zero, every, medium sized, half, almost, most, widest, few, some, not many, whole.

Categorizing

1. Make up simple secret codes that depict important events to the child. Child pantomimes an action for you, family and friends to guess.
 2. Help your child to categorize according to: colors, foods, clothes, names, sizes, animals, people, toys, TV programs, sisters, brothers, babies, letters, numbers, furniture, food, etc.
 3. Present duplicate pictures, names or anything you have a matching pair and match. Present two that are similar; note similarities and differences.
 4. Play "I Went to the Store" and bought or "I Went to Alaska" (or anywhere) and took..... Each child thinks of something that must be taken and the next child adds to the list. This list can be used in several ways: to remember: to take out unnecessary items: to be categorized as to food; canned, dried, sweet, sour, fresh, etc., clothes; warm, cool, not right for climate, night, etc.
 5. Find buttons from a box that are the same size, shape, same color, two buttons that are alike in as many ways as the child can.
 6. Select a button and have him tell you as many things as he can about it.
 7. Make a chart with columns stating different categories, as: 1) animals that live in holes, 2) animals that change in winter, 3) birds that eat seeds, 4) animals that like land and water, 5) animals with camouflage, 6) animals that hibernate 7) animals that eat meat.
- Other categories children enjoy learning about are: 1) things that fly, 2) things that swim, 3) things that don't sleep in winter, 4) things that are tame, things that are wild, etc.
8. Make a chart for a house and categorize furniture that would probably be found in each

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

By searching online, you can find many more animals and birds that fall into categories below.

Birds of Prey



Animals That Eat Meat



Animals With Camouflage



Birds That Eat Seeds



Animals That Like Land and Water



Animals That Live in Holes



Animals That Hibernate



Animals That Change in Winter



room.

9. Categorize foods for breakfast, lunch and dinner, favorite foods, not favorite foods, cold foods, summer foods, winter foods. Change and add to the categories.

10. Show four pictures. Three belong together, one does not. Why?

11. Cut many pictures from magazines that can be categorized such as clothing, food, cars, toys.

12. What words belong together?

- Duck, chicken, turkey, baby
- Cat, girl, boy, clown
- Store, school, space, rocket, house
- Coat, hat, shoes, horse
- meat, house, eggs

Cardinal and Ordinal Numbers

1. "Show me the girl with black curls on the second row of the picture."

2. "Did the newspaper get thrown on the first, second or third step on the porch?"

3. "Let's go early so we can be first in line to see the movie."

4. "Do you want to wear the outfit that's first, second or third from the left today?"

5. "Look in the third drawer down in the chest of drawers."

6. "After the fourth ring, the answering machine turns on."

7. "This is the third time I've told you to pick up your toys, etc."

8. Show child 12 checkers. Break checkers into small groups and ask. Which group has the most checkers in it? Have child count, then regroup.

9. Put five checkers out. Ask child to (1) find the middle one, (2) find the first one, (3) find the last one, (4) find the second one. Hand me the next to the last one.

10. If these checkers were a train, which would be the engine and which the caboose?

11. Teach one to one correspondence as to how many times note is played, count as ball is bounced, or foot is pointed, etc.

12. The listening ball game is played with a small group of no more than four or five. Each player is given a word in a series to remember, such as months of the year, days of the week, **ordinal** or **cardinal** numbers. If the player can remember his series when he is thrown the ball, he becomes the ball thrower. The game is designed to teach first, second, and third, etc.

A Cardinal Number is a number that says how many of something there are, such as one, two, three, four, five. An Ordinal Number is a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th, etc.

Use discretion in giving all activities throughout the lessons. Those deemed too difficult should be omitted. Those in which the learner has difficulty accomplishing could be held for a later time.

Comparing

Big and Little

Have child look at objects in a book. Have him decide if objects like a truck are really the size shown in the book. Are they bigger or smaller? Compare sizes of people in the family. Compare himself as to his size in relation to others. Who is smallest, who is largest.

Long and Short

Compare glass vase to flowers. Short pieces of paper or long ones. Short hair and long hair.

Old and New

Have learner classify his clothes as to old ones that don't fit because he/she is bigger and new ones. Have learner look at the clothes of other members of the family to decide if the clothes are old or new. Look at houses, cars, roads, books, etc. Help learner decide reasons for his/her decisions.

Light and Heavy

Blindfold the learner. Place several objects from something light like a feather or piece of paper to a heavy book. Tell the learner what is considered heavy and what is considered light. Place an object in each hand, one light and one heavy for learner to decide.

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

Light objects could be a pencil, small toy, scissors, pair of glasses, crayon, computer disc (cd), spoon, light basket, flower, a coin, etc.

Heavy objects could be a piece of steel, heavy shoe, rock, a box with a heavy object in it, bottle of water, etc.

Tap a rhythmic pattern on the blindfolded child's hand. He taps the same pattern back on your hand. Patterns are short and easy at first. Gradually increase length and number of taps. Tap also on the child's head, shoulders, back and arms.

Personal Notes

[illegible]

Section 7

Music, Rhythm, Art

Music Activities

1. Listen and discriminate between walking, running, skipping and galloping music.
2. Play "Mother, May I" by the "mother" telling each child to take any number of hops, skips, jumps, gallops, etc. The first one to cross over the finish line becomes "mother".
3. Discriminate the tempo of music, sway, clap and beat sticks, etc. Teach the terms slow, slower, fast, faster.
4. Stand on tiptoe on one foot till the musical count of 3, 4, 5, 6, 10; then the other foot.
5. Talk about how music makes your body feel.
6. Rock a doll to music.
7. Recognize high and low sounds and carry a tune alone and with friends. Direct the children to tell if the notes are the same. Give notes apart, then notes close together and ask "Are these notes the same?"
8. Recognize loudness and softness of music. Tell when the volume of music from the radio, record player, TV, piano, etc., change volume.
9. Teach to listen and duplicate tapped patterns.
10. Teach one to one correspondence with counting how many easy to count notes are

Rhythm Is Many Things

Listen to a boat being paddled.

Listen to your heart beat.

Listen to a toy spin.

Listen as your parents hoe weeds in the garden.

Listen to your mother's sewing machine.

Listen to the washing machine.

Look at your dog's tail wagging.

Listen to your grandfather clock ticking.

Listen as you clap your hands.

Listen to a jump rope.

Think rhythm as you blink your eyes.

Look as the snowflakes fall.

Listen as a ball bounces up and down.

Watch as the stars twinkle.

Think that our big world turns around and around and around.

played, how many times ball is bounced, table is rapped, etc.

11. Direct child to listen and remember not right now, but for later. Go ahead with another activity for about ten or fifteen minutes, increasing the time to an hour or so, then several hours. Then direct the activity to be done. (Something to do, to remind me of, a sentence or name to remember.)

12. Sing simple songs or rhythm patterns.

13. Help child to imitate your rhythmical and creative body movements.

14. Play left and right games and gives commands as: "Bend your body to the left, the right, the front; swing your left arm, right arm, crouch, kick the right foot and the left foot, wriggle all your fingers, stretch overhead, stamp your left foot, slap your right side, etc".

15. Play "Hokey-Pokey." "Put your left foot in and take your left foot out; Put your left foot in and shake it all about," etc. with as many body parts as possible.

16. Leader does actions for class to imitate. Some preparation could go into the actions the leader intends class to do. The actions should include every part of the body as eyes, head, tongue, shoulders, fingers. The actions could be done to music. Playing the whole song through without stopping gives the activity a sense of completion. Use a strong beat, as marches, Latin, popular. Use many varieties. Begin the activities that are easily accomplished and familiar to the learners. Give every learner enough repetitions to achieve a feeling of success in accomplishing each activity.

Listening for Rhythm and Noise

1. You can make a rhythm by repeating walking, then skipping, then running.

2. You can make songs and poems with your walking and running rhythm.

3. Tap a rhythm on a sturdy cereal box. Make it sound like running, then walking, then skipping.

4. To make many noises with a paper bag, you can shake, crumple, pop, put things in and shake, fast, slow, loud, soft. Almost as many noises can be made with a paper bag as with a newspaper.

5. Go around the house with child blindfolded making a noise with everything available, such as a door, hitting pans together, shuffling leaves in a book, taking steps on a hard floor, hitting glasses together, closing the refrigerator door, pouring water, rubbing feet

on the carpet.

6. Ask child to tell you what sounds he hears when everything is quiet.
7. Does your child know the sounds of every member of the family when his back is turned?
8. Show child pictures and make him aware of the sounds in those pictures that come first and last--words like fan, man, car, boy, river.
9. Listen and discriminate between walking, running, skipping and galloping music.

Have child write the letter big on a big chalkboard. Allow child to write the letter until it is learned by habit before going to another one.

Rhythm and Balance

1. Walk with heavy steps, light steps, big, jumps. Alternate three heavy, three light. Listen for the accents in the music to step heavier or lighter. Do this activity to several rhythms. Listen to the rhythm of a grandfather clock ticking, your feet walking, running and skipping, the falling rain, birds singing, dogs barking, bells ringing, a faucet dripping.
2. Make learners aware their weight can be transferred from one body part to another. Make them aware weight can be supported by one, two, three, or four points as from foot to foot, knee to knee, hand to hand, all fours, buttocks, and combinations of these.
3. Stand and walk on tiptoe in normal position. Gradually go as low as possible toward floor still walking on tiptoes.
4. Move to the even tap of a drum the child anticipates.
5. Move to the sound of a metronome.
6. Give practice as to how a drum sounds for; walking and running, jumping in place then running, running and jumping, walking and skipping, walking and galloping.
7. Allow children to "tell" the drum how to give directions. Make new combinations of directions.
8. Learners sit in a group, at desks, in a circle. As they sing a song, they clap hands, snap fingers, beat feet on the floor, tap other parts of their body with either or both hands.

9. A poem is read by the teacher or said by the learners. Learners walk, sway in their seats or clap to the beat of the poem.
10. Teacher claps or beats a rhythm for learners to imitate.
11. Listen and move as the music tells you. (Learners select free movement to suit changes in music.)
12. How many ways can you move from here to there? One child is leader and others follow if space is limited. If not, learners can select various ways of moving; hop, walking backwards, crawl, roll, giant steps, two children holding hands running, etc.
13. A rhythm band can be made at little or no cost. Breathe new life into a rhythm band for students and parents with beats such as Latin, rock, fast and slow tempos.
14. Stand on one leg, swing free leg forward and backward, to side, forward and to side. Practice keeping eyes shut during activity.
15. Sit with legs straight out on floor. Make a "v" by leaning back and balancing on buttocks.
16. Raise legs while balancing on buttocks and do bicycle movement. Balance with hands.
17. Follow a straight line made with paint or tape. Walk, run, hop, skip, trot or carry something along the line. Do these activities to music.
18. Do the following to music; walk, run, hop, skip, jump, gallop, trot, march, tiptoe, skate, dance, leap, turn, roll, crawl, creep, bend, stoop, kick, climb, slide, twist, crouch, row, clap, push, pull, stretch, bounce, lift. Move forward in your creative way, backward in your creative way, go fast, slow.
19. Learner has large paper and his crayons on his desk. (This activity could be done at the chalkboard.) He/she listens to music with eyes closed and crayon in hand. Produces in air with his hand the feeling he receives when he hears the music. Play music again with eyes open to draw rhythm pattern on paper.
20. Have learner call his pet in the different tones in which he usually calls him. To move rhythmically with gross and fine motor balance. Learner stands on tiptoes and runs forward and backward.
21. Stands on toes while counting aloud to ten.

22. Learner stands on one foot and counts to five. Stands on other foot and gradually extends time.
23. Set metronome slow and teach walking to rhythmic beat. Gradually increase beat.
24. Use varied rhythms from your MP3 or CD player. Learner moves to beat of music. Tap with fingers, hands, pencils to beat of music.
25. Learner bounces ball to beat of music. Close eyes and bounce. Use a basketball or any soft ball.
26. Use rhythm band instruments to teach simple steady beat. Gradually introduce varied beats.
27. Walk as songs are sung.
28. Balance books on head and moving to beat of music.
29. Bounce ball while running to and from goal, with alternate hands to music.
30. Walking Balance Beam (or any narrow railing such as a cement curb.)
31. Walk balance beam to varied drum beats and music.
32. Jump on balance beam or trampoline to music.
33. Children lie in supine position (lying face up) on floor mat with arms at sides close to their bodies. Have them rock to the right then back to supine then to the left. Then rock to music. Put arms close to sides and roll like a log on the mat.
34. Sit with legs crossed. Sit up straight.
35. Sit with legs crossed. Sway front to back, right, left, north, south, east, west.
36. Say and sing nursery rhymes with nonsense syllables as; diddle, diddle do, de, hum, hum, hum, etc.
37. Listen to and learn familiar songs in a foreign language.
38. Say creative voices, as; after hearing a story such as *The Three Bears* or any story with different voices, speak the part of the characters.

39. Enjoy listening and responding to his own creative body movement. Each time he changes activity he could describe what he is doing.

40. A leader tells the class to sit on the floor or a chair, kneel (preferably on a mat), stand or lie or any action he chooses.

41. Learner makes up his own tune to something he/she wants to remember such as a grocery list, the way to a friend's house, names of friends in his preschool, where to put the laundry away, how to set the table, what times activities are to be done, things to be done before leaving the house, etc.

An Inexpensive Rhythm Band

Drumstick: made from a dowel.

Drum: empty oatmeal cartons or shortening cans, wooden spoon on a lid, banging two spoons together. A bongo with plastic lid on a can, rubber or stretch cloth over large cans from the lunch room.

Horn: paper product tubes

Symbol: shortening cans, lids with wooden blocks nailed on for handles, hit two rocks together, two pan lids.

Shaker: sturdy containers with beans, pebbles, etc. Can filled with pebbles, beans, rice, baby rattles, a milk carton filled with pebbles.

Larger bells: Christmas bells strung together, small Christmas bells; keys on a string

Galloping horses: paper cups turned upside down on a small board

Sand blocks: rub back and forth. (Many teachers omit this from the band because of the grating sound on the nerves), two sticks; small blocks of wood; comb rubbed on a vegetable scraper; stick rubbed across a pancake turner; strum an old fashioned wash board.

Rhythm sticks: old broom handles painted different colors for right and left hands.

Elastic bands: hook an elastic band to something solid and pluck; (this is not loud but could be a part of the rhythm band.)

Smaller bells: small bells for high sound, larger ones for lower sound. (In between rhythm band practice, allow the learners to strap the bells to their wrists and arms and legs and ankles to play jump rope, run or for creative dance.)

Motor Encoding and Pantomiming

1. Learners shown object, such as a comb, spoon, fingernail file, telephone, ball, broom, toy dog, book, telescope, etc., and pantomime its usage. Have children bring a small object from home that could be pantomimed.
2. Learners pantomime story or situation told by leader.
3. If your situations permits, darken the room. Make familiar sounds to enable the child to identify the sound.
4. Clap the words and rhythm to a song familiar to the learners. Learners guess the song.
5. Clap the syllables of words, preferably long words such as; Mississippi, Constantinople, substitute, computer, polluter, adventure, appreciation, barbeque, etc.
6. **First:** sing one line of the words. **Second:** Hum the line. **Third:** Clap the words and rhythm. **Fourth:** tap fingers on desk, etc. List movements on chalkboard so all children remember.
7. Sing the first line of a known song. Have the children listen with their inner hearing. When each child is finished, says the last word to see if all learners finish at the same time.
8. "Shall I" Game? ...Many objects are presented either orally or pictured. As the parent or teacher reads the poem the child claps at each mention of the chosen object. Remain silent if no possibility exists.

Possible objects could include: house, bath, bed, monkey, snake, gate, bridge, book, brook, hat, fish, piano, water, ice cream cone, etc. This poem generates considerable discussion even among young students, as the different possibilities are talked about from the experience of the learners. One child may be asked to clap the responses with the others ready to ask him/her for reasons.

- Here is a _____ for me to see
- Tell me, please tell me, please tell me
- Shall I go over?
- Under?

- In front?
- Or behind?
- Shall I touch it?
- Or reach it?
- Is it fun to find?
- Shall I stand beside it?
- Inside it?
- On top?
- Or on bottom?
- Go through it?
- Or wave good by?
- And leave it behind?

Allow learners to create their own movements. Some activities could be specifically assigned.

Art

Beauty in Your Child's Surroundings

1. Make his room as attractive and appealing as possible, a place where your child will want to be.
2. Place a plant or two for your child to care for, on a dresser or a night stand.
3. Have colored straws appropriate to the season. Straws that curl and liquid can be seen traveling through them.
4. Place inexpensive prints from great artists and beautiful scenes in his room to talk about the form, shape and color, and the artists who painted them. Youngsters can become interested in great art and can emulate what they learn in their own art work.
5. When you go on a rock hunt, place the treasured collection on beautiful red or green velvet cut from a dress found in a second hand shop. This is much more appealing than an old box.
6. Lead your child into the spirit of seeing beauty in everything, not only art, but music, dance and literature read to him.
7. Let him see the beauty and grace of a grasshopper, a bee, a bird, even a snake.
8. Talk about the beauty and structure of a leaf under a microscope.

9. Call attention to the beauty of buildings, even his own block buildings.
10. Ask the owner of a beautiful flower garden to allow you to walk with your child to observe the colors, the sizes, how flowers are put together and the different textures and touch.
11. Listen to the rustling of leaves underfoot or the sound of the wind in the trees.
12. Notice the beauty of shadows of trees, his own shadow at different times of day and sunlight.
13. Help him to appreciate the size and construction of furniture and how each piece is constructed for his comfort.
14. Express appreciation to your child for putting the book away beautifully, or putting the plates on the table evenly.
15. Help your child to become aware of something he never thought of as beautiful before, the reflection of something in a mud puddle, tracks in the snow, the way leaves collect in corners, the shell of a turtle, steam coming from a pot on the stove, how the straws on a broom curve with use, etc.
16. Try your own hand at making new projects to help your child appreciate the beauty of things you make and he can also create.
17. Paint with things other than brushes--sponges, feathers, cotton swabs, marshmallows, vegetables, fruits, string, straws, buttons, anything that leaves a print.
18. Paint with the feet. Make a concoction with (1) dish soap and water (2) whipping cream and shaving cream (3) frosting and buttermilk with dry powdered paint added (4) eggs, beaten or unbeaten with yolks and whites. Child paints with feet, without shoes and stockings of course. Your choice of art paper can be ready for art. Floor is covered with newspaper. A plastic cloth could be placed under the newspaper, and securely taped to the floor. What fun when finished to wash feet in little tubs or to be lifted into the sink. If this art project is performed in a kindergarten, it could be when class is studying about beginning sounds, as /s/ in soap, /f/ in frosting, /e/ in elf. Each child can be a part of the project. (Do this when you have some parental, neighbor or aide help.)
19. Use paint brush, roll and mold clay. Make several forms of clay; as boats, animals, plates, cups, bowls, vegetables, fruits, shapes. Have the child copy these shapes.

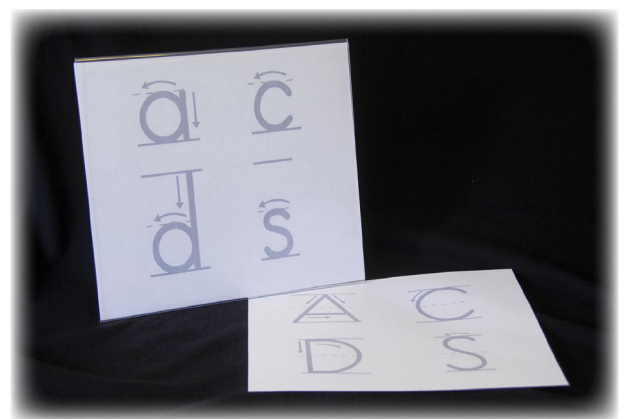
20. Cut a reasonable outline with scissors from magazines, cut cloth and string.
21. Do simple weaving.
22. Draw a picture and tell in detail about it. Cut the picture apart and put it back together as a puzzle.
23. Cut a picture from a magazine or a coloring book. Have the child color the picture and make a puzzle from it. Use the puzzle again keeping a piece out. Place it on a piece of paper and have child draw the missing part(s) on the paper. Put missing piece back in to show the child.
24. Cut a picture within the skills of the student in half and have child draw the other half. Show picture of face with no features. Pictures of eyes, nose, mouth, hair. Child places the features. (This activities is especially effective after the child understands his or her facial features and the features of others.)
25. Show picture of face with no features. Learner draws the features.
26. Show house with no windows or doors. Show pictures of windows, doors, flowers, small pet. Child places things in place.

Things to Save for Creative Projects

Pie plates, (plastic and aluminum), boxes, bags (plastic and paper), buttons, cardboard, catalogs and magazine, clothes pins, cotton balls, beans, rice, egg cartons, jars, (small to gallon size), fabric, greeting cards, jewelry, telephone books, toilet paper tubes, family photos, ribbons, sand paper, meat trays, thread spools.

Things to Have Handy to Make Teaching Easier

Washable clothing for you and learners, lined and construction paper, pointed crayons, glitter, tape; wide and narrow, water based paints and brushes, permanent and non permanent markers, salt, sugar, index cards, scissors, string, colored chalk, plastic page protectors, acrylic frame, traceable carpet samples.



An inexpensive acrylic frame is an excellent way to assist a child to recognize letters and to trace over them. Use erasable markers. Replace the letters inside the frame. Print the letters at 30% gray making it easier for the student to see his own writing on top.

Section 8

Speech and Language Development

Speech Development Ideas and Techniques - Age One to Five

1. Break down ideas. Instead of "Let's go eat lunch now so we can go to the store later." You could say "Let's eat lunch." "Then we can go to the store."
2. Don't use baby talk. If he imitates it later, you will have to change it.
3. Call objects by their names. Talk about clothes as the child is being dressed or he dresses himself. Name body parts as he is dressed and bathed.
4. Point out the different furniture in the room.
5. Take him places and do things with him.
6. Listening is important. Tell him stories. Have him retell them back to you. Talk to him about what he is doing and what he is watching on TV.
7. Encourage your child to do as much for himself as possible and to make his needs known. A child starting into kindergarten who has had all his needs met is at a distinct disadvantage.
8. Let your child feel his opinion counts. He needs to feel that what he has to say will be listened to. Give him a chance to talk and listen to him.
9. Words must be meaningful. Give him as much sensory experience as possible to touch, hear, smell, see, taste to bring real meaning to his learned vocabulary.
10. Use as many facial and body expressions as possible to teach him the meaning of facial and body expressions, and exhibit the behavior that belongs with that expression.
11. When you use the facial and body expression, stoop down to his level so he sees your

Talk to your child. The only way he will learn to use words is by hearing them over and over again. Give him a good pattern of speech to copy. It should be clear and simple. At first omit extra words that could confuse him. "Time for bed" is better than "It's time for you to go to bed now."

meaning first hand.

12. Never let your child fail at a speech task.

13. Act out a story without words told by the teacher.

14. Provide numerous situations for your child to talk about anything interesting to him.

Common Articulation Problems

To the Parents: Your child may be struggling to pronounce the below sounds. Show him how the lips, tongue, larynx or throat muscles make the sound we speak.

- W for r -- 'wabbit' for rabbit
- Y for w and l -- 'yanp' or wamp for lamp
- Th (unvoiced) for s -- Tham for Sam
- Th (voiced) for z -- 'thoo' for zoo
- D for g -- 'doat' for goat; 'dough' for go
- T for k -- 'tum' for come; 'tee' for key
- F for th -- 'fank' for thank
- B for v -- 'balentine' for valentine
- T or ch for sh -- 'too' or 'chew' for shoe
- Sh for ch -- 'shoe' for chew
- W for wg -- 'watt' for what
- L or w for y -- 'less' or 'wess' for yes
- Omission of initial consonant -- 'es' for yes
- Adds to words -- 'happle' for apple
- Distorts words -- 'sloup' for soup
- Mumbles, lacks sufficient volume.
- Repeats initial sounds -- c-c-cake or g-g-g-goat or f-f-fun
- Tries hard but no sound comes out
- Shows an excessive eye or body movement while talking
- Has a lisp (example) Tongue protruding between the teeth while trying to make a sound

Who and What

____ came to the door?
____ will we have for supper tonight?
____ will help me with my lesson?

What Something Is Not

This is not a horse, not a table, not a book. It is a boy. If the story is good for dramatization, have your child act out the story as it is read to him.

Verbal Expression

To have experience in order to voice an opinion. Show the child an object, any object; a button, a nail, a toothpick, a stocking, a spoon, etc. The questions will generate thinking not only with the child, maybe other children in the family. Ask the following questions about it.

- What is this?
- What color is it?
- What is it made of?
- What shape is it?
- What do you do with it?
- Describe it.
- Does it remind you of something else you have seen or know about?
- Who or what uses this thing?
- If you had a box full of these things, could you make something from them?

First learner in line gives all members of his/her team a whispered message. First team to finish with correct message is the winner.

Divergent Thinking or Thinking Outside the Box

There is an old saying, "There is more than one way to skin a cat." That is what divergent thinking is, finding many and different and creative ways to do and use something.

1. Have your child tell you as many ways as he can to use an empty milk carton, a shoe, a chair, a dish, etc.
2. Have your child bring you things. Laugh with him when you tell him to bring you impossible things, like the ceiling. He tells you why he cannot bring those things.
3. Describe an object. Child tells you what the object is.
4. Have learner perform divergent thinking activities such as, "Show me all the things you can do with your hair? shoulders? knees? feet? etc.
5. "Show me all the ways you can use a stool, a chair, a napkin, a pencil, a feather, a doll

buggy, a doll quilt, a roller skate, a roller blade skate, a cup, a piece of paper, a sweater, a shoe, a hat, etc.”

Note: These activities may take days to complete or be ongoing. Many other objects will be thought of by the students to have many creative uses.

6. What would you do if you were lost in a shopping mall?
7. How can we make your birthday party more fun?
8. What can we make with the leftover lumber from building the garage?
9. How can we find out which is the shortest way to walk or drive to the post office, the park, to school, to church, to a friend’s house, to the grocery store, etc.?
10. How can we make lawn and trees around your new playhouse?
11. How can we help Matty not to throw sand out of the sandbox?
12. Encourage your child to plant carrots to sprout, avocado seeds and pineapple tops to grow, bulbs to spring from the ground.

Expression About Body Movements

1. The function of his body parts. The child is aware of what his body can and cannot do.
2. Play “Simon Says, touch your _____.”
3. “Draw a human figure naming body parts.
4. Assemble the parts of a paper doll.
5. Lie down and have someone trace around the child’s body. Label parts of body.
6. Teach right and left, ears, fingers, toes, shoulders, ankles, knees, legs, arms, elbows, wrists, sides of body.
7. Trace and cut out right and left hands and feet. Hang up for constant reference.

“I should know the names of my body parts, like my legs, arms, ankles, waist, thighs, elbows, spine, eyebrows, hips, shoulders, head, neck, tummy or stomach, knees, thumbs, teeth, ears, feet, eyes, mouth, etc., on myself and on a doll.

I could even learn the proper names for the bones and muscles. A small skeleton in a toy store could help teach me. I could touch the bones and see how they are bound together. I see and hear a lot about exercise, so some of the bones and muscles I already know. I could look in my encyclopedia or the Internet. I love big important-looking books and important-sounding words.”

8. Draw a face with parts left off. Have child complete the drawing. Obtain a book with many examples of eyes, noses, mouths, ears, etc. Have fun placing the different parts on the face. These books have expressions of happiness, anger, hopefulness, etc. Make your learner aware of expressions.

9. Cut out magazine pictures to make puzzles. Have child reassemble.

10. Manipulate parts of body in different and strange ways, as:

- Wiggle your toes inside your fingers
- Scratch your arm with your toes
- Put your foot to your ear
- Shake hands with your right foot
- Kiss the soles of your feet
- Put your knee in your mouth
- Rub your arm with your ankle
- Scratch the palms of your hands with your toes
- Put your toe in your mouth
- Put the soles of your feet together
- Put the sole of your foot on your tummy.
- Stretch both arms and legs out and stand on your stomach

11. Have your learner tell you what he is doing.

12. Think of other ways to manipulate the body with props such as:

- Put the soles of your feet against a wall and stand on your shoulders.
- Put one foot on a chair and one foot on the floor, change feet (which foot is where.)

13. Learner draws a human figure on the chalkboard, with child starting and each successive child adding a part.

14. Teacher and student work identical puzzles of body parts. Teacher places part of puzzle, child duplicates on his own puzzle.

15. Draw a line on a chalkboard with a little picture on either end. The child uses dominant hand to draw from left to right from picture to picture. *The child without an established dominance tends to draw the line until the center then switches hands. Help the child to draw the line all the way across with the dominant hand. When child can draw on the line, allow him to sight with his eyes without the line and drawing with the dominant hand.*

16. Find pictures with person facing left and right.
17. Trace and cut out right and left hands and feet. Hang up for constant reference.
19. Draw a face with parts left off. Have child complete.
20. Cut out magazine pictures to make puzzles. Cut parts off. Have child reassemble.
21. Finds objects on the right or left of his body. Young children tell the name, describe the object. Advanced: Write name of object, dictate their description. Keep track of key words to help learners write their own descriptions as their skills develop.
22. Place ribbon or bracelet on right hand and leg so child sees the ribbon and feels the touch. Simon, or whomever, says touch the floor with your right hand. "Shake your left foot. Touch your right foot," etc. Teach right and left ears, fingers, toes, shoulders, ankles, knees, legs, arms, elbows, wrists, teeth, sides of body.
23. Always manipulate objects from left to right in preparation for reading.
24. Lay objects going left to right and one going different.
25. Play body part identification games such as follow-the-leader.
26. Play marching music and give commands such as "Stamp your left foot." "Slap your right side," etc.
27. Move whole body by saying: "Move to the left (right) of Nancy. Stand on the right (right) side of your chair. Open the box on the left. Crawl under the first desk to the left of yours. Place the book on the left (right) side of your desk. Advanced: Place the box in the upper right (upper left, lower right, lower left) side of your desk.
28. Trace the learner's hands. Give directions such as: "Draw a ring on the first finger of the right hand. Color the left thumb green. Put a ring on the second finger of the left hand. Color all the nails red. Put an x on the left thumbnail."
29. Open a book and show me the first word you see.
30. Show me the child first in line.
31. Show me the second tree from the left.
32. Show me the last car on the train.

33. Who was the last child in from playtime?
34. Who is the first child in line?
35. Show me the third word on the page?
36. Show me the fourth word? etc.
37. Show me the first doll you took from the toy chest.
38. Show me the last toy you put into the chest.
39. Show me your first name.
40. Show me your last name.
41. Show me the first letter in your first name.
42. Show me the first letter in your last name.
43. Place hands in front of body. Give directions as: "Place your right thumb on your left little finger.
44. Put your left thumb on the first finger of your right hand.
45. Put your little fingers together.
46. Put your thumbs on your little fingers.
48. Put your first finger of your right hand on the third finger of your left hand," etc.

Duplicate Teacher Movements Orally

As teacher moves silently, learner tells movement orally:

- I raised my left foot.
- I touched my right ear with my left hand.
- I touched my left foot with my right hand.
- I touched my left toe with my right toe.
- I touched both feet with both hands.
- I touched the back of my left knee with my right hand, etc.

Personal Notes

[illegible]

Section 9

Directionality and Handedness

“I must know my left hand from my right hand where I am, and up from down, forward from backward, and the direction I go when I write and read. I must know the right and left of all my body parts as leg, arm, ankle, waist, thigh, elbow, spine, eyebrow, hips on myself and those of other people. I must know directions in my home, my school room and school, my neighborhood and my country.

I must have a sense of laterality. I was born with this knowledge of ‘leftness’ and ‘rightness’ of my body. I want to go to kindergarten with this well learned. I want you to teach me which hand is best to write with and which hand to use most for everything.”

Touch My Knees

**Touch my left knee with my hands
Touch right knee, then quickly stand.
Touch my right ear, shout “Hurrah.”
Touch my left then touch my jaw.
With my left hand
Touch right foot
Then stand alert and just stay put.**

Left to Right Order

1. Always manipulate objects from left to right in preparation for reading.
2. Place objects in left to right order of reading. Have child name the objects. As he begins he says, “This is the left side. I start here. When he finishes naming the objects he says, “This is the right side. I finish here.” Remove objects and have him tell in correct sequence what they were.
3. Teach to sort out right and left gloves, shoes, paper outlines of feet and hands.
4. Teach right and left hands when facing a person. Turn a doll to show left and right.
5. Find pictures with person facing left and right.
6. Practice following a pencil eraser with eyes going left and right in vertical, horizontal and diagonal position to develop smoothness.
7. Use his preferred hand, right or left, consistently in writing and drawing.

8. Teach child to turn one page at a time with preferred hand.
9. Lay objects going left to right and one going different.

Opposite Directions

1. "Raise your right hand." (learner raises left)
2. "Stamp your left foot. (learner stamps right foot)
3. Jump to the upper left corner of the square. (jumps to lower left)
4. Place your right hand on your right knee. (left and on left knee)
5. Lean your right ear toward me. (left ear leans)
6. Catch the ball with your left hand. (right hand)
7. Sort out left and right shoes, gloves for the family.
8. Put on or take off right and left shoe, glove.
9. Put something in or out of right or left pocket.

Right, Left Activities

1. Jump with both feet together. If jumping in this manner is difficult, hold the child's hands with his arms stiff to give him a lift.
2. Skip with rhythmic movements with alternate feet.
3. Skip with long steps and short steps, varying tempo.
4. Hop on right foot and left foot.
5. Walk a walking board forward, backward and sideways.
6. Walk on balance board to drum beat while holding glasses of water in each hand and balancing a boiled egg in a spoon held between the teeth.
7. Jump rope on sponge mat.

8. Touch his right elbow with his left hand.
9. Touch his left leg with his right hand.
10. Touch the top of head with right hand, then left hand.
11. Hold a pencil in right hand then left hand.
12. Put left foot forward.
13. Turn his left foot to the left then to the right.
14. Point right foot to the rear.
15. Point his left leg to the right then to the left.
16. Step to the right side then the left side.
17. Bend to the right side then the left side.
18. Walk on marked footprints, naming his right and left foot as each step is taken.
19. Hop to the right and to the left.
20. Do jumping jacks.
21. Do angels in the snow. Learners lie on the floor and move both arms above head, keeping arms close to floor. Legs should be as far apart as possible, keeping knees stiff. Teacher may need to assist learner in moving arms and legs together. If learner cannot coordinate feet and hands, teacher holds firmly one foot while other is moved.
22. Learner may have difficulty going fast and then slow. Put a firm pillow under hips and chest. Child turns face down and repeats. This movement can be done to rhythm to music or a beat.
23. Child turns his head to the left and to the right while sitting and while standing.
24. Lift right arm then left arm.
25. Lift right leg then left leg.
26. Stand erect and still.

27. Touch their toes with their fingertips while keeping their legs rigid.
28. Extend arms overhead--opening and closing his hands.
29. Kneel and stretch arms forward and to the side.
30. Stand on left foot and then right foot with eyes closed.
31. Stand on left foot and raise right foot forward.
32. Stand on right foot and lift left foot to the side.
33. Stand on left foot and lift right foot to the rear.
34. Stand on left foot holding right foot with right arm.
35. Stand on tip toes with arms out front, out to the side and down to the side.
36. Stand on one leg with both arms out to the side then out to the front.
37. Walk on footprints.
38. Walk across car tires.
39. Walk around the rim of the tire.
40. Try to follow someone else's footprints in the sand.
41. Crawl along a certain line.
42. Walk along pathways made of rope, chalk, tape or paint.
43. Touch a well-known object out of child's sight. Have child tell at least three ways the object feels to him.
44. Apply objects of different temperatures to the child's hands, face, legs, back. Have him tell if objects feel cold, warm, cool, hot. Work with one side of the body and then the other.
45. Have the blindfolded child lie down. Touch different parts of his body. Have him move the part you tapped. If the part is immovable (such as an ear) have him touch that part.

46. Tap a rhythmic pattern on the blindfolded child's hand. He taps the same pattern back on your hand. Patterns are short and easy at first. Gradually increase length and number of taps. Tap also on the child's head, shoulders, back, arms and palm of hand.

47. Repeat with ribbons or wands. Move creatively to a target then back again.

Simple Map Directions

North, South, East, West. Draw or paste pictures of **North** Pole or Arctic such as ice and



snow or even Santa Claus. For the **South**, use pictures of palm trees and sunshine. For the **East**, use; large cities and oceans and **West** as desert and oceans. These, of course, are only samples of United States directions. Enjoy drawing directions for your part of this great earth.

To the Teacher and School: Geographic directions are too complex for this guidebook to be given here with simple directions. It is recommended that your school's classroom purchase a globe thereby enabling the student to visually see what North, South, East and West is and how these directions

relate to each other. Point out many features including the location of the school and other points of interest to include the size of the globe as compared to the earth and our sun.

Hang a map on the north side of his room or preferably on the floor. Make a sun and put it on the east side of the map. Let your child follow the real sun across the sky, (only being aware, not directly looking, of course). Inside your child's room direct him to walk east toward the rising sun. Direct him to walk west toward the setting sun. Walk north on the map toward the top and south toward the bottom. Take the map outside.

Such questions could be asked:

- What direction does our house or apartment face, etc.?
- What direction are you facing now?
- What direction will you face to see the sun rise?
- Find that direction on the map.
- What direction will you face to see the sun set?
- What direction will you go to get to the North Pole or Arctic ?
- What direction will you face to get to the South Pole or Antarctic?

Give directions as:

- Walk to the north of the room.
- Sit on the west of Mary.
- Lay down with your head facing west.
- Walk from east to west in our room.
- Walk from north to east, etc.
- Child is oriented to direction by saying, "If I turn right (left) I will be facing north, south, east or west.
- Jump in the four directions to music. "Jump north to the music". "Jump south to the music." "Jump over the rope." "Jump into the rope." (jumping rope) "Walk under the rope." (rope held high by two people), etc.
- All things, such as toys, cars, furniture, books, animals, buildings, doors, pictures, setting the table, etc., have a right and left.
- Set your doll on the left side of the table.
- Touch the right side of the table with your right knee, (left).
- Touch the back of the chair with your nose.
- Touch the right arm of the sofa with your right ear.
- Place both hands on the left side of the teacher's desk.
- Squeeze anything soft and pliable; balls, sponges, clay, mud, bread dough, etc. Use soft-textured paper such as paper towels, napkins to paint or draw on.

Note: Using the same dominant hand, eye and foot in one's environmental contacts, such as kicking and throwing balls, handling knives and scissors, writing, eating, batting a ball, looking through telescope, etc. Training activities help to establish habitual responses to laterality situations. (Always knowing what is on your right and left and having the brain tell you this continually.)

Correctly Orient the Map

Note: If a map is not placed how the world actually sits in the real world, the child may have map direction problems into adulthood. He may not see in his mind how the real world looks and his relationship to it.

Make a Neighborhood Map

Walk around your neighborhood then help your child draw a map of his own as extensive as you wish. Take the map with you and use it to find familiar places as the grocery store, where he will go to school, the post office, the park where he plays, his friend's house, etc.--both going to and coming home.

Another map you make at home may even have houses and buildings made from Styrofoam or milk cartons.

Personal Notes

[illegible]

[illegible]

Section 10

Time Orientation

1. Walk slowly and fast. "Which took longer to do?" "About how much time did it take to walk slow, fast."
2. Throw ball to partner slowly and faster. Talk about how body feels when throwing slowly or throwing and catching faster ball.
3. Jump rope to rhythms and counting out rhymes.
4. Show pictures of a.m., p.m. morning, evening, noon. Note the directions of shadows. Use a sun dial if you have access to one.
5. Use timers to show learner how long it takes to write his name, sharpen his pencil, walk across the room, read a sentence, put on his coat, get to school, complete projects, time left in football and basketball games, etc.
6. Extend timed activities to minutes and hours.
7. Make yearly bulletin board with months in a circle, showing days in year, weeks, months, holidays, seasons, events. etc.
8. Show all ways time has been told as with water clocks, sun dials, candles and hour glasses. Show ways people used for alarm clocks (burning string on candle.)
9. Show pictures of stages of age from infancy to old age.
10. Write a personal history from birth to present.
11. Obtain a wind-up clock to hear the passage of time.
12. Advanced: Pick a word and have child talk about that word for as long as he/she can.

"I must know how to judge just about how long it takes to do something. I must get to school on time. I should be able to know how long it takes to do a task. I should know the day, month, year, time of day and seasons. I want to know how long it is from one important event to another. These are all part of time."

13. Ask child to remind you in five minutes about something, or any time period.

What About the Calendar?

Child writes the numbers of every day of the current month over the numbers on the calendar. Put small sticker on each day as it passes.

These questions could be asked:

- What month is it now?
- What month is your birthday?
- What day of the month is your birthday?
- Say all the months of the year with me.
- Let's spell the abbreviations of the months of the year.
- Let's say the days of the week.
- Let's say and spell the abbreviations of the days of the week.

Show me on the calendar what day it was/is:

- today
- yesterday
- tomorrow
- a week from today
- the first day of the month
- the last day of the month
- Count to the fifth day of the month and tell what day of the week it is.

Is it 65 Degrees?

What is the temperature today? (Furnish a thermometer)

Allow the child to watch/view the current temperature on T.V. or the Internet.

If it is warmer than 65 degrees you do not have to wear a coat to go outside.

If it is colder than 65 degrees you must wear a light sweater or coat.

What is the weather today? (Draw several small pictures of clouds, sun, rain, gray fog, smog or snow.)

Note: There are many types and styles of calendars available on the internet that can be used to teach your learners about how a calendar works.

The Moon in Keeping Time

For thousands of years man has used the Moon to keep track of time, the earth's yearly seasons for planting and harvesting crops and a host of other uses. One of the most common means of tracking time was Full Moon to Full Moon, approximately 30 days, or one month. Before, or in the absence of the modern clock and calendar, man used the Moon to determine the yearly seasons and the length of time it took to accomplish his many monthly and yearly tasks.

Today, through modern science, we have "mapped" the phases of the Moon and given these eight phases a specific name depending on Moon's position and how we are viewing the Moon from Earth.

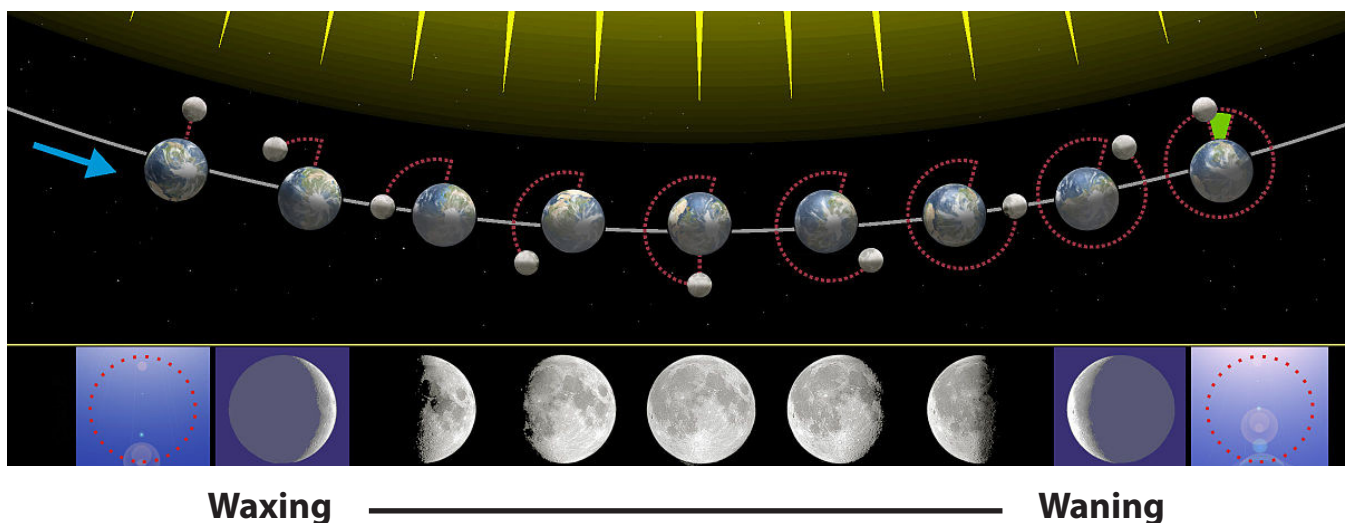
These phases are:

New Moon	Not visible, lit from the back by the sun.
Waxing Crescent	Lit from the right side and approximately 1/4 of the Moon is visible.
First Quarter	Lit from the right side. Only half of the Moon is visible.
Waxing Gibbous	Lit from the right side. Approximately 3/4 of the Moon is visible.
Full Moon	A fully lighted Moon. The entire Moon's surface can be seen.
Waning Gibbous	Lit from the left side. Approximately 3/4 of the Moon is visible.
Last Quarter	Lit from the left side. Only half of the Moon is visible.
Waning Crescent	Lit from the left side and approximately 1/4 of the Moon is visible.

Waxing - when the Moon's apparent size is **increasing**.

Waning - when the Moon's apparent size is **decreasing**.

How the Moon Orbits the Earth



Credit: Orion 8 - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=11219265>

[illegible]

Section 11

Behavior and Social Learning

Cause and Effect

Help your child to realize the effect of acceptable and unacceptable behavior. Give your child opportunities to tell "What would happen if _____?"

1. Help child to state possible causes of an action, as:
The children were late for school because _____.
The car ran off the road because _____.
2. There is pollution in the air because _____.
Clothes must be washed because _____.
3. I chose to scatter my toys about the house or yard?
What happened?
4. Did something get run over because it was left in the driveway?
5. Did a neighbor child break my toy or take it home with him? What happened?
6. Did it get rained on and ruined? What else could have happened?
7. Did I choose not to come when I was called? Did I miss dinner because of it?
8. Did I choose to stay up late watching TV? Did anybody put me to bed?
9. Where did I sleep? Did I sleep too late for my trip to the zoo with some of the other members of the family?

I want you to teach me how to stick up for myself when I go to kindergarten. I don't want to be frightened when I see all those kids at school.

I'll take the blame when I do something wrong, but I don't want to take the blame when I don't.

I want to know the right thing to do. Knowing what to do and say will help me be a good kindergarten student and a student teachers can trust all through school.

Many of today's adult irresponsibility could be solved simply by having had good mothers and fathers in the home at the time the child was growing up. The courts are overflowing with petty lawsuits because an "adult" does not want to take responsibility for his own actions, and wishes to shift the blame on to someone else.

10. Help child to think out and role play logical course and alternatives of action as:

- when you cut your finger
- when water is spilled on the kitchen floor
- locked out of the house
- when you lose your ball

What would happen if...

- you took summer clothes on a vacation to a cold place?
- you hurt yourself and you were home alone?
- you took ice cream in a picnic basket on a picnic?
- you were on a picnic and it began to rain?
- you clapped your hands?
- you dropped an egg on the floor?
- the gas gauge in your car registered empty?
- it should snow all night and all day?

Social and Behavioral Learning

1. Knows the number of people and names of everyone in his family and who lives at home.
2. Teach him the responsibility of caring for a pet.
3. Puts wraps on (when needed) before going out and remove them when indoors.
4. Hangs clothes up.
5. Knows his new teacher's name.
6. Knows the names of neighborhood families and their children.
7. Knows how his house is different from other houses in the neighborhood.
8. Knows how he is different from and same as people in neighborhood, books, TV.
9. Video, movies, etc. Can tell how a classmate is recognized; by height, weight, hair color, body build, dress, differences in walking, talking, hair style between boys and girls.
10. Can describe an object as to color, size, use, parts, how different from object that resembles it, etc.

11. Can describe with at least three words how an object feels that can't be seen; as smooth, slick or rough, soft and hard, wet and dry.
12. Knows and can describe and talk about the United States flag (or flag of his native country.)
13. Knows the function of stores such as grocery stores, supermarkets and clothing stores.
14. Knows the function of buildings as the post office, a church, a restaurant, a theatre, a mall, etc.
15. Knows the functions of people such as; policeman, fireman, milkman, doctor, nurse, dentist, bus driver, farmer, post or mailman.

Knowing the Difference Between Acceptable and Unacceptable Behavior

1. Return toys and materials to proper place after use.
2. Shares toys with others.
3. Does not tattle on friends for personal advancement.
4. Drinks with mouth at proper distance from drinking fountain, let alone spitting in the water dispenser in the fountain.
5. Shows respect for authority
6. Knows difference between friends and strangers.
7. Understands not to speak to strangers.
8. Flushes toilet and washes hands after using toilet.
9. Knows proper use of tissue or handkerchief by covering mouth or coughing into the crook of his elbow.
10. Washes hands before eating.
11. Has pride in personal appearance.
12. Has acceptable table manners.

13. Tell the facts of a conflict without bias or personal interest.
14. Follow rules and understands why rules are important.
15. Helps others feel good about themselves by performing service to others. By doing so, you would feel better about yourself.
16. Accomplish tasks without direct supervision.
17. Accept changes in plans of daily routine.
18. Smooth peer relationships without being gullible.
19. Be organized and neat in his surroundings and activities.
20. React with the proper emotional reaction as the situation warrants. Learn not to over react in small social situations.
21. Enter into play activities.
22. Finishes a job and feels accomplishment in doing so.
23. Controls his temper.

Section 12

Beginning Reading and Writing

Learning to Write and Spell

How to Start Your Child Reading From the First Time He Holds a Pencil

Preparing your child to be an outstanding kindergarten learner will take mountains of patience from before two years to five years of age. The early intervention skills are essential to successful kindergarten entrance.

Allow the child to repeat after you, the teacher, as you teach a letter so he is aware of the following vocabulary and how to place his letters:

1. Small and Big letters
2. Top and Middle and Bottom Lines
3. Slanty Spine
4. Cross Right and Left
5. Tall and Short Spine
6. Short Writing Directions
7. Curve
8. Full Circle
9. Half Circle

Teach right, left, top, middle and bottom lines like this:

Top _____

Middle - - - - -

Bottom _____

Oral Directions for Letter Writing

The lower and upper case will be referred to as "small" and "big." "Big" letters are also known as Capital letters.

A

Small 'a'

Start a full circle from right to left a little below the middle line. Back to the middle line.

Down 'a's short spine to the bottom line. Short Writing Directions: Around, down

Big 'A'

Top line to bottom down a slanty spine. Jump back to top and slant to bottom again. Cross right from one spine to the other spine. Short Writing Directions: down, down, cross.

C

Small 'c'

Start left on middle line. Circle around to bottom line. Curl up a little and stop. Short Writing Directions: Around, Stop

Big 'C'

Circle left on top line to bottom line. Curve up a little and stop. Short Writing Directions: Around, stop.

D

Small 'd'

Full Circle left from middle to bottom line -- back to middle line. Jump from top to bottom down tall spine. Short Writing Directions: Circle, down.

Big 'D'

From top to bottom line down tall spine. Jump back to top. Then a half circle right to the bottom line. Short Writing Directions: Down, around.

S

Small 's'

Curve left on middle line. Slant right between middle and bottom lines with care. Then curve left like a rocking chair. Short Writing Directions: Curve, slant, curve

Big 'S'

Curve left on top line. Slant right between top and bottom lines with care. Curve left on bottom line like a rocking chair. Short Writing Directions: Curve, slant, curve.

F

Small 'f'

Curve left on the top line then down tall spine, a little cross on the middle line. Short Writing Directions: Curve left, down, cross.

Big 'F'

Top to bottom line down tall spine. Line right, top and middle lines. Short Writing Directions: Down, line right, line right.

T

Small 't'

Top to bottom line down tall spine. Jump back to middle line. Walk across small 't' on the middle line. Short Writing Directions: Down, cross

Big 'T'

Top to bottom line down the spine. Jump back to top. Walk big "T" on the top line. Just like a high telephone line. Short Writing Directions: Down, cross.

G

Small 'g'

Left like an 'a' back to middle line. Dip down long spine below bottom line. Curve back like a rocker below bottom line. Short Writing Directions: Around, dip, curve back.

Big 'G'

Circle left on top line to bottom line. Circle up to middle line. Write line left on middle line half way back. Short Writing Directions: Around, Back.

J

Small 'j'

Middle to bottom down the spine. Dip on past the bottom line. Curve back like a rocking chair. Dot up there in the air. Short Writing Directions: Down, dip, curve, dot.

Big 'J'

The authors have included the direction to make a cross on the top of the 'J' if the teacher wishes. Top to bottom down the spine. Curve left on the bottom line. Jump back to the top line all the way. Cross on top of large 'J'. Short Writing Directions: Down, rocker curve, cross.

I

Small 'i'

Short spine from middle line to bottom line. Dot above spine. Short Writing Directions: Down, dot.

Big 'I'

Top line to bottom line. Jump back to top and cross right. Cross right on bottom line. Short Writing Directions: Down, cross, cross.

R

Small 'r'

Middle to bottom down short spine. Trace back to middle line. Take a little curve to the right. Short Writing Directions: Down, up, curve

Big 'R'

Top to bottom down long spine. Jump right back to top of spine. Right curve back to middle line and spine. Slant right from middle to bottom lines. Short Writing Directions: Down, curve, slant.

N

Small 'n'

Middle to bottom down short spine. Trace back to middle. Curve right, then straight down to bottom line.

Big 'N'

Top to bottom down tall spine. Slant right top to bottom line. Jump to top line. Then down tall spine. Short Writing Directions: Down, slant, down

M

Small 'm'

Middle to bottom down short spine. Trace back to middle line. Curve right, then down to

bottom line. Trace back and another curve to bottom line. It's no mirage, It's a two-car garage.

Big 'M'

Top to bottom down tall spine. Jump back to top line, then right slant to bottom line. Jump back to top line and slant left to meet the slant you made. Jump back, straight down to bottom line. Short Writing Directions: Down, slant, slant, down.

L

Small 'l'

Tall spine from top line to bottom line. Short Writing Directions: Down

Big 'L'

Top line to bottom line. Line right. Short Writing Directions: Down, line.

H

Small 'h'

Tall spine from top line to bottom line. Trace back to middle line. Curve right, then short spine to bottom line. Short Writing Directions: Down, curve right, down.

Big 'H'

Tall spine, top line to bottom line, down. Jump back to top line, and tall spine from top line to bottom line. Cross right from tall spine to tall spine on middle line. Short Writing Directions: Down, down, cross.

P

Small 'p'

Middle line down to bottom and dip below the bottom line. Jump back and circle right middle to bottom line. Short Writing Directions: Down, curve.

Big 'P'

Top line to bottom line. Jump back to top. Circle right top to middle line. Short Writing Directions: Down, curve.

B

Small 'b'

Top to bottom down the spine. Circle right on middle line to bottom line. Short Writing

Directions: Down circle right.

Big 'B'

Top to bottom down the spine. Jump to top line. Straight line right then curve back to the spine on middle line. Straight line right then curve back to the spine on bottom line.

Short Writing Directions: Down, jump, curve, curve

O

Small 'o'

Circle left from middle to bottom line. Back to middle line. Short Writing Directions: Circle left

Big 'O'

Circle left top to bottom line. Back to top line. Short Writing Directions: Circle left

E

Small 'e'

Straight line right between middle and bottom line. Circle left between middle and bottom lines, almost back to middle line, but not quite. Short Writing Directions: Line, around.

Big 'E'

Top to bottom, down the spine. Back to top, line right. Middle line, line right. Bottom line, line right. Short Writing Directions: Down, right, right, right.

U

Small 'u'

Down small spine from middle line to almost bottom line. Curve and up the spine. Trace back down to bottom line. Short Writing Directions: Down, curve up, down.

Big 'U'

Top line to bottom line. Curve right back to top line. Short Writing Directions: Down, curve up.

Q

Small 'q'

Around like a small 'α'. Dip below bottom line. Short Writing Directions: Around, down.

Big 'Q'

Top line, left circle to bottom line, back to top line, slant right small line between middle and bottom lines. Short Writing Directions: Around, slant.

V

Small 'v'

Slant from middle to bottom lines. Back again to middle line. Short Writing Directions: Slant, slant.

Big 'V'

Slant from top to bottom line. Slant from bottom to top line. Short Writing Directions: Slant, slant.

Y

Small 'y'

Slant right from middle line to bottom line. Slant left from middle line past bottom line. Short Writing Directions: Slant, slant, dip.

Big 'Y'

Slant right from top to middle line. Slant left from top to middle line. Straight down spine from middle to bottom line. Short Writing Directions: Slant, slant, down.

W

Small 'w'

Slant right from middle to bottom line. Slant right up to middle line. Slant right down to bottom line. Slant up to middle line. Short Writing Directions: Slant down, up, down, up.

Big 'W'

Slant down from top to bottom line. Up to top line, Down to bottom line, Up to top line. Short Writing Directions: Slant down, up, down, up.

K

Small 'k'

Top to bottom down tall spine. Jump to middle line. Slant left half way between middle and bottom lines. Slant right again between middle and bottom lines. Short Writing Directions: Down, slant, slant.

Big 'K'

Top to bottom down the spine. Jump to top line. Slant left between top and middle lines. Slant right between middle and bottom lines. Short Writing Directions: Down, slant, slant.

X

Small 'x'

Slant right from middle line to bottom line. Back to middle line and cross right between middle and bottom lines. Short Writing Directions: Slant, slant.

Big 'X'

Slant right from top to bottom lines. Slant left from top to bottom lines. Short Writing Directions: Slant, slant.

Z

Small 'z'

Line right on middle line. Slant left to bottom line. Line right on bottom line. Short Writing Directions: Line right, slant, right.

Big 'Z'

Line right on top line. Slant left to bottom line. Line right on bottom line. Short Writing Directions: Line right, slant, right.

Early Chalkboard Activities

1. The Chalkboard or Whiteboard. Purchase a chalkboard or a whiteboard. If you are fortunate to have a spare wall outside of public view, paint that with chalkboard paint from a hardware store. When the paint dries and your excited child sets to work, be sure the child is holding the chalk correctly between the thumb, pointer and middle fingers, not too loosely or tightly.

a. Draw activities that are felt with the whole body as large as possible. The child will become more involved the more the whole body moves to scribble and make letters.

b. Make big geometric figures and letters on the floor. Child draws one like it on the chalkboard.

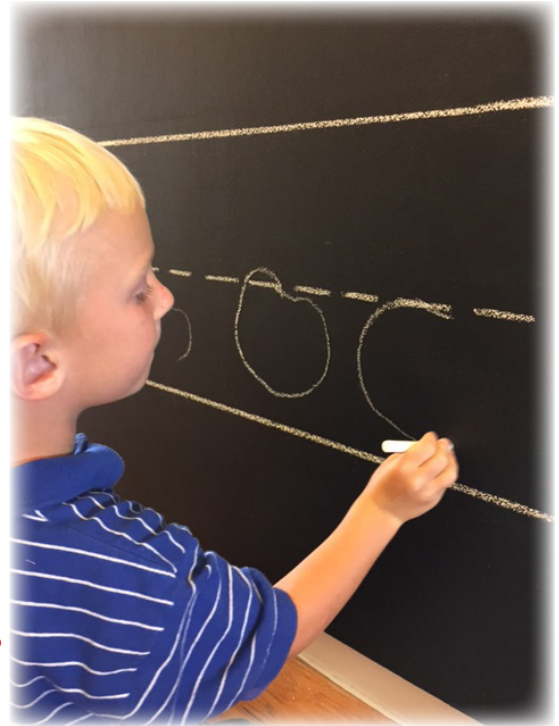
c. Make geometric figures as circles, triangles, etc., in the air then draw them on the chalkboard.

d. Keep in mind the correct direction toward the left.

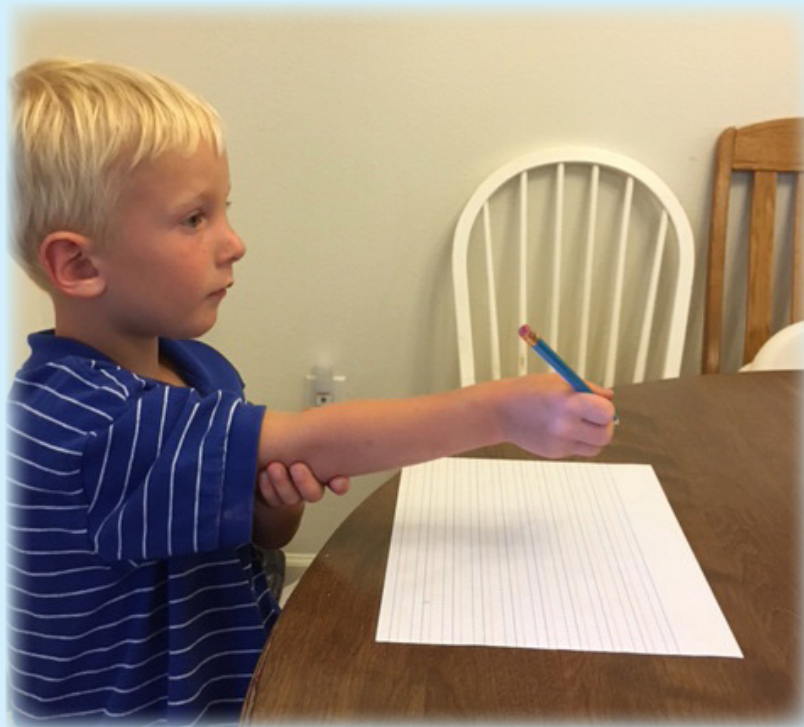
2. Directionality. At every opportunity, the first time he holds the chalk, direct his hand in the correct direction for early handwriting toward the left. That first time is the time to start training his brain to write from right to left.

When you see him forming his circular scribbles toward the right, gently hold your hand over his and direct the circles going from right to left as in "a, c, d, e." The zero and the letter "o" is also easily reversed. This may take hundreds of times. The hardest problem to break for kindergarten teachers is the child writing letters in the wrong direction. One of the major reasons children are referred to the resource room is because of directionality problems. Often they spend their elementary years in the resource room trying to correct what could have been prevented.

3. Handedness: Your child will select his own handedness preference as to right or left. When he



Without the aid of a dashed line pattern, the child could easily reverse all letters. When the child shows up at the kindergarten door with letter reversals, it sometimes takes months to teach correct directionality of right to left.

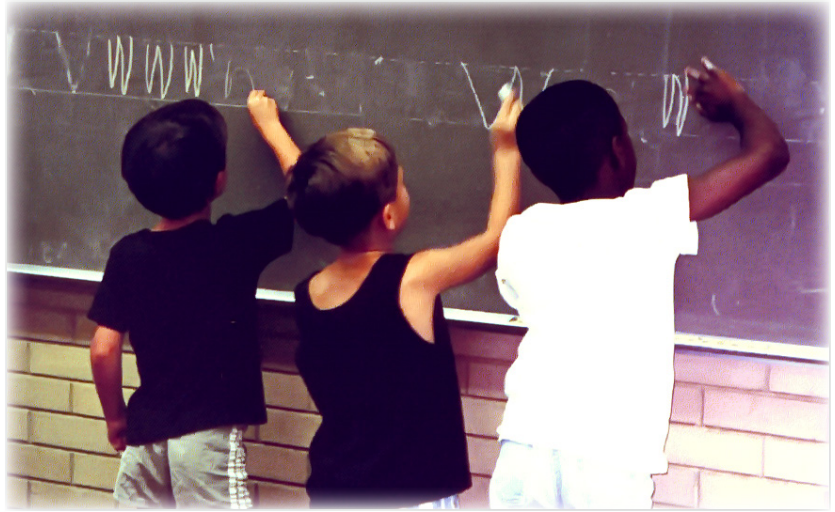


When the letter is written large in the air, it gives the child a strong visual image of the letter he will write on his paper. Note this child is holding his right arm with his left hand.

After the student has written the letter in the air, as shown to the left, allow the student to write on a chalkboard and on paper, providing as much letter writing space as needed. Allow the student to write as much as they need. This will provide practice in forming letters.

makes this choice, no matter which hand he chooses, the habit of correct directionality you have directed will be formed.

4. The Alphabet: Across the top of the chalk or whiteboard, **facedown**, hang cards with all the letters of the alphabet in the traditional order as “a, b, c, etc.” A sound word and picture reminds child of the sound he is learning. The only card face up is the sound being learned.



The alphabet cards can be purchased from **CompuRead** or make your own with sounds within your environment.

In the early stages of writing, let your child write as big as he likes, saying the sound and sound picture as he writes. (c in cat says /c/). He is not expected to know the letters all at once. A letter at a time will be his focus.

Allow as much time as it takes to learn each letter. In other words, “overlearn” the letter. Your child has to learn how to hear, sound, read, write and spell that letter. It is a magnificent accomplishment to turn the letters into words that have meaning to him or her. All this is a huge task for a little learner. But if the child has knowledge of letter names and sounds they make and the direction they are written, he or she will enter kindergarten with confidence and a solid reading foundation that predicts reading success.

CompuRead Phonics Sound Words

These sound words in **CompuRead** were chosen because they are short words and appear in the **CompuRead** reading program stories. The sounds below are necessary for

Practice Writing Letters

Provide pre written letters to allow the student to trace over the letter. This will provide practice for the student in correct letter formation and practicing correct directionality. After the student can trace over the letters, provide lined paper to write the letter without pre written aid.



Sounding Words and Sound Sentences

successful reading as the child enters kindergarten.

A-M	
A in add says /a/ – short vowel	B in bug says /b/
C in cat says /c/	D in dad says /d/
E in elf says /e/ – short vowel	F in fan says /f/
G in gas says /g/	H in hat says /h/
I in itch says /i/ – short vowel	J in jet says /j/
K in keg says /k/	L in lid says /l/
M in map says /m/	
N-Z	
N in nest says /n/	O in off says /o/ – short vowel
P in pig says /p/	Qu in quilt says /qu/
R in ran says /r/	S in sad says /s/
T in Tad says /t/	U in under says /u/ – short vowel
V in van says /v/	W in well says /w/ –sometimes a vowel
X in fox says /ks/	Y in yell says /y/ –sometimes a vowel
Z in buzz says /z/	

Tactile-Kinesthetic Techniques

Make two alphabets of cardboard or obtain plastic ones. Put one letter only out with two or three other letters, one of which is the same. Have child match the letter. Run his finger over the letter saying the name and sound.

The use of tactile tracing (writing letters with the fingers on the writing surface to increase the stimulation) often speeds the learning.

- Make a **6 x 8 card for each letter** from poster paper or any stiff light cardboard. Rule in the top, middle and bottom lines about 2 inches apart.

Top Line _____

Middle Line _ _ _ _ _

Bottom Line _____

Write the letter with a marker pen on the card. **Squeeze any glue that comes from the tube in a small stream over the letter.** For increased touch stimulation, you may want to add fine sand or sawdust, salt or sparkle flakes to the wet glue.

Cut letters from **medium to lightweight sandpaper**, (approximately 400-600 grit), and glue on 6 x 8 cards.

After writing on a **6 x 8 or 8 1/2 x 11 paper or card, insert this into a plastic page protector or acrylic frame.** Learner traces over the plastic with a dry erase washable marker. Erase until the plastic becomes too scratched and soiled or wears out.

Print an alphabet letter, (spelling words, etc.) approximately 2-4 inches in height, from a computer printer. Insert this page into a plastic page protector or acrylic frame. If you use a plastic page protector, you may wish to glue sparkle flakes on to the paper prior to inserting in the protector. Note: The plastic sleeves don't last as long to trace with raised stimulation.

A small **carpet sample** used to form letters with finger. Select a sample that leaves a trail when written on.

Writing **in the mud** if you are near wet dirt. The writing can be with a stick. Or **finger paint** if the teaching is done inside.



If you are on a beach **in the sand**, or if you are not, your teaching could be done with the child writing in a shallow box filled with sand, salt or any dry material, fine sawdust or sparkle.

Wetting sand or mud and making letters is an excellent way to show a young student the basic structure of letter formation.

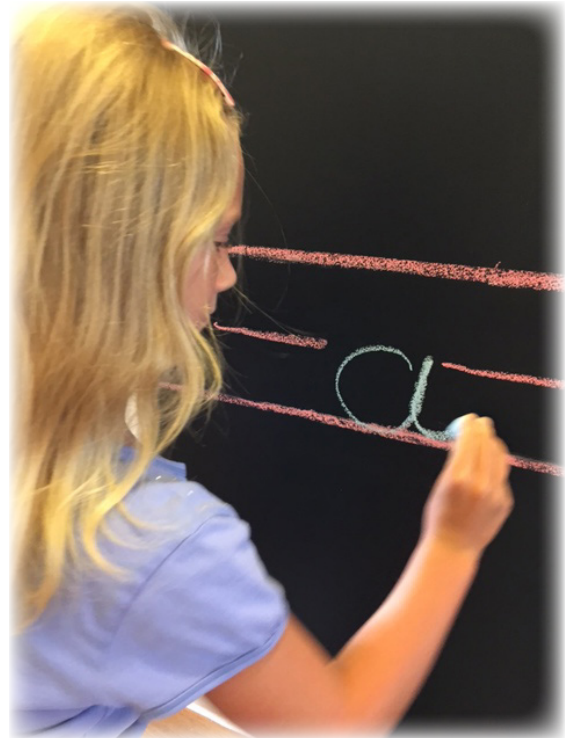
Roll **cookie dough** into long strips and form into letters and bake.

From the cookie dough dilute some so it is easily pressed. Roll it out and place it in a gallon-size plastic bag. Have your learner write on the soft dough with his finger.

Form letters with a strong **stream of water with a garden hose**.

Write a letter on a **friend's back** being sure to cross the midline (or as much on the left side of his spine as on the right side) to see if he recognizes the letter or word.

Write **in the water** while swimming or bathing, (for quick eyes) or any other surface.



Writing on a chalkboard provides excellent touch and feel stimulation when first learning to write.

A **chalkboard or whiteboard** is the first priority of a teacher at home or school. Many of the techniques in this book can be drawn on a chalkboard by the parent or the student. A chalkboard is preferable because of the stimulation of a more uneven surface than a whiteboard.

To make an individual chalkboard, plywood or any smooth wood in a portable size (as teaching and playing games while traveling or for mobile families) about 15 inches square for each child you teach. A chalkboard can be painted again when the surface wears out as many times as desired. (Follow directions on can for drying time.)



Pre school children learn quickly when given a chalkboard when first learning to write.

Write the desired letter or word on the chalkboard. The learner can trace the letter or word with his finger for added stimulation over your chalk writing.

You make the correct letter or word with colored chalk and dashes on the chalkboard. The learner traces over your letter or word made with white chalk to be sure of the directionality.

If you have an **old typewriter** available (or from a second hand store) allow the child to hunt and peck his

letters and words. New ribbons can be purchased online.

Your learner is being taught to write going left with his first letters. But he must also know he reads those same words starting from the left side of the page and going right. Have your child (on the chalkboard or other surface) trace from a line you have drawn back and forth from left to right to help the eye and hand work together and to know the direction of reading.

Have learner shine a narrow beam with a **flashlight** across his room from left to right to simulate the direction of reading. When he knows the direction of reading, have him write a letter then a word with the flashlight.

Purchase **sidewalk chalk** in different colors to draw paint pictures. Then have your learner write a small caption about them.

To learn the directionality of reading, have your learner follow a **suspended ball** back and forth on a string with his eyes.

To bring the correct visual image of the letter before his eyes, have your learner write **the letter in the air**, holding a pencil in preparation to write that letter on his paper.

Purchase several sets of **magnetic letters** to place on your refrigerator or other metal surface. The learner arranges the alphabet, spells words, writes a note to you or the family, etc.

Besides the techniques above, this Innovation Guidebook is replete with other hands-on techniques that lead into kindergarten and reading.

You may want to collect low cost equipment to vary your teaching. Keep your eyes open at garage sales and thrift shops. Such things to look for are adding machine tape to write words on, old basal readers, magazines and greeting cards to cut out pictures and letters to make picture stories (such as flannel board stories) and words. A large well bound book could be used to paste learner's stories and art efforts into. Use small boxes to store and organize pencils, crayons and equipment. Balls (still able to bounce.)

A pencil and a paper are really all you need to teach, but you may want to collect some



A sidewalk is an excellent place for a young child to begin his creative art techniques and learning the letters of the alphabet. Sidewalk chalk washes completely away.

equipment to vary your teaching.

Play Dough Recipe

Combine:

1 cup salt

4 cups flour

1 t. powdered alum

Add:

1T. salad oil

2 scant cups water to which desired amount of food coloring has been added.

Knead until workable. May be stored in airtight container, such as a plastic bag, or jar in refrigerator.



Logical Introduction of The Alphabet

All this going toward the left, the right, long spines and short spines and dipping below the line can be confusing. Learning to write is not an easy task. Therefore, making this much easier and more logical to the student, the teacher needs to layout the alphabet across the top of the chalkboard as follows:

1. **Hang all wall chart letters** in the traditional order, (a, b, c, d, etc.) across the chalkboard, FACE DOWN. If there is not enough room for all letters across the chalkboard, continue around the room, one after the other.
2. **Learn Directionality.** Next, the learner needs to learn each letter according to **directionality**. This is accomplished by learning each letter as outlined below, beginning on page 145. Learning the letters according to the direction they are written ensures the learner that all letters are formed correctly, e.g., written from **right to left, left to right, top to bottom**, etc.
3. **Focus on One Letter.** As each letter is learned in the logical manner, turn that letter over. For example, if you begin with the letter, 'a', turn only the letter 'a' over and work only with it, focusing the letter at the child's eye level and allowing the child to work only with this letter with the top, middle and bottom lines already written on the chalkboard. Take a letter at a time and learn how to sound/read/spell and write each one. In this way, learning then becomes much easier. See top of page 156.
4. **Oral Writing Directions.** Tell the child the letter name and the sound. The short sound

is taught first. Teach the oral way to make the 'a' as given on page 138. For example, the letter 'a' directions are: "Start a full circle from right to left a little below the middle line. Back to the middle line. Down "a's" short spine to the bottom line." Short Writing Directions: Around, down." The child looks into a mirror to see his mouth making the sound and feel the air coming out of his mouth to make the sound. It is great fun to allow the mirror to cloud up.

When your learner needs no oral directions and the 'a' is made automatically and your learner knows the sound, he will not likely forget.

Note: it is the teacher's choice to teach the upper case letters along with the lower case letters.

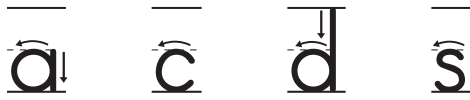
5. All Letters Learned in Alphabetical Order. When all the letters are learned, the normal order of the alphabet is seen. He knows the normal order; how to write each letter orally and without oral directions; is comfortable with the sound, he is now ready to use these sounds and letters to make words.

If you make your own cards, write both lower and upper case on each card. Paste a picture to represent the sound. The letters are more easily learned in their logical sequence and NOT the traditional sequence. This order ensures the child will likely NOT have directionality problems in writing.

Personal Notes

How Lower Case Letters Lead One to Another

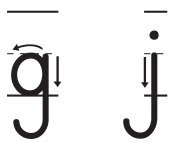
Lower Case



The first letter learned is the short 'a' starting on the middle line and writing left. All the other letters; c, d and s are written toward the left. Note: See the writing directions for a, c, d and s, and all the letters of the alphabet, starting on page 148.



The height of the tall letters has been established by the 'd' which introduces the 'f'. The cross of the 'f' has been established and is used for 't'.



The 'g' leads to the 'j'. Note: the initial movement of the 'g' was established by the 'a'.



The 'i' leads into the curving letters r, n, and m.



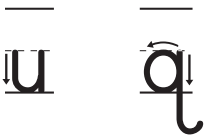
The tall letter 'l' (established by the t) leads to the curving letter 'h' (established by the curve in the 'n').



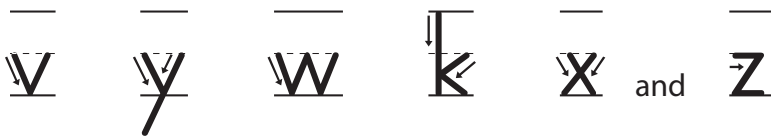
The 'h' establishes the directional pattern for 'p' and the 'b.'



Return to the 'o' in the same directionality as the 'o' and the 'e'.



The 'u' leads into the 'q.' When writing the 'q,' tell the students to simply close in the top.



Personal Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The 'v' goes into the 'y' and 'w' with the same slant as the 'k', 'x' and 'z'.

Upper Case Directional and Non Directional Agreement With Lower Case Letters

The upper case letters can be taught if the learner shows little or no tendency for directionality problems. He or she should learn the upper case **first letter** of his name and the other letters of his name in lower case.

If the upper case letter follows in the same direction as the lower case, even though the upper case letter starts on the top line, teach along with the lower case. Those who do not follow the directionality of the lower case letters may be taught when all the letters are established.

Letters that DO NOT follow the same upper and lower case directionality are highlighted in RED.

For example, the upper case letter 'D' DOES NOT follow the same directionality of the lower case 'd'.

A C D E S

O E J G I L T

H B R

N M P

V Y W Z K X U Q

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

Below are the Sound Sentences of each of the Wall Charts as they are presented in *Early Intervention for the Prevention of Dyslexia in 15 Minutes a Day*, as the letters relate to each other and to make a logical writing introduction to make learning easier.

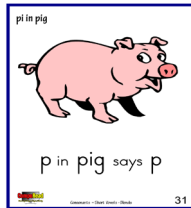
Wall Charts

 <p>2+2=4 a in add says ă 1</p>	a in add says /a/
 <p>ca blend c in cat says c 3</p>	c in cat says /c/
 <p>da blend d in dad says d 5</p>	d in dad says /d/
 <p>sa blend s in sad says s 7</p>	s in sad says /s/
 <p>fa blend f in fan says f 9</p>	f in fan says /f/
 <p>to blend t in tent says t 11</p>	t in tent says /t/

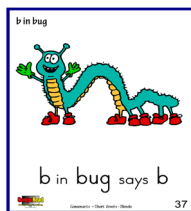
	<p>g in gas says /g/</p>
	<p>j in jet says /j/</p>
	<p>i in itch says /i/</p>
	<p>r in ran says /r/</p>
	<p>n in nest says /n/</p>
	<p>m in map says /m/</p>
	<p>l in lid says /l/</p>



h in hat says /h/



p in pig says /p/



b in bug says /b/



o in off says /o/



e in elf says /e/



u in under says /u/



q in quilt says /qu/

 <p>v in van says v</p> <p>41</p>	<p>v in van says /v/</p>
 <p>y in yell says y</p> <p>43</p>	<p>y in yell says /y/</p>
 <p>we in well says wē</p> <p>47</p>	<p>w in well says /w/</p>
 <p>k in keg says k</p> <p>49</p>	<p>k in keg says /k/</p>
 <p>x in fox says ks</p> <p>51</p>	<p>x in fox says /ks/</p>
 <p>z in buzz says z</p> <p>53</p>	<p>z in buzz says /z/</p>

In the early stages of writing, let your child write as big as he likes, saying the sound and sound picture as he writes. (c in cat says /c/).

Draw the top middle and bottom lines as big as you wish, maybe a foot tall, more or less. Gradually draw them smaller and smaller. Later on, when the letter becomes fluent, allow him to write on lined paper. If your chalkboard is large enough, make a space with permanent top middle and bottom lines.



When the letters of the alphabet are known, the learner is now ready to write all words in the air preparing to be transferred onto paper. The words found on the CompuRead Wall Charts are small and easily recalled by the learner. These same words hold the key sound(s) in the stories.

First Spelling Experience

When your child first begins the desire to write words help him follow the steps below.

1. The writing tool is placed correctly in his hand.
2. Have the word he is to learn written on the chalkboard.
3. Teacher writes word on chalkboard. The child reads the word and points to every letter.
4. He looks in a mirror to watch himself say the word and each letter.
5. Hold the child's hand to make the word in the air saying each letter and looking at the word on the chalkboard, then repeat and underline the word while saying it again.
6. Child traces over the word on the chalkboard with his chalk. You may want to have him trace the word with his finger first. The roughness or contact with the board helps the learning. You may want to guide his or her hand while the tracing is taking place.
7. Child writes word on chalkboard as many times as it takes to produce fluent writing.
8. Cover the word and have child write the word on paper.

If at any time during a teaching lesson, however short, make sure the learner enjoys the learning experience. Stop the teaching at the slightest show of displeasure. "Time to play."

When he wants to return, maybe today, maybe tomorrow, make sure it is a successful experience with your genuine praise. Always, always, always bring fun into learning. Laugh and have fun with your child. Be a clown.

Saying and Teaching the Alphabet

What is a Short Vowel?

Can you feel your throat relax as you make the short vowel sounds a-a-a-a-a-a-i-i-i-i-i-i-o-o-o-o-o-o-u-u-u-u-u-u-e-e-e-e-e-e. Did you feel all your breath come out of your mouth?

All the short vowel sounds are made until you run out of breath. They open your larynx so as much air as possible can come out of your throat.

Your throat is part of your larynx. Your larynx makes the sound of your voice. Your larynx is relaxed but slightly working when you say a vowel. We will learn all the different parts of our face and head that help to make the sounds we speak. The **CompuRead** DVD program explains in detail the parts of the face, head, tongue and throat that produce the sounds of spoken language.

Our English language has more sounds we say than we have letters to write about those sounds. We have only 26 letters. The letters are written in many combinations to help make those many sounds. Letters, then, must work hard to represent all the sounds we say.

There are 5 vowels. Vowels are the workers of the English Language. Every word in our beautiful language has a vowel. Vowels say short sounds like the middle sound in hat, pig, mitt and rat. We will put a mark that looks like a smile over the short sound to tell us

it says /a , i, o, u, e/. This mark is called a breve. **ă ĭ ŏ ŭ ĕ**. The short 'i' and short 'e' are very similar in sound. The short 'i' must be established in the child's reading skills before the short 'e' is introduced. Many children never hear the difference between the short 'i' and 'e'. For this reason, the 'i' is introduced first in the short vowel sequence.

Nine Must Know Letter Writing Skills

The learner must know how to...

1. Coordinate hand movement with the letter's visual placement with his eyes. Recognize the form and similarities and differences of the letters.

2. Where to write the letter on paper and be familiar with the top, middle and bottom lines.
3. Progress in writing from one place to another and hold this image, remembering the directionality the letter goes to write it.
4. The brain tells the direction of the letter to read the letter as well as the hand knows what direction to write the letter.
5. He must be able to match the auditory sound of what others are saying with the auditory sound of the letter he should place on paper, along with what is being said by his own voice.
6. Know the sound sentence as in "a in add says /a/." The sound sentence helps to remember the sound of the letter.
7. Know the name of the letter to **read** and **spell** with it.
8. How the letter is formed with the mouth and parts of the head that help people talk.
9. Know how to write the letter by only hearing the sound without seeing the letter or picture. That's what spelling is.

A Big Task for a Little Learner!!

What Is a Long Vowel?

Soon we will learn about long vowels. They say long sounds like late, bone, cube, tide. We will put a little straight mark over the long vowel to show it has the long sound. The mark

is called a macron. **ā ī ō ū ē.**

Vowels have many other sounds which you will learn about as you learn to read.

What is a Consonant?

You say a consonant when your breath is squeezed off a little bit and your throat closes. Listen to the last sound in these words; first**t**, was**p**, break**k**. The /t/ and /p/ and the /k/ sounds are made by cutting off the breath very quickly for a part of a second.

"C" says /c/ like in cat. This is called the **hard sound** of "c". "C" also says /c/ as in city. This is

called the *soft sound*. We will learn about other consonant sounds when we start reading stories in *CompuRead*.

Writing Child's Name and Labeling Belongings

1. Chalk is placed in correct hand between the thumb and first and second fingers.
2. Print the letters of your child's name on chalkboard as child watches.
3. Say each letter as you write it. Do not use all capital letters. Write the name as your child will see it written in kindergarten. Capitalize only the first letter of your child's name followed by small letters.
4. Run your child's pointer finger over the name several times, saying each letter as you and he write. Paste your child's picture under his name.
5. Label his belongings; John's drawer, John's bed, John's cup.
6. Spell letters with rough surface to lightly run finger across. Write his name on a rug sample that flattens when written on. Write with magnetic letters on the refrigerator door. Write on the family chalkboard, John's space.
7. The way sight words are taught is by meaningful impact. Those mostly non-meaningful words must be made memorable. A basic sight vocabulary is necessary to beginning reading.

Varied Reading Experiences

Knowing some sight words also serves as a strong base for writing the child's own experiences. Sight words aid greatly and are absolutely necessary for fluency of reading.

1. Own Experience. Very early on your child will have experiences he can talk about. Some could be, "I like my mom." "Daddy came home." "My sister loves me." "I fell down."—and hundreds of others. Write them on strip paper along with his artistic efforts and hang them up so he can point to every word to be "read" until reading actually takes place...sooner than you might think. Through this method, and using his own experience, is a very effective process to introduce sight words.

"If my learning stops being fun, let me stop and come back later. I might not remember everything we did, have patience. I'm only a little kid."

2. Aware of Initial Consonants. “Find the words that start alike.” Say this type of activity with your learner, paying special attention to the different sound. Your child will need to be very aware of initial consonants and how words start alike, as: bell, belt, moon, gate, broom, girl, sun, sock, tent, turtle, table, candle, feather, finger, picture, television, towel, refrigerator, sandwich, sailboat, newspaper, gun, goat, coat, baby, barrel, collar, nurse, nut, horn, football, fireplace, toothbrush, me, mother, not, mail, go, game, get, run, rest, rat, day, dart, two, rattle.

3. Why Questions. Answer your children’s endless “why” questions patiently. Even though you know he knows the answer.

4. Your Library Books. Have in your library, books about the world around us. With so much available for children on the Internet, those “why” questions become fun for you as well as for him. Take your child to the library and within reason let him choose books for himself.

5. Your Child’s Background. Children who have had varied experiences have a background of understanding when reading begins. The memories of a rich preschool family experience give them a strong leg up in kindergarten and first grade.

6. Talk and Talk Some More. Talk about all the experiences, talk, talk and talk some more, slowly and distinctly. It is better to talk too much than too little with a small child. Allow your child to express his opinion and value that opinion about the experiences and things in general around him. Carry on a conversation about anything and everything. Talking expands the vocabulary and understanding of the world. The ability to carry on a conversation is important for reading development.

7. Opposites. Opposites are an important skill in language development. Such basic opposites as big-little, hot-cold, fast-slow, light-dark, loud-soft, long-short, few-many, alike-different, boy-girl, front-back, up-down, brother-sister, wet-dry, dirty-clean, young-old, dead-alive, crooked-straight, early-late, sour-sweet, shut-open, empty-full, noisy-quiet, tight-loose, lost-found, north-south, sick-well, off-on, black-white, heavy-light, near-far, smooth-bumpy, asleep-awake, come-go, add-subtract, laugh-cry, daughter-son, strong-weak, narrow-wide, love-hate, remember-forget, pretty-ugly, raw-cooked, cruel-kind, after-before, sharp-dull, evening-morning, friend-foe, wild-tame, etc.

8. Self Expression. Encourage your child to express himself or herself and listen to him. Let some of his thinking be a part of family decisions. This will help your child develop a wide vocabulary. It can also help with pronouncing words clearly.

9. Send Notes. Send your child little notes (by putting them in a pocket, or by his pillow.) Illustrate with stick figures for preschoolers. Then, when your child shows you the note,

read it out loud with expression. Allow child to write to a relative or friend, you will write, of course, but he will know that writing is the means of communication. An amazing change takes place when children receive and write letters and E-mails. They realize that the printed word has meaning and this meaning brings happy surprises.

Explain the writing process to your child: "We think of ideas and put them into words; we put the words on paper; people read the words; and people respond."

For example:

Dear Grandma,
I wish I could be with you to make cookies and eat good ice cream in your little kitchen. I will see you as soon as we all can come.
Your great grandson,
Taylor

P.S. I love you.

Ask the people who receive these notes to respond. An oral response is fine--a written response further drives home, that writing words have meaning, and your child is now on the fast track into reading. "When I write an e-mail, answer me. I don't know spelling, yet. I'll learn that when I'm older."

List four words, two end with a like sound, two with another sound. "Find the words that end alike." As the sounds are learned, more words can be added.

Give me all the words that rhyme with hat, and many other words.

Give me all the pictures that begin with the same sound as ran, rope, road.

Tell me the correct word at the end of this sentence. "The boy went for a ride in a bar, house, car.

Look for toys and objects about the home for child to rhyme. Such as car-star, doll-hall, box-fox, rope-soap, block-rock, pan-fan, door-floor, skirt-dirt, rug-hug, dish-wish, chair-hair, glove-love, boot-hoot, etc.

Find a picture in a book. You say something that rhymes with an object in the picture such as mouse if there is a house in the picture.

Print out from clip art or find pictures that rhyme. Make a puzzle from the two rhyming pictures. Cut each picture differently so child can fit pieces together visually and listen to

the rhyming words.

Have several pictures in front of child. You say, "I'm thinking of a word that rhymes with toy." Child finds rhyming picture.

Make a book of rhyming words. Paste a key rhyming word at the top. Paste or staple other rhyming words on the pages. Label the pictures. Add words as vocabulary increases.

Note: Pick and choose from the above ideas for your child.

Repetition of Earlier Activities

The following pages are a repetition of activities presented earlier. They need not be repeated if they were followed in earlier sections. The authors wanted these techniques to be used in case the parent or teacher wants to teach the reading section before other sections.

1. Stories. Ask your preschooler to **dictate a story** to you. It could include descriptions of your outings and activities, along with mementos such as fall leaves, birthday cards, and photographs. "Help me paste the pages I write in a scrapbook so when I am older I can look at them." Older children can do these activities on their own.

2. Chalkboard. Use a chalkboard or a **family message board** as an exciting way to involve children in writing with a purpose.

3. Supplies. Keep **supplies of paper, pencils, markers** and the like within easy reach.

4. Journals. Encourage beginning and developing writers to **keep journals** and write stories. Ask questions that will help children organize the stories, and respond to their questions about letters and spelling. Suggest they share the activity with a smaller brother, sister, or friend. The CompuRead Reading, Writing and Spelling Workbooks are an excellent source for a child's first journal.

5. Sing alphabet songs with your preschooler.

6. Letters in Books. Point out **letters in the child's name** in the books he chooses.

How to Make a Book

1. Discuss the order the writings should go in. Should all the writings about animals go in one section and the writings about holidays in another? Which writings are the most important and where should they be placed in the book correctly?

2. Number the pages.
3. Make a table of contents.
4. Make covers for the book with heavy paper or cardboard. You might want to paste colorful cloth or wrapping paper onto the covers.
5. Punch holes in the pages and the covers to fit into a 3-ring binder.
6. Bind the book together by lacing yarn or ribbon through the holes. Make knots in the loose ends or tie them in a bow, so that the yarn or ribbon won't slip out.
7. Add pages to this book as more writings are completed or start a new book. Making a book is a multi-step process from planning to writing to producing a final product.
8. If the teacher is pressed for time, obtain a large book from a second hand store and use it or a sturdy notebook to paste your child's literary and art efforts into.

Books to Make

1. Write little stories on folded stapled paper then illustrate or cut pictures from magazines and old books to show understanding.
2. My Word House, Fold paper into the shape of a house. Inside, divide into sections and categorize. List the words on the chalkboard. Child lists in proper categories. Some categories could be: Buildings, Food, People, Animals, Boys' names, Girls' names, etc.

Make Your Own Dictionary

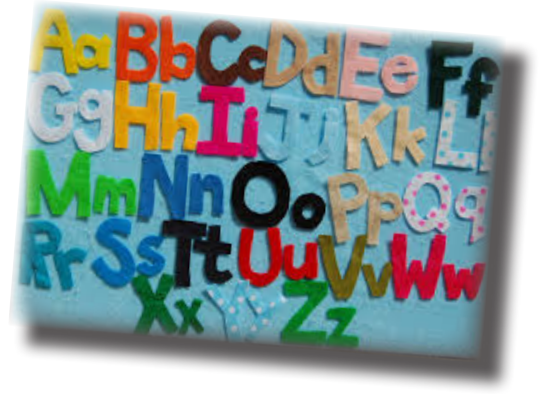
1. Cut out pictures of things from old magazines that start with the letters and paste them on the appropriate pages.
2. Help your child label the pictures.
3. Pretend you are going to the supermarket. Look for an item that starts with "a", "another with "b" and so on through the alphabet.
4. Make an alphabet booklet with pictures of the things you bought at the market. Use pictures from magazines, catalogs. You might even take a picture of your child standing by something that starts with a favorite letter.

5. Make a digital recording of the trip to the market (or any other place). Listen to the recording. Children make pictures of what they hear. Questions that compliment readiness skills can be asked about the pictures.

The Humble Flannel Board

Tell stories on a flannel board. Your child will probably think of all the main actions and situations that he can tell on the flannel board.

A board can be made of felt over light plywood. Cardboard is too light and will bend.



How to Make a Flannel Board

Your preschooler can draw the characters and scenes from paper. He or she can even help starch flannel or felt or any cloth backed with flannel or felt so it will stick to the board. Your child can tell the story how it happened. This will be essential when he learns the sequence of events in a story when he reads stories in books.

Flannel board can be made of many backings, as: White or colored terry-cloth towel, taped within eye reach of your child. Stiff interfacing can be used. Many textures stick to it, as drapery fabric cut into animal shapes, rough backed wallpaper for story characters, plastic sponges cut into animal shapes or any fabric with a rough back.

How to Tell Stories With a Flannel Board

Telling stories on a Flannel Board helps the child not to be shy and have a good self-image when he or she tells a story.

1. Make flannel cutouts of balls in various colors, designs and sizes to include houses in various shapes, sizes and colors and should be in various colors and sizes. Begin learning with three objects. Add more objects as the student learns.

2. Place a pattern on the flannel board: Example, a large red ball, a little blue ball, a medium sized yellow striped ball. Look at the objects, then close eyes. Rearrange the pattern. Ask him to return the balls to the original pattern.

3. Add variety as he becomes successful. Be careful to ensure child is successful. Do not give him more than he can handle.

Gauge the reading techniques to the ability of the child--but always keeping in mind he/she will need the concepts to be a successful reader. When the child begins to write and is not staying within the lines, those who may criticize can crush the self-image of a beginning writer. The child is aware the lines are there and will stay within them if he can. Don't be critical in the slightest way. Staying within the lines will come. The job of parents and preschool teachers is to express their sincere appreciation for the child's efforts.

Personal Notes

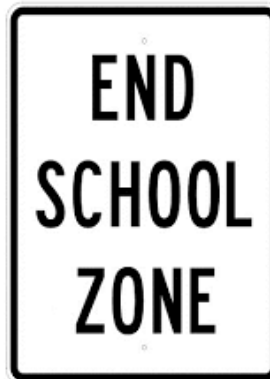
Frequently Seen Signs

"A few of these signs may be a part of my life. Take a picture of the signs and teach me the shape. I will need to know these signs all my life."

Make two signs on big paper plates cut in the shape of a stop sign. Paint the word "stop" on one sign and the word "go" on the other. Your child looks at the signs in your hand, and obeys them. He stops when you hold up 'stop'. He walks when you hold the word 'go'. Any sign below can be taught in a similar manner.

KEEP OUT	DANGER	FIRE ESCAPE	NO TRESPASSING
WOMEN	LADIES	GIRLS	SLOW
MEN	GENTLEMEN	BOYS	STOP
IN	OUT	EXIT	PULL
PUSH	BUS STOP	EMPLOYEES ONLY	FIRE EXIT
DO NOT CROSS	BICYCLE RIDING PROHIBITED	OUT	CLOSED
LOOK BOTH WAYS BEFORE CROSSING STREET	DANGER	HIGH VOLTAGE	DEAD END
BEWARE OF DOG	INFORMATION	BUS STOP	DO NOT ENTER
WET PAINT	NO LOITERING	DO NOT STAND UP	FIRST AID
DO NOT USE NEAR OPEN FLAME	CASHIER	WATCH YOUR STEP	GARBAGE
PAY HERE	STEP DOWN	ENTRANCE	KEEP LEFT
FRAGILE	KEEP OFF GRASS	THIS WAY OUT	KEEP OFF
KEEP RIGHT	HANDLE WITH CARE	QUIET PLEASE	HELP
HANDS OFF	PEDESTRIAN LANE	WATCH FOR CARS	WARNING
PUBLIC TELEPHONE	DO NOT ENTER	STOP-LOOK-LISTEN	KEEP OUT
NO ADMITTANCE	NEXT WINDOW	WALK ON LEFT SIDE	POISON
STEP TO BACK OF BUS	PAY AS YOU ENTER	OUT OF ORDER	ONE WAY DO NOT ENTER
NO CROSSING	NO PARKING ANY TIME	CURVE	POLICE STATION
EMERGENCY	POST OFFICE	ENTER	PRIVATE
PRIVATE PROPERTY	CAUTION	DEAD END	HOSPITAL
REST ROOMS	PRIVATE ROAD	SCHOOL ZONE	STEP DOWN
USE BEFORE (DATE)	WALK	WANTED	WATCH YOUR STEP
WET PAINT (FLOOR)	ASK ATTENDANT FOR KEY	DO NOT HANDLE	HOLD TO RAIL
IN CASE OF FIRE BREAK GLASS			





Section 13

Kindergarten

Parent-Teacher Conference

When your child enters kindergarten, daily observations will be made which will accumulate into the evaluations at parent-teacher conference. A typical "report card" reads as follows:

Numbers

1. Can count to 10 and beyond.
2. Can make one-to-one correspondence.
3. Recognizes printed numerals and can write 0 to 10 and beyond.
4. Knows the meaning of 0.
5. Can copy a pattern made by the teacher.
6. Understands the meaning of more or less.
7. Knows that numbers apply to all objects in his environment.
8. Is curious about numbers.

Reading

1. Recognizes his own name and other names in print.
2. Understands that reading is "talk written down."
3. Can retell a story in sequence.
4. Listens attentively to instructions and stories.
5. Uses correct vocabulary for requests.
6. Recognizes shapes and pictures in any position.
7. Recognizes rhymes.
8. Can tell the difference between rhyming on the end and beginning sounds.

Writing

1. Has correct grip on pencil.
2. Knows the right to left directionality of the following letters: a, c, d, g, s. Can copy and trace letters in manuscript without reversals.
3. Knows where each letter starts and ends.
4. Knows spatial vocabulary of left, right, up, down, top, bottom, top line, middle line and

bottom line, above, below.

5. Can print own name in manuscript without copying using upper and lower case letters.
6. Is aware that spelling is an accurate skill, seeks help in spelling.
7. Knows that reading and writing are part of everything we learn.

Social Awareness

1. Enjoys interacting with other students.
2. Can take turns.
3. Can interact with teacher and other school personnel.
4. Shows a self image. Is friendly and confident.
5. Other students know they cannot take advantage.
6. Observed the facts of a conflict and can relate them.
7. Is trustworthy when left to own devices. Helps others to be the same.
8. Can think of many ways to use the toys and other school play things.
9. Puts toys and equipment away when finished.
10. Enjoys leadership in play activities.
11. Brings his knowledge of the outside world into his play.
12. Knows the date, day of week, weather.
13. Knows all days of the week in sequence.
14. Has knowledge of holidays and why they are celebrated.
15. Can apologize and be courteous.
16. Have pride in accomplishments.

Science

1. Can solve problems with some systematic sequence.
2. Knows the discussion and not afraid to state his views on it.
3. Knows what is happening around him, and can state his views.
4. Can compare many likenesses and differences between humans and animals.
5. Wants to learn about many things.
6. Puts things to use that were not intended for that purpose.
7. Compare and find the likeness and differences in such things as: wood houses and brick houses, trees and bushes, weeds and flowers, tacks and short nails.

Art and Music

1. Can manipulate scissors, glue and art materials.
2. Enjoys art.
3. Knows the 8 primary colors.
4. Is original in art, school assignments and play.
5. Can keep time to a rhythmic tune.

6. Is creative in body movement activities and dance.
7. Enjoys singing with group.
8. Enjoys puppetry and can use differences in voice and expression when speaking for them.
9. Enjoys singing familiar songs with many repetitions.
10. Can manipulate tools and materials at the work bench.

Health and Physical Movement

1. Observes rules and expects others to do the same.
2. Settles down quickly for work at hand.
3. Walks walking board with ease.
4. Can throw and catch a ball, hit a target.
5. Can jump a standing rope, can jump two feet, stand on one foot, skip.
6. Can jump the rope.
7. Can hold to rings on play equipment.
8. Tie knots, zip zippers, button buttons.
9. Put shoes on proper feet.
10. Buckle belt.
11. Get dressed without help.

Another Pre-school and Kindergarten Test

1. Write or print your name.
2. Write or print your address and city.
3. Name the day of the week, month, year.
4. When is your birthday?
5. Count as high as you can. (Normal 20)
6. Count backwards from 10 to 1.
7. Touch any body parts examiner names.
8. Make a circle, a cross and a plus sign.
9. Make a square.
10. Draw a picture and tell about it. (Note detail.)
11. How many sides are there in this block or cube.
12. Hop on your right leg. Raise your right arm.
13. Hop on your left leg. Raise your left arm.
14. Hop on both legs.
15. Raise your right arm and direct child to raise his right arm.
16. Put out objects to count and add.
17. Close one eye. Note which eye, right or left.
18. Follow pencil with eyes smoothly.
19. Ask child to name objects in the room.

Gross Motor Movement

1. Can stop quickly in running. Yes/No
2. Can walk (walking) board forward. Yes/No
3. Can walk (walking) board backward. Yes/No
4. Can walk (walking) board sideways. Yes/No
5. Can move eyes across and up and down. Yes/No
6. Can throw ball to hit a target. Yes/No

Physical Strength

1. Skips on alternate feet. Yes/No
2. Can do a standing jump. Yes/No
3. Is graceful in dancing. Yes/No
4. Can lift a reasonable weight. Yes/No
5. Participates willingly in physical games. Yes/No
6. Can turn one page at a time with preferred hand. Yes/No

Sensory Motor

1. Knows body parts. Yes/No

Ear____ Finger____ Neck____ Back____ Eye____ Elbow____ Heel____ Shoulder____
Eyebrow____ Knee____

2. Does the child know how many of the following he has?

Eyes____ Noses____ Ears____ Heads____ Feet____ Hands____ Toes____
Mouths____ Necks____ Broken Arms____ (hopefully none)

3. How many wheels does a car have?_____, a bicycle?_____, a baby bicycle?_____,
wheelbarrow?_____, a rowboat?_____. Do you know what a corner is?_____. How
many corners does this sheet of paper have?_____

4. Keeps Time to music. Yes/No
5. Can discriminate pitch, loudness and distance in music. Yes/No
6. Knows which musical instrument is playing. Yes/No
7. Can carry a tune. Yes/No
8. Runs easily without falling. Yes/No
9. Moves about easily without running into children and objects. Yes/No
10. Is where he needs to be at the right time. Yes/No
11. Can identify hidden objects when touched. Yes/No
12. Can identify temperature. Yes/No

13. Starts working on task with rest of class. Yes/No
14. Listens to directions without having them repeated. Yes/No
15. Can tell right from left. Yes/No
16. Aware of time of day, day of week, season. Yes/No
17. Can generalize parts together to form words. Yes/No
18. Can write, draw and cut with grade level skill. Yes/No
19. Can focus on a task. Yes/No
20. Disregards outside noise. Yes/No
21. Causes little disruption. Yes/No
22. Can organize lessons or self. Yes/No
23. Can change tasks easily. Yes/No
24. Can find the place on the page. Yes/No
25. Draws and writes with only preferred hand. Yes/No
26. Can draw a man or a woman. Yes/No

Language Development

1. Can imitate auditory model. Yes/No
2. Understands what is spoken to him as "Bring five cookies from the plate for all of us."
3. Can he quickly carry out simple directions: Yes/No
 - a. close your eyes____
 - b. raise your hand____
 - c. show me your teeth____
 - d. show me your fingernails____
 - e. sit hard on a chair____
 - f. say "hello" very loudly____
 - g. say "hello" very softly____
 - h. stand up____
 - i. turn around____
 - j. face a door____
 - k. jump____
 - l. sit down____
4. Can recall content and sequence of a story told or read. Yes/No
5. Speaks with expression. Yes/No
6. Can understand and discuss pictures. Yes/No
7. Can understand analogies and relationships. Yes/No
8. Can copy from chalkboard. Yes/No
9. Can find the word that is different in three written words. Yes/No
10. Can remember simple pattern to copy from board when covered. Yes/No
11. Remembers what tasks are performed in order throughout the day. Yes/No
12. Can arrange sequential pictures in correct order. Yes/No

13. Knows when to talk and when to keep things to himself. Yes/No
14. Controls flightiness and explosive laughter. Yes/No
15. Admits to his own mistakes. Yes/No
16. Print name with letters beginning with a capital letter and following by lower case letters.

(The child who has difficulty in perceiving the proper position of an object in relation to his body often has reversal problems, such b,d; p,q; no,on or 13, 31.)

17. Asks meanings of words. Yes/No
18. Can answer phone and carry on conversation. Yes/No
19. Proper use of indoor and outdoor voice. Yes/No
20. Can listen and respond when others speak. Yes/No

Dressing Self

1. Can he put on and zip jacket and coat without help. Yes/No
2. Can put shoes on correct feet. Yes/No
3. Can tie shoes. Yes/No

Personal Care Needs

1. Can wash and dry hands and face. Yes/No
2. Tells adult of his toilet needs. Yes/No
3. Can care for himself in the bathroom without help: flushes, cleans, washes hands, fixes clothing, knows not to use too much toilet tissue. Yes/No

Own Information

1. Can child state his full name. Yes/No
2. Can child state his age. Yes/No
3. Can child state his birthday. Yes/No
4. Can he state his address. Yes/No
5. Can he state the names of children in the neighborhood. Yes/No
6. Can he state the full names of his friends in the neighborhood. Yes/No
7. Knows the name of his school. Yes/No
8. Knows the name of his teacher. Yes/No

Prepositional Positions

1. Can follow directions as: When observing a number of things, can determine the middle, such as: "Show me the pencil in the middle." Yes/No
2. Get the first book on the shelf. Yes/No
Show me the last one. Yes/No

Show me the second one. Yes/No

3. Does child know the meanings of the following words: Yes/No

up	down	around the	between	under
over	into	out of	on	in
middle	middle sized	on one side of	on the edge	all of
behind	everything	nothing	in back of	in front of
to the side of	bottom of	top of	beside	next
to above	below	inside	outside	right of
first	last	beginning	end	first
second	third	fourth	ahead of	near the
circle around				

Basic Shapes and Colors

1. Yes/No

red___ yellow___ orange___ green___ blue___ purple___ brown___ black___

2. Yes/No

Does he know color of things within his environment such as:

fire___ grass___ snow___ carrots___ the sky___ night___

3. Yes/No

Does he know the basic shapes:

straight line___ circle___ square___ triangle___ rectangle___ curved line___

Sense of Size

1. Yes/No. Can he state which may go slower: a horse___ or a dog___, car___ or a bicycle___, train___ or a rocket___.

2. Yes/No. Can he reason which would be heavier: a butterfly___ or a bird___, brick___ or a shoe___, feather___ or a fork___.

Sense of Time

1. State the month, day and year. _____

2. State when we eat breakfast. _____

3. State what it looks like outside when he goes to bed. _____
4. The time of year when it is the hottest. _____
5. The time of year when it is the coldest. _____
6. The time of year it is now? _____

The Community in Which He/She Lives

1. Where to find a lion. _____ Yes/No
2. Where to buy gas. _____ Yes/No
3. If he were sick where he would go? _____ Yes/No
4. Where to find a boat. _____ Yes/No
5. Where to find many books to read. _____ Yes/No

Who Provides Services in Our Community

1. Can he tell what a doctor does. Yes/No
2. What a policeman does. Yes/No
3. Know what a dentist does. Yes/No
4. Know what a teacher does. Yes/No
5. Know what a nurse does. Yes/No
6. Know what a soldier does. Yes/No
7. Know what is served him for breakfast, dinner and supper. Yes/No
8. Can go about immediate neighborhood or school unattended. Yes/No

Section 14

The Home Learning Environment

Positive Home Situations

1. Noise and loud music should be at a minimum.
2. Have adequate lighting and ventilation for maximum brain functioning.
3. Many of the skills learned will be informal and spontaneous but quiet time is necessary at times.
4. Never allow your child to become tense with any learning situation.
5. Allow your child to copy from other members of the family and others to help in his/her preschool education.
6. Talk to your child. Almost from the day he/she is born, a child is ready to express himself. Use the methods outlined in this manual to add words to his speaking vocabulary. All the words in his speaking vocabulary will be transferred to his written and reading vocabulary.
7. Listen to your child. Children gain a high self-esteem when his opinion is valued. Ask him questions about his day. Help him express how to solve the problems he encounters.
8. Read to your child even when he is very small. Help him turn the pages. Build an appreciation of books from several daily short reading sessions. Children who are read to usually want to read for themselves.
9. Teach your child how to take care of books, by turning the pages carefully, putting away and not marking in them. Children will consider a cared-for book as a friend.
10. Take your child on walking and riding trips. His curiosity will be kindled. His vocabulary will be expanded. Visit the museums and parks in your area; a farm, a trip on a plane, a bus, a train, a boat, a zoo. Take pictures and videos. Talk about what you saw. Have



him dictate what he saw and thought. Help him to know who the helpers are in the community; the firemen, mailman, delivery men, garbage collectors, home repairmen, street cleaners, grocery store checkout clerks, gas station attendants, etc. Help him to be aware of what they do. Help him to talk about their jobs and how they do them.

11. Have your home one of reading. Have books, magazines, newspapers, etc., around the house. Make reading a natural part of life.

12. Get a personal library card for him. Stress that he is responsible for caring for the books and having them ready to return. Let him select his books. Read them on your reading time. Reading time will become as regular as meal time.

13. Games and puzzles help your child solve an overall problem leading to or relating to the main idea in a story.



14. Buy Books. Birthdays and Christmas can be times children will expect books. Garage sales and second hand stores have shelves of outgrown books waiting for another generation of eager readers.

15. Praise your child. Every step in his development needs reinforcement to advance to another step. Praise is that solid step. Not lavish praise. Children catch on to that, but solid sincere praise in which a child can know his accomplishment is important.

16. Give your child the opportunity to interact successfully with many people in a variety of situations. Through this variety of people and situations, your child can develop problem solving and social skills that will see him into adulthood.

How to Raise a Responsible and Independent Child

To raise an independent child is the main goal of parenthood. Some parents expect the most lowly of tasks - that should have been learned at home - to be taught by the kindergarten teacher. By learning basic tasks AT HOME, your child will be much further ahead in his kindergarten class and in his school years.

How can you expect your child to be successful in kindergarten if he has been taught but very little at home? Many a child is sent off to school by his or her mother or father after he's had to be awakened and a quick breakfast made for him. He does no chores before going to school. If the child is not responsible for anything in the home, he will have a very difficult time in kindergarten when he will be placed in a social and learning situation

that demands personal responsibility from everyone in the class.

If this same child has no responsibility for cleaning his own room, making his bed, feeding the family pet or his own personal pet and his homework waiting at the door when he goes out, he will have a very difficult time taking personal responsibility of situations as he grows into adulthood.

Weak are the parents who allow their child to sit at his evening meal, having done nothing for its preparation, and is allowed to watch what he wants on TV.

Fortunate is the child whose parents are raising him to be independent when he enters the kindergarten door. To give your child increasing responsibility, and strong parental love, is your gift of a lifetime of self-worth to him.



It is not necessary to master all the skills outlined in this book as if they were a test to pass, although success in kindergarten and first grade is vastly increased if the child knows a great deal about the skills he will learn before the first day of school.

You will be disappointed in your child's school performance if he does not know how to handle himself independently. Today's teachers cannot be expected to

take time from 25 to 30 students to see that your child has his coat, boots and hat on. Some children are far behind their peers in kindergarten because it takes them from the start of the school year until Christmas to learn some kind of independence.

If an argument can be made supporting working mothers, it is that the child becomes independent. He makes his bed, puts on the clothes he wants, and keeps track of his belongings. There will likely be a note on the family bulletin board, answering machine, or a telephone call at the expected home arrival time of the child as to what to do before the parents' return, and expect it to be done.

Give your child the security that he/she is loved and wanted in a caring family. That he is loved for what he is right now not what he may become. Make him keenly aware that he is a unique individual and there is no other quite like him.

What a child sees, hears, and touches, determines his ability to utilize language. The greater his concepts of language, the more beautiful and complete are the structures he can create in his mind and project those creations into life.

Make a pact with yourself as an educator whether teacher or parent. "I will not send my child to kindergarten unprepared academically and socially."

Educational Vocabulary and Definitions

Articulation - Articulation involves the correct pronunciation of sounds and sound patterns. Most children make mistakes as they learn new words. Sounds can be substituted, left off or changed. These errors make the listener unable to understand. By the age of eight children should have the sounds of English spoken correctly.

Associating Relationships - Associating Relationships is the relationship between two objects or how objects and people interact or are dependent upon each other: as student to teacher, book to reading, soap to clean clothes, people to cities.

Auditory Decoding or Discrimination - Auditory Decoding or Discrimination is matching what is said to the symbol he hears in his mind that represents that sound. The ability to discriminate differences between the sounds in words: as twin and win, case and cast, many and money, were and where. Auditory Decoding difficulty is sometimes diagnosed as a hearing loss.

Auditory Listening - Auditory Listening is to visualize in the mind what is being said or heard allowing students to respond artistically, verbally or emotionally.

Auditory Processing - Auditory Processing is a disability that prevents the student from processing or understanding in his brain accurately what is said so he can produce a response. He hears differently from what is said. It affects all aspects of reading: as listening, spelling, reading comprehension and the similar sounds of short vowels.

Auditory Sequencing - Auditory Sequencing is being able to remember to say and sound in the correct order or sequence in syllables in words in speaking or oral reading. Difficulty in Auditory Sequencing is evident in multisyllabic words as: 'Azamon' for Amazon, 'emeny' for enemy, 'packback' for backpack.

Auditory or Syntactic Cue System - The syntactic cue system is the natural rules of the English Language learned from birth which all native speakers possess. They are not taught through instruction.

Categorizing - To categorize is to place or separate out. To be able to tell apart one from another as: categorizing all clean and dirty clothes; all winter and summer clothes; games played indoors and outdoors; books I own or library books; ripe bananas from the green bananas.

Cognitive Skills - Cognition refers to conscious mental activities which includes thinking, reasoning, understanding, learning and remembering. The human brain uses cognitive skills to perform many of our daily tasks and activities. When the brain works together,

the brain takes incoming information; speech, sight, sounds, reading words, short and long term memory, logic and reasoning, attention, etc., and moves it into the bank of knowledge we use every day at school, work and in life.

Each of our cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter what kind of information the brain is taking in, grasping, retaining, or using, that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills.

This means that the person who might struggle with the reading process would have one or more cognitive skills missing or not being used by the brain. Weak cognitive skills can be strengthened through mental exercise. ***One of the many multisensory skills that CompuRead excels at is strengthening the various cognitive skills in young children used in the reading process.***

Decoding or Reading - The learner can translate what is written into spoken or silent reading. Phonetically sounding out words is called decoding.

Directionality and Handedness - Directionality is the ability to comprehend left from right, up from down, over from under. Is the object: above me, below me, under or over the goal; to the right or to the left? The learner with weak directionality has difficulty understanding where he is. Is the letter a "b," or a "d," a "p," or a "q"?

Strong directionality leads to having handedness and the written direction of the alphabet established. Handedness refers to the preference of using the right or left hand for most every task where the hands are used, such as writing or eating.

Divergent Thinking - Commonly known as "Thinking Outside the Box", divergent thinking is thinking past the obvious solution to a problem. It is looking at a problem from various angles to discover possible solutions to solve a problem.

Encoding or Spelling - The learner must use phonemic awareness skills to translate the phonemic sounds he hears into spoken or written English.

Eye-hand Coordination - Eye-hand coordination is performing all tasks in which the coordinated eye movements correspond with the hand movements. The movement of the hands guide the eyes as in catching a ball with one hand and then throwing the ball with the other or throwing a bean bag to a goal.

Laterality - Laterality is when the learner internalizes the knowledge that his body has two sides, a right and a left. He can write all the way across the page and not stop at the midline (the spine). His handedness is established or dominant.

Left to Right Order - English Language books start words from the left and progress to the right. Knowing the direction the English Alphabet as written aids in remembering the direction of reading. English is also read from top to bottom.

Motor Encoding through Pantomiming - A pantomimist through motor encoding and through bodily and facial gestures displays actions and feelings for the audience to understand. The pantomiming actions are often without the aid of speech.

Multisensory Teaching - Multisensory Teaching is an instructional program for teaching such as: oral and written language through the senses of visual, auditory, tactile-kinesthetic cues. CompuRead is a multisensory teaching method.

Olfactory - Olfactory is being able to receive odor-related information to the brain and to form new and keep existing smell-related memories permanently entrenched.

Perceptual Constancy - Perceptual Constancy is an object you are familiar with that can be recognized as the same even though it has changed in various ways as in: shape, size, color, distance or brightness. For example, through experience we know cars are generally the same size, even though we are viewing the car at a distance, making the size of the car very small. When we view the car up close, the car is much larger, but it is still a car. One can view a small picture of a car and is able to know that because of past experiences, the car being viewed is not the literal size of the object in the picture. Cars are literally much larger than a picture depicts.

Phonemic Awareness - Being able to hear, identify and manipulate the small units of sound; phonemes, and to separate these sounds into distinct spoken sound, such as /c/, /a/, /t/. CompuRead teaches phonemic awareness extensively throughout the entire audio/visual reading program.

Physical and Mental Position in Space and Prepositions - The ability for the learner to know where he is in his environment and immediate surroundings as: under, over, inside, down, up, high, low, behind, etc. The ability to see spaces between letters and objects as: how, when and where to catch a ball. To see himself in relationship to others as too close or too aloof. The ability to place letters such as "b,d,p,q,p,b" in the correct position on the chalkboard or paper.

Tactile-Kinesthetic Learning - Tactile-Kinesthetic learning takes place with active bodily participation rather than listening to a lecture in a classroom. The kinesthetic learner prefers hands-on lessons. The early learner learns to read by touching his fingers to make letters and words. The Tactile-Kinesthetic learners express ideas through role playing, music, rhythm and dance, emotions such as anger, disappointment, curiosity, success and

story mapping.

Verbal Delivery - Verbal Delivery refers to the speaking skill of the speaker. Some of the skills a skilled speaker has are: 1) He does not talk too fast, 2) He knows when to speak in a high or low pitch, 3) He pauses to let his audience absorb what he has just said, 4) He talks plain so his audience can understand every word.

Visual Discrimination - Visual Discrimination is being able through the sense of sight to see the difference in all objects within his environment: as letters to read and spell, differences in colors, differences in faces in family and friends, differences in landmarks to find his way.

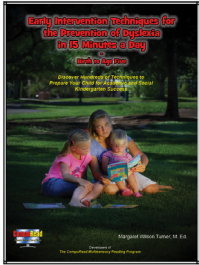
Visual Memory - Visual Memory is the ability to remember objects, words, and ideas recently seen long enough to place them into the short term memory. Then long enough to transfer them into long term memory for permanent storage and retrieval.

Visual Motor and Eye-hand Coordination - Visual Motor and Eye-hand Coordination strength is when the learner is able to respond with accuracy in visual situations. Learners with weak Visual Motor and Eye-Handedness have difficulty seeing small differences in letters and words. They have difficulty writing from the chalkboard; finding their way about the school; handling scissors, pencils and crayons properly; learning a musical instrument; in fast moving athletic situations where he handles a ball.

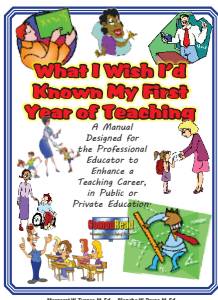
Visual Sequential Memory - Visual Sequential Memory is the ability to remember letter details in the correct order and stay in the right place for spelling and reading. The ability in math to understand and remember the sequential process of solving math problems.

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five

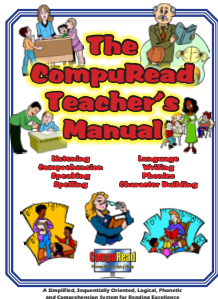
CompuRead has several educationally sound products designed to assist parents in the home and professional educators both in private and public education. We specialize in the learning disabled, low as well as the higher functioning student. Our programs are designed for the **dyslexic** student, either suspected or clinically diagnosed, to not just work within the limitation of dyslexia, but to overcome this disability. If caught early in the learning and reading process, the CompuRead program can actually correct dyslexic tendencies enabling the student to learn to read with outstanding fluency and comprehension. Our DVD products always play full resolution and there's no issues of video pausing due to slow internet connections and computer memory buffering.



Intervention Techniques Guidebook - An authoritative guidebook that provides parents with a unique perspective toward the kindergarten classroom. It presents techniques, activities and subjects in an organized and easy to read and follow format for the busy parent as well as the professional educator to develop hundreds of ways for early intervention from birth to successful entrance into kindergarten. **Preparing a child for kindergarten is one of the most important tasks a parent can do and provides an exceptional learning foundation for the rest of the child's life.**

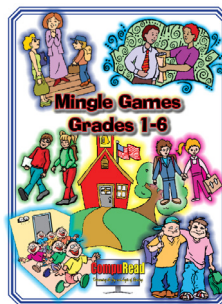


What I Wish I'd Known My First Year of Teaching is a volume of solid teaching ideas and the best advice of seasoned and successful teachers in hundreds of school and teaching situations. This very effective manual, specifically designed for the professional educator and parents, will enhance your teaching career. Learn from dozens of teacher, psychologists, social workers, parents and administrators in... how to organize your classroom, keeping a sense of humor, speaking before students, how to tell a story, turning castoffs into beauty, supporting your principal, curbing student violence, positive role models and hundreds of other ways to enhance a teaching career.



The CompuRead Teacher's Manual is a companion volume to our multisensory reading program full of needed insights and detailed instructions for the teacher. It's designed to provide needed teaching methods and techniques. It provides authoritative, step-by-step and highly organized

background information on the overall structure of The CompuRead Program. This manual is a critical and highly informative part of CompuRead.



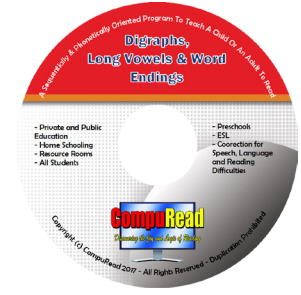
A companion to The Teacher's Manual are our **Mingle Games** series. This 3 volume series, individual manuals, provides hundreds of quick and easy ways to have all class members work together for class as well as individual learning. Vol 1: Pre-K to 1st Grade, Vol 2: 2nd to 6th, and Vol 3: Parents and Teachers. A must for all teachers on the go needing all types of activities for classroom social interaction.



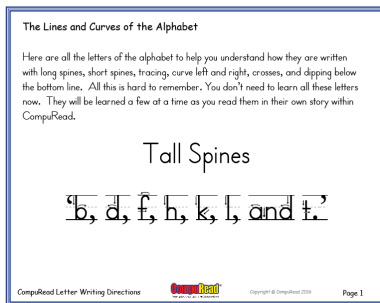
The CompuRead Multisensory Reading Program DVD's - The CompuRead Multisensory Reading Program is divided into six sections or "Levels." Each level generally corresponds to an elementary school grade, 1-6. For example, Level 1 parallels with Preschool/Kindergarten/1st Grade. Each level presents hundreds of specific reading, writing and spelling skills every student needs to be highly effective in phonics, language and vocabulary, comprehension and literacy. As the student progresses through the program, story by story, specific skills are acquired and used for follow on lesson. Skills are therefore build upon each other

for a successful learning experience. The entire program consists of 68 workbooks with its own coresponding CD, Wall Charts and CDs, Hand Writing CD, The CompuRead Teacher's Manual and Intervention Techniques Guidebook. Each of the 68 stories centers around a character building theme. *The CompuRead Program is the most complete reading program written for the learning disabled and dyslexic student on the market today.*

Early Intervention Techniques for the Prevention of Dyslexia in 15 Minutes a Day - Birth to Age Five



Phonics Wall Charts with DVDs - The 147 Phonics Wall Charts and companion 3-set DVD includes HD audio/visual narration of the target word and sound and contains several sample words of that letter or letter blend and sound. These wall charts are an excellent way for a single or a small group of students or the entire classroom, to study the elements of the English language. Great for classroom seat work, too.

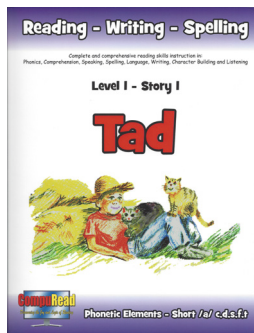


Writing Directions - Complete Alphabet Set - A complete set of 39 printed worksheets for the beginning and intermediate writer learning the alphabet. Printed on quality paper for durability, the student can practice each Manuscript and Cursive letter for perfect form. The Writing Directions Set could be combined with the CompuRead Wall Charts for maximum effectiveness in learning the proper sounds of letters, words, phrases and all aspects of writing the alphabet. Every child needs to be able to hand write the alphabet and using CompuRead's Writing Directions Alphabet Set is the perfect way. A must for every classroom.



Audio Visual Hand Writing DVD - Contains Manuscript and Cursive HD video presentation of all English Language Letters. Each letter's video segment shows a hand forming letters live and demonstrates how the letters are placed within a Structured Line Set (SLS - Top, Middle and Bottom Lines). Can be easily viewed by the student many times to ensure accuracy of hand writing. Included broadcast quality audio further enhances the audio/visual presentation for the student.

Can be used for an entire class presentation via LCD projector or by an individual student for one-on-one instruction. Ideal for classroom seat work. Each letter video presentation segment averages 30-45 seconds in length. An invaluable education product for any home, private or public school.



Reading, Writing and Spelling Workbooks - CompuRead's Reading, Writing and Spelling Workbooks, 68 in all, designed to more fully develop all needed skills in the reading, writing and spelling process. Our specialized workbooks greatly enhances any student's reading, writing and spelling capability. It perfectly coordinates with the DVD digital CompuRead Multisensory Reading Program. Each 8.5x11 inch workbook provides the student with written assignments and interaction. Each workbook contains all needed reading and writing assignments and lessons for each story in the CompuRead series.

The workbook is designed to be written and drawn in to provide hundreds of educationally sound teaching principles and concepts. Many schools today do not teach cursive handwriting. CompuRead fills this gap with dozens of opportunities for the student to learn manuscript, slant manuscript and cursive writing the English language through our workbooks. Each level's workbooks are specifically designed for each elementary grade level. For perfect hand writing learning and coordination, pair up the workbook and the Audio Visual Hand Writing DVD - a winning classroom combination.

About this Guidebook...

Your child or grandchildren need all the help they can get to start life out right. The world is a competitive place, and it is becoming more so every day. Hundreds of thousands of preschoolers and kindergarten children enter the public and private school system every year, with most of them being "clueless" as to what's going on around them or how to handle a given situation.

This guidebook is written for the parents and teachers of small children to **prevent dyslexia through early intervention**. Our guidebook provides exactly what every parent needs to prevent dyslexia - beginning at birth - and to provide the best for their child and to give him or her every opportunity to be happy and successful in life, starting with early childhood education. It provides hundreds of stimulating activities appropriate for the child's age to start out and continue the experience of preschool and kindergarten with the best possible preparation in

this most critical segment of a child's life.

It is proven that the wide variation in intellectual differences is directly attributable to the amount of intellectual stimulation in the environment in which the child is raised. That environment must give the child the facts of life surrounding him. He must be able to store the knowledge he gains and solve the problems of his environment with those facts.

To go from a home where the protected child has every decision made for him into today's school situation and outside world is frightening, at best. If he or she is unable to make decisions for himself and others must act for him, his school experience is greatly at risk.

With the above in mind, this guidebook was written for the parent or guardian to prepare the child for success in today's academic world. That same parent or guardian can feel strong confidence when the kindergarten teacher is met. They will be armed with knowledge contained in this guidebook for the mutual assistance of the child.

This guidebook includes everything a parent or teacher needs to know **to prevent reading problems due to dyslexia** along with hundreds of techniques, activities and subjects needed to start a young child out well prepared for his or her first educational experience. **Among them are....**

- auditory awareness
- activities for smell and taste
- the importance of touch and how this greatly assists a child in early learning
- visual sight skills and how teachers and parents can help children learn through vision
- physical development and the many activities that can be done to help children
- recognizing and comprehending basic shapes and colors and how parents and teachers can work with young children to jump start their skills
- the appreciation for music and rhythm
- all important speech and language development for young children
- understanding of directionality and handedness and how parents and teachers can assist children to understand left/right and up/down, among many other concepts
- the awareness of time and how it is used in a child's life
- social behavior for young children and how parents and teachers can teach proper social actions
- beginning reading and writing
- parent teacher conferences and what parents and teachers can do to help young children with early education
- the home learning environment and what parents can do with just minutes a day to give a head start to any preschooler and a child's first kindergarten experience
- Plus much, much more!

