

WorkBook

LEARN TO READ

WorkNotes

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Teaching the concept of reading

BACKGROUND

When my son was just five years old his teacher approached me to discuss my son's difficulties with the concept of reading. He explained that my son had no difficulty with recognising and recalling words, even being capable of spelling many of the words from memory.

The problem was my son just could grasp the concept of reading. That is, he could call out all the words in a sentence, however, it did not communicate anything to him.

OBJECT

To progress from word recognition to reading and comprehension. A shortcut.

PROCESS

I purchased a pack of flash cards. The pack included words, images and colours.

I sat my son down at the coffee table and taught him how to meaningfully read and it took less than five minutes. It was all done by making up sentences with increasingly more words.

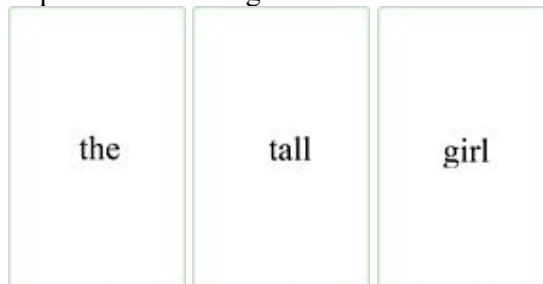
EXAMPLE

- 1 I placed three of the cards on the table, read out the sentence, then asked my son to repeat the sentence.



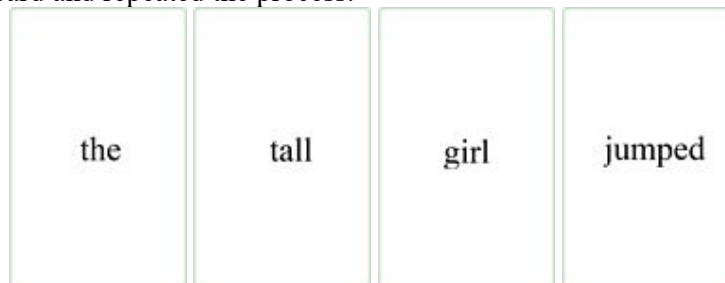
"the tall boy"

- 2 I changed one of the cards and repeated the reading.



"the tall girl"

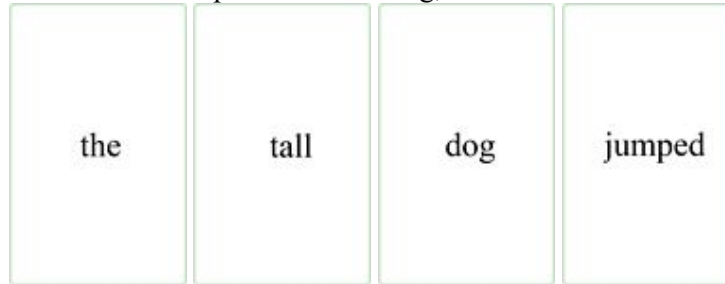
- 3 I then added a fourth card and repeated the process.



"the tall girl jumped"

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- 4 Again I changed one of the cards and repeated the reading, etc.



“the tall dog jumped”

- 5 I then chose five card and repeated the process.



“the boy ate an apple”

- 6 It was now his turn to change a card and make up his own story.



“the girl ate an apple”

- 7 His sense of humour kicked in when he started putting in non-sensible cards, reading out his story, then rolling over the floor laughing.



“the blue chicken jumped over the kangaroo”

He could now read and comprehend the meaning of combined words. He became a high level reader with amazing levels of comprehension.