

Utah State University

DigitalCommons@USU

Undergraduate Honors Capstone Projects

Honors Program

5-1998

A Parent's Guide to Assisting Learning Disabled Children at Home

Sandra Elaine Baker
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/honors>



Part of the [Elementary Education Commons](#)

Recommended Citation

Baker, Sandra Elaine, "A Parent's Guide to Assisting Learning Disabled Children at Home" (1998).
Undergraduate Honors Capstone Projects. 892.
<https://digitalcommons.usu.edu/honors/892>

This Thesis is brought to you for free and open access by the Honors Program at DigitalCommons@USU. It has been accepted for inclusion in Undergraduate Honors Capstone Projects by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



**A PARENT'S GUIDE TO ASSISTING
LEARNING DISABLED CHILDREN
AT HOME**

by

Sandra Elaine Baker

Thesis submitted in partial fulfillment
of the requirement for the degree

of

DEPARTMENT HONORS

in

Elementary Education

Approved:

Thesis/Project Advisor

Department Honors Advisor

Director of Honors Program

UTAH STATE UNIVERSITY
Logan, UT

1998

Introduction and Purpose

Our schools are overcrowded, teachers are spread too thin, and often children with learning disabilities are left alone to get by in school (Rosner, 1993). Many of them end up falling through the cracks in the floor by middle school. Learning disabilities are not manifest in physical ways necessarily and many times go unnoticed and/or untreated (Bloom, 1996). This can be very damaging to a child both in an academic sense and in an affective sense. Self-esteem is lowered and sometimes continued failure in one scholastic area can mean failure in other areas such as reading which in turn affects how a student performs in social studies or even math (Bartoli, 1998). Sometimes a child has a learning disability in more than one academic subject. Constant failure or falling behind can result in a "no care" attitude as well (Finlan, 1994).

With this in mind, I began to observe behaviors and abilities in my youngest son that reminded me of experiences in my own childhood. He was manifesting the same symptoms that I did at an early age and that I suffered from my whole life. Until I came to college and got into Student Support Services, I had no idea what the problem was. I was referred to the Disability Resource Center and was tested by the Psychology Department at Utah State University. It was found that I was learning disabled in reading. I also had problems with short-term and long-term memory. Because of what I had observed in my son and the diagnosis I had received, I became increasingly curious about learning disabilities.

My son was referred to resource for reading and yet was still having a very hard time reading even in the fourth grade. When I went to a parent-teacher conference, I found a teacher who was still using phonics drills very heavily. Wesli could do the phonics word skills just fine but could not transfer this knowledge to his reading. He was reading words, but not able to read

sentences; and his comprehension was very low. He could not remember very well what he had read. The teacher did not have the time or the inclination to give him the help he needed. She did not have a child-centered classroom at all. I decided to focus my research on learning disabilities in reading and what strategies I could implement to assist his reading at home.

This research project became a four part effort. I asked myself the following questions:

- 1.) What were the understandings of local school personnel of the area on learning disabilities and how were classrooms structured to meet the needs of all students?
- 2.) What does the current research on learning disabilities say about the learner and especially successful instructional strategies?
- 3.) How might the review of literature help me develop an at home reading program to assist my son, Wesli?
- 4.) What would this at-home program look like?
- 5.) What effects might there be?

Procedures

Interviews

My first step was to interview thirty-six people in Cache Valley (Baker, 1996). I interviewed twenty-two teachers, four school administrators, and eight parents of learning disabled children. I wanted to get an idea of the attitude of the public school community on the subject of learning disabilities; and if they were teachers, I wanted to know how they structured their classrooms to meet the needs of the diverse learners. My research questions came from my need to understand my son's abilities better in order to support his learning. In these structured interviews I asked the following four questions of each individual:

- 1.) What was their involvement with learning disabled children?
- 2.) What was their philosophy about learning disabilities in general?
- 3.) Should these children be included in a regular classroom setting?
- 4.) What do you do to help these children, be they at home or at school?

Findings for question #1: What was their involvement with learning disabled children?

The four administrators were mainly involved in supporting the teaching staff and the families. They saw their role as being more affective. They each dealt with these students in helping them have better self-esteem and encouraging them in their class work.

The teachers I interviewed had learning disabled children in their classrooms. In fact, when I interviewed Dr. Julie Landeen, the Special Education Director for Cache County School District, she told me we had 477 children in 1996 who were considered to have special needs. The majority were learning disabled. She works with teachers in the county to help them in integrating these children in the regular classroom as well as pull out programs for part of the day.

Of course, the parents had a child who was learning disabled. One mother in particular told me she would sit for hours reading assignments to her son. She sees herself as a lifeline for him in a world he cannot function in the same way other people do. Another mother is overwhelmed by all of her responsibilities. She sits with her child after school and helps him review the days assignments.

- 1.) What was their involvement with learning disabled children?
- 2.) What was their philosophy about learning disabilities in general?
- 3.) Should these children be included in a regular classroom setting?
- 4.) What do you do to help these children, be they at home or at school?

Findings for question #1: What was their involvement with learning disabled children?

The four administrators were mainly involved in supporting the teaching staff and the families. They saw their role as being more affective. They each dealt with these students in helping them have better self-esteem and encouraging them in their class work.

The teachers I interviewed had learning disabled children in their classrooms. In fact, when I interviewed Dr. Julie Landeen, the Special Education Director for Cache County School District, she told me we had 477 children in 1996 who were considered to have special needs. The majority were learning disabled. She works with teachers in the county to help them in integrating these children in the regular classroom as well as pull out programs for part of the day.

Of course, the parents had a child who was learning disabled. One mother in particular told me she would sit for hours reading assignments to her son. She sees herself as a lifeline for him in a world he cannot function in the same way other people do. Another mother is overwhelmed by all of her responsibilities. She sits with her child after school and helps him review the days assignments.

Findings for question #2: What was their philosophy about learning disabilities in general?

Administrators saw learning disabilities as a legitimate concern. Each felt these children deserved all the help and encouragement they could get. They did not see them as special education children.

Teachers recognized that some children were learning disabled. They also knew these children needed special help. They were not all convinced that the term "learning disabilities" was a legitimate one. One teacher felt it was a catch-all phrase that categorized any student that struggled in a particular academic discipline to be learning disabled. Another wondered if the label gave an excuse to students who were lazy and did not want to do the assignments. Eight of the twenty-two teachers I interviewed felt that learning disabilities was legitimate without reservation.

Parents did not have a very definitive answer. They knew a problem existed but could not pinpoint what it was specifically. Only one parent actually knew about learning disabilities because of the research she had done on her own.

Findings for question #3: Should these children be included in a regular classroom setting?

Administrators felt learning disabled children should be in the regular classroom as much as possible. One stated that he felt the interaction with other students was a positive thing and would help the learning disabled child through mentoring and the example of other students. Another would like to see more in classroom help for these students such as an aide who could help one on one during math or reading time. They also saw the need for inservice for teachers,

in learning disabilities; however, there is very little money or time to do this. Teachers better trained in dealing with learning disabled children would certainly be of benefit to these students as well as to the school system in general.

Teachers also felt they should be in the regular classroom setting. However, fifteen teachers felt they should be pulled out for special help. They did not feel equipped to teach these children properly. There was not enough time and their class sizes were prohibitive to be really effective in teaching children with special needs. One teacher I interviewed is a teacher in a private one room school house. He limits his class size to fifteen students. He feels his class size, as well as the demographics, make it ideal to meet the needs of learning disabled children of which he has two. Another teacher sees his role as that of emotional support for his learning disabled students. He want to have them in his classroom. He said he was the "shepherd of his little flock" and would never relinquish that responsibility entirely to someone else. Three teachers felt inclusion was detrimental to the education of these students. One saw a student with a learning disability as being disruptive to business as usual, seat work and reading assignments. The only advantage he saw was that it developed empathy in other students.

One mother told me how much her daughter learned from students who did not have special needs in the regular classroom. Another talked about the importance of her child interacting with other students. She felt it was important that her son feel as normal as possible and be treated as such. The social interaction was a very big issue with parents when talking about inclusion into the regular classroom. They all felt their students' self-esteem was better when they were included, the majority of the time, in the regular classroom.

Findings for question #4: What do you do to help these children, be they at home or at school?

One administrator is very much involved with all of his students. He focuses especially on the special needs children in his school. He knows their parents and families. He becomes a one man cheering section. He spends time with them before, during, and after school. He tries to focus on their abilities. Many times he will have at least one special needs child helping him after school. Sometimes he goes out to recess with the students where he encourages all to participate and treat each other kindly. He seeks out those who are on the sidelines and encourages them to get involved. A lot of the time it is the special needs children sitting out.

Another administrator keeps track of these students even though he is in the middle school. He wants to know how they are doing individually, and he likes suggestions on how to help them. He feels a keen responsibility toward them. He wants to see all of his students succeed. One thing he does to help his students is to hire the best people he can to teach. One of his teachers is truly an example of meeting the needs of all students. She has only been teaching one year but now holds the position of department chair in the science department at the middle school. She has a child-centered classroom where all students have a chance to succeed.

Eight teachers I interviewed had child-centered classrooms that catered to the needs of all students. They used a lot of cooperative learning groups of mixed ability and varied teaching styles.

One teacher, in particular, felt he didn't have the time to work with learning disabled children so they were pretty much left on their own or worked with peers. He felt they should be

taken out of the classroom if they needed any more help than that. He did not have an answer for how he helped them succeed. I observed several students in his classroom who struggled. The farther they got into the quarter, the more behind they got. I had an opportunity to observe and do my Level II practicum in this classroom. I also had a chance to observe and work with the teacher right next door to his. She did a lot to help all of her students succeed. One thing she did was give reading assignments that had several options so the students could choose a novel that was more on their level of reading. Each student was charted on his or her own progress and challenged against himself or herself. She used many different teaching styles so that those who learned through hands-on experiences best had the opportunity to learn that way. Her lectures were done with the students having an outline in hand to take notes on. She also did a lot of cooperative group work.

Another teacher in the county does similar things. She also incorporates independent study where her students get to choose some aspect of science they want to learn. They are given a skeleton of an outline to start with and then can expand from there. In another classroom, the students are encouraged to read by getting to write stories and read them to themselves as well as to the class. They write as many books together as there are students in the class. They also illustrate them. These are huge books done on poster paper. They are laminated, and at the end of the year the students get to take a book home. This encourages even the learning disabled students to participate and succeed.

A science teacher in a Logan City School supplies her class with discussion questions for the next day. This gives all the students time to look up the answers and prepare for the next days lecture. The learning disabled children are not put on the spot. She also takes students aside

individually and gives them special assignments to help with the lectures. She feels that all students can learn and will if given the chance.

Of the teacher interviews I did, only eight were actively involved in helping all of their students and had what could be called a child-centered classroom. One that allows students to learn at their own rate and addresses individual interest by incorporating them into the mandated curriculum (Widlake, 1983). This is not to say most teachers teach poorly, but it takes a lot of work and some training to meet the needs of all students and to truly have a child-centered classroom (Finlan, 1994).

Parents, for the most part, did not know how to help their children. Some had little patience when it came to their children not being able to read. However, two in particular, were very actively involved in helping their children. One spent every night of the week helping her child read and do homework. Another volunteered in the school so she could learn first hand about the problems these students have with reading. She feels it helps her understand her own child better. From my interviews, I discovered that reading skills were the main concern of the administrators, teachers, and parents I interviewed (Baker, 1996). Hence from my observations, these interviews, and life experiences I decided to focus my research on the learning disabled child with reading difficulties and specifically how parents can help their child at home. I decided to develop a curriculum that could be utilized both at home and in the classroom that would meet the needs of all the students, but first I needed to know what the literature said about teaching learning disabled children to read.

Literature Review

Definitions

To begin with I felt it would be important to find a workable definition of what learning disabilities are. The U. S. Department of Education refers to PL 94-142 for their definition. "Learning disabilities refers to one or more significant defects in the essential learning process which may manifest itself in a discrepancy between ability and performance in one or more areas of spoken or written language, the ability to think, read, speak, write, spell or calculate, including perceptual handicaps, brain injury, dyslexia, and aphasia but not learning problems that are the result of visual, auditory, or motor disturbance or environmental, cultural, or economic handicaps" (Bloom 1991, p.18). This is a daunting definition but what does it mean? It is more of an exclusion definition, what learning disabilities are not.

A more concrete, understandable explanation of what learning disabilities are: Learning disabled children and adults are unable to store, process, or produce information in the same way the rest of us do, although they appear to have no physical, mental, or environmental handicaps to prevent them from doing so. Specific learning disabilities means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (Finlan 1994, p.14)

Daniel Hallahan and James Kaufman (1976) researchers in the field of learning disabilities have categorized "LD" into four major categories: perceptual, attentional, language production,

production, and social development.

Betty Osman (1979), a noted educator and child psychologist, divides learning disabilities into three areas: language and conceptual development, perceptual skills, and behavioral manifestations.

The Massachusetts Association for Learning Disabled Children uses the following definition in its monthly *Specific Learning Disabilities Gazette*:

A perceptually handicapped or learning disabled child is one whose intelligence is often average or better but whose learning is impaired because his method of learning some things is different from that of the majority of children. Dyslexia and aphasia are but two commonly known examples of specific learning disabilities. Prognosis for most learning disabled children is excellent if they are given the educational tools they need to help themselves (Weiss & Weiss 1976, p. 14).

An old Chinese proverb says, "I hear and I forget. I see and I remember. I do and I understand." Dr. John Smith a professor of reading at Utah State University taught us that when a child reads and then follows up with a relevant activity he has more desire to continue reading (Smith 1996). In his class we learned what reading was. "Reading is a process in which the information from the text and the knowledge possessed by the reader act together to produce meaning (Smith 1988, p.5)

.I read a book called Growing With Your Disabled Child. It had a section on ways to encourage self-esteem. It suggested that emphasis be placed on what a child does well. Look for the positive. Children must feel loved for who they are not what they have done. Develop

confidence that your child can learn and do well. Recognize accomplishments. Communicate sensitively in all interactions. Remember the four basic ingredients: Structure- A child will feel loved if you care enough to set firm guidelines. Independence- A child needs a chance to prove that he or she can master a task without help. Encouragement- A child needs to know you have faith in his or her ability to accomplish things. Reinforcement- After reaching a goal, a child needs to hear you say, "I am proud of you" (See Appendix A).

Classroom Strategies

Stahl, McKenna & Pagnucco, (1994) stated that for the most part, there is little evidence that one form of phonics instruction is strongly superior to another in developing phonics knowledge and phonemic awareness. From 1985 onward, research has typically compared traditional skills instruction with whole language instruction in reading and writing, in primary grade classrooms. Though many of the differences are not large enough to be statistically significant, the children in whole language classrooms scored the same or higher on virtually every measure in every study, including standardized tests and subtests that assess phonics skills (Weaver, 1992). Many, indeed most young readers, are not good at learning analytically, abstractly, or auditorily. Therefore, for most young children, it is harder to learn phonics through part-to- whole teaching (phonics first) than through whole-to-part teaching (reading and writing first, and learning phonics from and along with the words in familiar texts (Carbo, 1987). Of course, fluent readers can identify many words on sight. However, when reading texts, rather than word lists, proficient readers use prior knowledge and context along with letter/sound knowledge as they identify words and construct meaning. Even though readers may see all the letters of a word, it appears that they identify the word before recognizing all the letters

separately (Smith, 1988). Many poorer readers are ones for whom phonics was over taught, with little or no emphasis on trying to make meaning while reading (Chomsky, 1976; Carbo, 1987). Without using phonics programs, parents and teachers can do various things to help children gain phonics knowledge in the context of meaningful reading and writing and language play (See Appendix B).

Dr. Smith taught us about the Directed Reading Program Activity for teaching reading. This includes Pre-reading Activities, Guided Reading, and Post-reading Activity (See Appendix C). He said by using this method of teaching reading, the students would be able to relate their reading to real life experiences. This would help them to read better.

The At Home Program

I began my study with Wesli by administering an IRI, an Informal Reading Inventory (See Appendix D). I used the Dolch Word List to find out where Wesli was in his word recognition (See Appendix E). I discovered that he was at a second grade level while his actual grade level in school was fourth grade. I then did a phonics test with him (See Appendix F). He had the hardest time with words that ended in "e" where the middle vowel was pronounced long. He also became distracted and lost his place a great deal. Next, we read stories together to find out how well he comprehended and read orally (See Appendix G). He was at second grade level in this test. He could not pronounce words in sentences and could not remember what he had read. I now had a place to start for formulating a program of improvement in reading for Wesli.

Implementation

I set some guidelines for Wesli. We would read together each night at 5:00 if at all

possible. He would be expected to complete each reading assignment. We would both read silently for half an hour. Wesli would then write a journal entry, a letter, or a story each time we read together. Susan Stires, in her book *With Promise, Redefining Reading and Writing for "Special" Students* (1991), emphasized the importance of giving learning disabled children a chance to write in a lot of different settings and on a variety of subjects. She also said students need to be able to write what they want too such as writing in a journal. The subjects that are addressed in journals are not dictated by the teacher. They are formulated from the mind of the writer. She also suggested this was a good assessment tool in the affective area of teaching. Through two-way journal writing the student and the teacher respond to each other.

From what I had read about the elements of good reading instruction in *Teaching Reading*, I felt Wesli would benefit much more from the reading experiences if I followed the three part plan presented in that book. For this reason each reading session consisted of reading a children's literature book together after doing a pre-reading activity and then following the reading with a post-reading activity as well as the silent reading and the journal writing. I also wrote a daily journal entry which included what we had read, the objective of the activity and the results I observed in each session (See Appendix H).

Helen and Martin Weiss wrote a book entitled *Home is a Learning Place, A Parents Guide to Learning Disabilities*. I read that book before I began to write the lesson plans and the annotated bibliography. I had to know where to start (See Appendix I). After reading the book I had a place to begin in writing an annotated bibliography and lesson plans (See Appendix J). Dr. Smith emphasized in our Level 2.5 reading class that an effective teacher was one who set goals and made specific plans for how to reach them (Smith, 1996). Dr. Bernie Hayes, my Level III

reading teacher, taught us that lesson plans of one kind or another were vitally important to quality teaching (Hayes, 1996). I used the annotated bibliography as a skeleton plan for a two quarter program of reading instruction for Wesli. I did not want to just pinch hit along the way. I wanted him to truly learn to read better.

I was particularly interested in the things I had read in *Growing With Your Learning Disabled Child* (Eaton, Lippman, & Riley, 1942). I had experienced a lot of low self-esteem myself and did not want my son to have to do the same. As a result of this I paid close attention to helping him see success and build self-esteem. I planned each session taking into consideration what I had read about a child's need for structure, independence, encouragement, and reinforcement. I provided a predictable structure each time we read by following the same routine although the activities and the literature we read were different. The journal writing was definitely independent of any guidance particularly in the subject content. I also allowed Wesli to choose books he wanted to read. Sometimes I would have him choose the book for the next night, thus giving him a chance to read what he wanted to and me the chance to prepare pre-reading and post-reading activities ahead of time. I provided encouragement when he wrote his own stories. The computer helped a lot because it provided a way for him to practice and to have quality publications of his own stories. Part of the encouragement came when he read some of his stories or shared his activities with the rest of the family. This also provided the reinforcement for him to want to continue to read and learn.

I wanted to provide a mini child-centered classroom opportunity for Wesli. I read a lot about child-centered classrooms and how they could benefit learning disabled children in Finlan's *Learning Disability: The Imaginary Disease* (1994). I used real life experiences,

everyday events, and things that interested Wesli in some of the reading experiences. We went to the grocery store and he read the labels on the boxes to decide what we wanted to buy. He loves cookies and so one night we *If You Give A Mouse A Cookie* (1985) and then he read the recipe and we made cookies for the family. This was a good time for self-esteem building as the family complimented him on the delicious cookies. As he wrote his own stories, I got a good idea of what he was interested in. He loves animals so we read a couple of books on animal babies and then for one of the activities we went to the pet store.

I realized as we progressed that he was very talented in thinking things through and solving problems. I read about this in two different sources, *Talents Unlimited* (Hobbs, & Schlichter, 1993) and *Frames of Mind, the Theory of Multiple Intelligences* (Gardner, 1983). We began exploring simple machines. His stepfather gave him the chance to figure out how to set an antennae on a citizen band radio so he could get a station in another country. He found a station in Belgium and one in Brazil. We found an article in a *National Geographic* about Brazil to read.

I did not focus on phonics at all in our reading sessions. Many of the books and articles I read discouraged the exclusive use of phonics drills over whole language. The Phi Delta Kappan report (Carbo, 1987), talked about the very problems Wesli was having. These same problems were addressed in ERIC Report (Goodman, 1973). He was seeing single words but not being able to read them in phrases and sentences. He did not recognize phonics words in whole language publications. Phonics drills can cause problems in regular reading situations. They encourage using whole language reading experiences and incorporating only a small portion of phonics. In the book *Phonics They Use: Words for Reading and Writing* (Cunningham, 1995),

suggested the best way to use phonics is in real life situations. We had a word wall we would review when we read. These words would change from time to time. The words came from his reading and writing each night. If he could not spell a word when he was writing, we would put it on the word wall. Also unfamiliar words he was reading would go on the word wall. This provided him with word recognition practice as well as phonics experience. Powell and Hornsby (1993), discussed the "Word Wall" concept. They said phonics and spelling do come from whole language experiences.

I used children's literature as the source for our reading material. *The Reading Teacher* had a great article written by Tunnell and Jacobs titled "Using 'Real' Books: Research findings on literature based reading instruction" (1989). It emphasized how much richer the reading experiences were when children's literature was used. The quality of children's literature has greatly increased over the years. Of course, there was good literature before but the main emphasis of the past was basal readers. The abundance of children's literature available now brings a lot more variety and enjoyment as well as learning experiences to children.

As time went on, the rest of the family became more involved. Betty Osman's book (1979), brought to light the fact that learning disabilities affect more than just the L D child. The reading success of these students is not just a matter for the classroom teacher to deal with. It is a family affair. Many times more than one family member is learning disabled. The activities we were engaged in while reading were very interesting to other family members and so they began participating more in the sessions. This was also good for Wesli's self-esteem when he would hear someone say he was so lucky.

I encouraged Wesli to use the computer for publishing his work. Torgeson and Horen

(1992) talked about the benefits children with learning disabilities gained from using computers in reading. They pointed out the fact that learning disabled children learn differently. Computers provide an alternative to traditional instructional methods. By giving these children a kinesthetic experience helps to solidify what they have learned.

Outcomes

All children can learn. Some do not learn in the same way others do. Every student is important and should be given the chance to succeed. All of the activities I included in the annotated bibliography could work in both a classroom and in individual reading situations. Every student has his or her own strengths and weaknesses, as do we all. Our attitude toward them and their abilities will help them succeed if we truly believe they can. As teachers we need to instill this same feeling in our students. We need to be aware of the needs of all the students in our classroom. We need to address those needs in appropriate ways and gear our lessons to include everyone. We need to use different teaching styles.

Phonics teaching is very important; however, it must be incorporated in a whole language program to be effective. Writing workshop enhances reading and should be included in our curriculum.

I found, from my study, that reading on a regular basis is very important. Pre-reading activities and post-reading activities are valuable in helping learning disabled children read. Sometimes these activities are an extension of the reading skill the student has been working on, or they may serve as a way of connecting the real world with reading. A child is more willing to work hard learning to read when he or she sees viable reasons for doing so. I also know, from experience, that when I read I set a good example for my children and my students. Reading with

a purpose is important for both the teacher and the students.

Helping a child to build his or her self-esteem is essential in the process of succeeding. I could see in my own child how, as he gained a higher self-esteem, his attitude changed. I no longer heard him say "I can't"... He began saying, "I'll try, I'll learn." " Will you help me?" He is now reading a lot better. He still enjoys being read to and doing activities that relate to his reading. I hope Wesli will continue to enjoy reading for the rest of his life and that as I begin to teach I will always remember and utilize what I have learned.

References

- Baker, S. (1996). [Interviews of administration, teachers, and parents]. Unpublished personal communication.
- Bartoli, J. & Botel, M. (1988). *Reading/ learning disabilities: An ecological approach*. New York: Teachers College Press.
- Bloom, J. (1990). *Help me to help my child*. Boston: Little Brown and Company, 18.
- Carbo, M. (February, 1987). Reading style research: "What works" isn't always phonics. *Phi Delta Kappan*, 68, 431-435.
- Chromsky, C. (March, 1976). After decoding: What? *Language Arts*, 53, 288-296, 314.
- Cunningham, P. (1995). *Phonics they use: Words for reading and writing*. New York: Harper Collins.
- Eaton, J., Lippman, D., Riley, D. (1942). *Growing with your learning disabled child*. Boston: Resource Communications, Inc., 72-73.
- Finlan, T. (1994). *Learning disability: The imaginary disease*. Westport, Connecticut: Bergin and Garvey.
- Gardner, H. (1983). *Frames of mind, the theory of multiple intelligences*. New York: Basic Books, Inc. Publishers.
- Goodman, K. S. (April, 1973). Theoretically based studies of patterns of miscues in oral reading performance. Detroit: Wayne State University. ERIC:ED 079 708.
- Hallahan, D. P., and Kaufman, J. M.. (1976). *Introduction to learning disabilities: A psycho-behavioral approach*. Englewood Cliffs, NJ: Prentice- Hall.

Hayes, B. (1996). [Lecture on teaching reading]. Unpublished communication.

Hobbs, D. E. & Schlichter, C. L. (1993). Talents Unlimited. Costa, L. Ed., *Developing minds: Programs for teaching thinking*. Alexandria, Virginia: ASCD. 73, 78.

Landeen, J. (1996). [Interview]. Unpublished communication.

Numeroff, L. J. (1985). *If you give a mouse a cookie*. New York: Scholastic Inc.

Osman, B. (1979). *Learning disabilities: A family affair*. New York: Random House.

Powell, D. & Hornsby, D. (1993). *Learning phonics and spelling in a whole language classroom*. New York: Scholastic.

Smith, F. (1988). *Understanding reading (4th ed.)*. Hillsdale, NJ: Erlbaum.

Smith, J. A. (1996). *Teaching reading*. Logan, Utah: Utah State University, 5, 9, 11-20, 30.

Stahl, S. L., McKenna, M. C., & Pagnucco, J. R. (Fall, 1994). The effects of whole-language instruction: An update and a reappraisal. *Educational psychologist*, 29. 175-185.

Stires, S. (1991). *With promise, redefining reading and writing for "special" students*. New Hampshire: Heinman Publishing, 12.

Torgeson, J. K. & Horen, N. M. (1992). Using computers to assist in reading instruction for children with learning disabilities. Vogel, S. A. (Ed.), *Educational alternatives for students with learning disabilities*. New York: Springer-Verlag, 159.

Tunnell, M. O. & Jacobs, J. S. (1989). Using "real" books: Research findings on literature based reading instruction. *The reading teacher*, 42, 470-477.

Weaver, C. (1992). *Supporting whole language: Stories of teachers and institutional changes*. Portsmouth, NH: Heineman.

Weiss, H. & Weiss, M. S. (1976). *Home is a learning place, a parents guide to learning disabilities*. Boston: Little, Brown and Company, 14, 110-111.

Widlake, P. (1983). *How to reach the hard to teach*. Philadelphia: Open University Press.

Appendix A

WAYS TO ENCOURAGE SELF-ESTEEM

- 1.) Emphasize what your child does well. Look for the positive, not the negative.
- 2.) Remember that children must feel loved for who they are, not for what they do.
- 3.) Develop confidence that your child can do things for him or herself. Your child needs to feel your faith in him or her. Don't leap to do a difficult task for your child.
- 4.) Recognize accomplishments.
- 5.) Respect your child as an individual, with his or her own thoughts and feelings
- 6.) Expect responsible behavior from your child, to the extent that he or she is capable.
- 7.) Don't compare your child to others: friends, relatives, or siblings.
- 8.) Encourage your child through sensitive listening and sensitive expressions:
 - "Explain to me what you want to do."
 - "I am proud of what you did."
 - "I know you can do that."
 - "It looks like you tried real hard to do that."
 - "I am pleased when you handle that on your own."
 - A hug or a pat on the head.
- 9.) Provide structure in your home, so your child knows exactly what is and is not acceptable.
- 10.) Spend time with and apart from your child. We need time for fun together and time off by ourselves to get refreshed.
- 11.) Encourage your child to make friends. Share with her or him what to do in order to keep friends.
- 12.) Give your child a pet to bolster the child's self-image, if you and the rest of the family have no objections. Obviously, pets are not for every family.
- 13.) Remember the four basic ingredients:
 - a.) Structure: A child will feel loved if you care enough to set firm guidelines.
 - b.) Independence: A child needs a chance to prove that he or she can master a task without help.
 - c.) Encouragement: A child needs to know you have faith in his or her ability to accomplish things.
 - d.) Reinforcement: After reaching a goal, a child needs to hear you say "I am proud of you".

Appendix B

Language Play Suggestions

- 1.) Read and reread favorite nursery rhymes to reinforce the patterns of the language, and enjoy tongue twisters and other forms of language-play together.
- 2.) Reread favorite poems, songs, and stories and discuss alliteration and rhyme within them.
- 3.) Read alphabet books to and with children, and make alphabet books together.
- 4.) Discuss words and make lists, word banks, or books of words that share interesting spelling/sound patterns.
- 5.) Discuss similar sounds and letter/sound patterns in children's names.
- 6.) Emphasize selected letter/sound relationships while writing with, for, or in front of children.
- 7.) Help children write the sounds they hear in words, once they have begun to hear some separate sounds.
- 8.) When reading together, help children use prior knowledge and context plus initial consonants to predict what a word will be, then look at the rest of the word to confirm or correct.

Appendix C

Directed Reading Activity

1. Pre-read each story.
2. Determine what important theme(s) and concepts from the story should be taught.
3. Decide how you will teach these important theme(s) and concepts.
4. Plan an activity to preface the reading and an activity to follow the reading.

Pre-reading Activity:

- Provides motivation
- Gives vocabulary instruction
- Provides related skills instruction
- Sets purpose for reading

Guided Reading:

- Guides students to learn from and appreciate the story
- Summarizes various points
- Questions asked to enhance learning
 - Teachers and students ask questions on different levels of understanding.

- Clarifying important points
- Predicting and evaluating prior predictions

Post-reading Activity:

- Tying the lesson together and extending the lesson (enrichment)
- Summarize total story, ask summary questions
- Return to purpose for reading and predictions, evaluate
- Discuss the theme(s)
- Curricular integration
- Writing activities
- Projects, dramatizations
- Guests
- Displays

Appendix D

INSTRUCTIONS FOR ADMINISTERING
AN INFORMAL READING INVENTORYDR. JOHN A. SMITH
DEPARTMENT OF ELEMENTARY EDUCATION
UTAH STATE UNIVERSITY

This IRI can be administered in one session, but due to its length, it's better to do it in two sessions.

- a. Letter Names and Sounds Test. This test is appropriate for K-1 students.

Begin by placing a folder between you and your student or sitting beside/behind your student so that she cannot observe what you are doing.

Point to each letter and ask the questions. Write an N beside any letter that the student can't name. Write an S beside any letters for which the student can't say the appropriate sound(s).

1. Dolch Word List. This is a test to estimate the level at which your student can *recognize* words.

Begin by placing a folder between you and your student or sitting beside/behind your student so that she cannot observe what you are doing.

Ask your student to read the words aloud to you, showing her the direction to read in the columns.

As your student reads the words aloud, you mark your student's miscues on your copy of the word list.

substitutions: write what your student says beside the correct word on your copy of the list.

sounding out: write 'so' beside the correct word on your copy of the list.

no response: write 'dk'(didn't know) beside the correct word on your copy of the list.

Have your student continue reading until the words become too difficult. Missing four or five words in a row suggests the words are becoming too difficult. Also watch for indications of frustration in your student's body language and voice.

When your student has finished, count the number of words recognized correctly and compare to the criteria at the end of the word list.

2. Phonics Test. This is a test to see how well your student can recognize and use phonic cues. This list is not organized in grade levels.

Similar to step #1, ask your student to read the words aloud.

You mark your student's miscues on your copy of the phonics word list.

When your student shows signs of frustration, tell her to stop reading the words.

After your student has finished reading the phonics words, look at the miscues you've noted and look for *patterns*. Are there specific sounds or letter combinations that your student is unfamiliar with?

3. Reading passages silently for comprehension. This is a test to estimate the level at which your student can understand text.

Give your student the 'student copy' of the passage, one level below her sight recognition level, and ask her to read the story silently and to pay attention because you will be asking some questions afterward.

After your student has finished reading the story, ask her to answer the questions and compare the number correct with the scoring criteria.

Continue reading the passages until your student reaches frustration level.

4. Reading passages aloud for accuracy. This is a test to determine your student's ability to apply context and phonic cues accurately in extended passages. You can also get information about your student's smoothness, phrasing, and expression.

After each passage has been read silently, ask your student to reread the passage aloud to you. On your copy of the each passage, mark the following miscues:

substitutions We cannot find the brown cat. Do you think the cat is out here?

insertions We cannot find the brown cat. Do you think the cat is out here?

omissions We cannot find the brown cat. Do you think the cat is out here?

repetitions We cannot find the brown cat. Do you think the cat is out here?

punctuation We cannot find the brown cat. Do you think the cat is out here?

assists We cannot find the brown cat. Do you think the cat is out here?

As your student is reading aloud, make qualitative notes in the margin of your copy of the passage. These notes can include phrases such as: slow, word-by-word, no phrasing, very good expression, and comfortable rate.

Count the total number of meaning-change errors and compare to the scoring criteria. Continue having your student read passages aloud until she reaches frustration level.

5. Listening comprehension. This is a test to estimate the level at which your student can understand text that is read aloud to her. The purpose of this test is to get an estimate of your student's level of background knowledge.

After the student has reached frustration level on a previous passage, tell her that you would like to read a few more passages aloud to her. She may choose to follow along on her copy of each passage. Remind her to pay attention because you will have some questions.

Read the passages aloud to your student and follow-up with the comprehension questions. Score the questions same as #3. Continue until your student reaches frustration level on listening comprehension.

After completing the IRI, thank your student for her cooperation and maybe provide a thank you gift (candy bar).

Appendix E

The Dolch Basic Sight Word List

Pre-Primer

- | | | | |
|---------|------------|----------|------------|
| 1. a | 11. funny | 21. look | 31. see |
| 2. and | 12. go | 22. make | 32. the |
| 3. away | 13. help | 23. me | 33. three |
| 4. big | 14. here | 24. my | 34. to |
| 5. blue | 15. I | 25. not | 35. two |
| 6. can | 16. in | 26. one | 36. up |
| 7. come | 17. is | 27. play | 37. we |
| 8. down | 18. it | 28. red | 38. where |
| 9. find | 19. jump | 29. run | 39. yellow |
| 10. for | 20. little | 30. said | 40. you |

Primer

- | | | | |
|----------|----------|------------|-----------|
| 1. all | 14. for | 27. out | 40. this |
| 2. am | 15. get | 28. please | 41. too |
| 3. are | 16. good | 29. pretty | 42. under |
| 4. at | 17. have | 30. ran | 43. want |
| 5. ate | 18. he | 31. ride | 44. was |
| 6. be | 19. into | 32. saw | 45. well |
| 7. black | 20. like | 33. say | 46. went |
| 8. brown | 21. must | 34. she | 47. what |
| 9. but | 22. new | 35. so | 48. white |
| 10. came | 23. no | 36. soon | 49. will |
| 11. did | 24. now | 37. that | 50. with |
| 12. do | 25. on | 38. there | 51. yes |
| 13. eat | 26. our | 39. they | |

First Grade

- | | | | |
|----------|-----------|-----------|-----------|
| 1. after | 12. give | 23. live | 34. take |
| 2. again | 13. going | 24. may | 35. thank |
| 3. an | 14. had | 25. of | 36. them |
| 4. any | 15. has | 26. old | 37. then |
| 5. as | 16. her | 27. once | 38. think |
| 6. ask | 17. him | 28. open | 39. walk |
| 7. by | 18. his | 29. over | 40. were |
| 8. could | 19. how | 30. put | 41. when |
| 9. every | 20. just | 31. round | 42. who |
| 10. fly | 21. know | 32. some | |
| 11. from | 22. let | 33. stop | |

Second Grade

- | | | | |
|------------|-----------|-----------|-----------|
| 1. always | 13. fast | 25. pull | 37. use |
| 2. around | 14. first | 26. read | 38. very |
| 3. because | 15. five | 27. right | 39. wash |
| 4. been | 16. found | 28. sing | 40. which |
| 5. before | 17. gave | 29. sit | 41. why |
| 6. best | 18. goes | 30. sleep | 42. wish |
| 7. both | 19. green | 31. tell | 43. work |
| 8. buy | 20. its | 32. their | 44. would |
| 9. call | 21. made | 33. these | 45. write |
| 10. cold | 22. many | 34. those | 46. your |
| 11. does | 23. off | 35. upon | |
| 12. don't | 24. or | 36. us | |

Third Grade

- | | | | |
|-----------|-----------|------------|--------------|
| 1. about | 12. far | 23. light | 34. six |
| 2. better | 13. full | 24. long | 35. small |
| 3. bring | 14. got | 25. much | 36. start |
| 4. carry | 15. grow | 26. myself | 37. ten |
| 5. clean | 16. hold | 27. never | 38. today |
| 6. cut | 17. hot | 28. only | 39. together |
| 7. cone | 18. hurt | 29. own | 40. try |
| 8. draw | 19. if | 30. pick | 41. warm |
| 9. drink | 20. keep | 31. seven | |
| 10. eight | 21. kind | 32. shall | |
| 11. fall | 22. laugh | 33. show | |

Criteria for estimating sight word recognition level

- | | | |
|---------------|--------------------|--------------------|
| 10 - 75 | words recognized = | Pre-primer level |
| 76 - 120 | words recognized = | Primer level |
| 121 - 170 | words recognized = | First-grade level |
| 171 - 210 | words recognized = | second-grade level |
| more than 210 | words recognized = | third-grade level |

Appendix F

PHONICS TEST

letter sounds, consonant blends, digraphs (sh, th, ch, wh), short/long vowels, vowel team (ai, ea, oa),
diphthongs (aw, ay, oy, ow, oi), r-controlled vowels (bar, her), miscellaneous endings

- | | | |
|-----------|-----------|-----------|
| 1. van | 11. came | 21. chap |
| 2. get | 12. this | 22. shed |
| 3. him | 13. joke | 23. bike |
| 4. cop | 14. with | 24. what |
| 5. sun | 15. price | 25. rain |
| 6. boat | 16. thin | 26. wheat |
| 7. sled | 17. heat | 27. shine |
| 8. plain | 18. flap | 28. mash |
| 9. stop | 19. grip | 29. state |
| 10. pitch | 20. treat | 30. snug |
| 31. bar | 41. track | |
| 32. wall | 42. day | |
| 33. spank | 43. stir | |
| 34. saw | 44. crash | |
| 35. her | 45. slick | |
| 36. toy | 46. ring | |
| 37. think | 47. fur | |
| 38. how | 48. right | |
| 39. for | 49. shock | |
| 40. thump | 50. boil | |

Appendix G

The Lost Cat PP1

(Can you read this story silently to yourself about the children looking for the lost cat. Pay attention so you can tell me about it)

We cannot find the brown cat.

Do you think the cat is out hear?

I do not think the cat is out here.

I did not see the cat.

We want to find the brown cat.

What do we have to do?

We have to think like a cat.

Comprehension questions

1. literal What are the children looking for?
2. literal What color is the cat?
3. inferential Where do you think the cat went?
4. inferential Why does it say that the children should think like a cat?
5. critical Do you think this would make a good story? Why?

Comprehension Level

___	independent reading level	4-5	correct
___	instructional reading level	3	correct
___	frustration level	0-2	correct

Oral Reading Level

___	independent reading level	1	error	___	meaning-preserving errors
___	instructional reading level	2-5	errors	___	meaning-changing errors
___	frustration level	6 or more	errors		

Doghouse for Sale 1.1

(Read this story silently to yourself about Freckles the dog who wants to sell his doghouse. Pay attention so you can tell me about it.)

Freckles looked at his house. "I don't want this house," he said.

"I will put this house up for sale."

Freckles put up a sign. Dogs came to look at the house. But no one wanted it.

"It needs paint," one dog said.

"Then I'll paint my house," said Freckles. "I'll paint it red. Then someone will want it."

Freckles went to the store to get paint. Then he went home. Soon the house was painted red.

"That looks good," Freckles said.

Then Freckles put up a new sign. Dogs came to look at the house.

No one wanted it.

Comprehension questions

1. literal What did Freckles do to make his house look nicer?
2. literal What did Freckles do after he painted his house?
3. inferential Why do you think he chose the color red?
4. inferential Why do you think the dogs still don't want to buy his house?
5. critical Do you think it was good for the author to use dogs in this story? Why?

Comprehension Level

___	independent reading level	4-5	correct
___	instructional reading level	3	correct
___	frustration level	0-2	correct

Oral Reading Level

___	independent reading level	1-3	error	___	meaning-preserving errors
___	instructional reading level	4-8	errors	___	meaning-changing errors
___	frustration level	9 or more	errors		

Fred to the Rescue 2.2

(Read this story silently to yourself about Freckles the dog who wants to sell his doghouse. Pay attention so you can tell me about it.)

A farmer named Fred Butterspoon was working in his fields one day, when he heard a voice yelling, "Help! Help!" He ran to the bramble bush at the edge of the field. There was an old woman with her dress caught in a bramble bush.

The more she tried to get away, the more tangled she became. The more tangled she became, the louder she cried, "Help! Help!"

Fred was a kindhearted man. He took his pocket knife and cut away the brambles. When he set the woman free, she looked at him with eyes as bright as a robin's.

Comprehension questions

1. literal What did Fred do for a living?
2. literal What happened when the woman tried to get away from the bramble bush?
3. inferential How do you think the old woman got stuck in the bramble bush?
4. inferential Why do you think Fred had a pocketknife with him?
5. critical Would you have described the old woman's eyes as being "bright as a robin's" the way the author did? Why?

Comprehension Level

- | | | |
|---------------------------------|-----|---------|
| ___ independent reading level | 4-5 | correct |
| ___ instructional reading level | 3 | correct |
| ___ frustration level | 0-2 | correct |

Oral Reading Level

- | | | | | |
|---------------------------------|-----------|--------|--|-------------------------------|
| ___ independent reading level | 1-3 | errors | | ___ meaning-preserving errors |
| ___ instructional reading level | 4-8 | errors | | ___ meaning-changing errors |
| ___ frustration level | 9 or more | errors | | |

A Gift for Alicia 3.1

(Read this story silently to yourself about Freckles the dog who wants to sell his doghouse. Pay attention so you can tell me about it.)

"Hold still now, Alicia," Grandmother said. "I don't want to stick you with these pins."

Alicia stood carefully on the stool. She imagined herself to be made out of stone as Grandmother pinned up the dress she would wear to her cousin's wedding. She had never been a flower girl before and was really looking forward to it. "I'll never be able to wait until Saturday," she thought.

Comprehension questions

1. literal Why did Alicia's Grandmother tell her to hold still?
2. literal What day is the wedding?
3. inferential Why did Alicia imagine herself to be made out of stone?
4. inferential Why do you think Alicia is so excited to go to the wedding?
5. critical Do you think the author has done a good job of describing this scene? Why?

Comprehension Level

___	independent reading level	4-5	correct
___	instructional reading level	3	correct
___	frustration level	0-2	correct

Oral Reading Level

___	independent reading level	1-3 errors	___ meaning-preserving errors
___	instructional reading level	4-8 errors	___ meaning-changing errors
___	frustration level	9 or more errors	

Appendix H

Sample Journal Entries
I kept during my study I conducted with WesliJournal Entry
October 23, 1996

Wesli read "I'll Love You Forever" tonight. He did pretty well. The book has a lot of repetition in it and so it was not hard to read. He did, however, begin to just say the repetition words instead of reading and got some of them wrong. I also noticed he did a lot of fidgeting as he read. He read words but not phrases. I read a story from "Pioneer and Indian Stories" by Lucy Parr to him. I had him follow along. I then emphasized how important phrasing was. We then went back and read a little of the book "I'll Love Forever" again. I asked him to observe the end of sentence punctuation marks. We talked about the story I read to him. We discussed the main character and the plot. I asked him about the ending of the story and what he liked about it. The story was about an Indian who took care of a man who was hurt. The Indian came went to the cabin where his children were staying to let them know what had happened. "It was kind of scary," Wesli said, because he thought the Indian was going to hurt the children."

I had him go to the computer and begin composing his own story. It was hard at first but I asked him to tell me who the characters were. Then we went on to the beginning and the plot. I want him to write several paragraphs and then we will publish it and he can do the illustrations.

Journal Entry
October 25, 1996

Wesli wanted to read "What Is A Rainbow". This is a book for first or second graders. There were lots of pictures and not much text. However, it is a non-fiction book and he learned from it. I told him he had to read from "Stone Fox" when he finished reading his book. I found that when he was reading a chapter book, his flow and reading continuity was better. When he read a picture book he had a hard time reading smoothly because there were so many good pictures to look at. It occurred to me that when I read a magazine like "Country Woman" I do the same thing. I have gotten into the habit of looking at the pictures and reading the captions first all the way through the magazine and then going back and reading the articles. I will suggest to Wesli to do this the next time he reads a picture book. His own story is coming along nicely. He has the main characters, two kittens, looking for their missing dinner. He has quite an imagination. I had him sound out the words he did not know how to spell instead of telling him how to spell them.

Journal Entry
October 31, 1996

Happy Halloween! Wesli went trick or treating before we got home and got back at 8:45. I told him he still needed to read with me. He protested and so I told him to read for just fifteen minutes. We read "The Tale of Peter Cottontail." He really likes this story and so did not mind reading it. He is beginning to read more fluidly. I had him stop and go back a sentence if he forgot to pause at the period or question mark. He said, "sheesh" the first couple of times I had him do it but he began remembering and his reading got better. He is recognizing words he had a hard time with such as here instead of her. I told him the e on the end tickles the vowel in the middle and did the screeching eeeee sound for him. I remember when I was in school if I could associate words with pictures or interesting sounds, etc. I would learn them better. LOOK had been made into an L with the o's being drawn like eyes and then the K. I still remember the eyes in the middle each time I see the word.

Journal Entry
November 1, 1996

Wesli had a bad day at school. He got hit with the tetherball and everybody laughed. He also had to stay in from recess to finish his math assignment he had to do over again. I told him I had bad days at school also. I did not have the book about the No Good Very Bad Day but I told him the story. I had him read "Cloudy With A Chance of Meatballs." I told him good things can turn out bad and bad things can turn out good. I had him read and remember thoughts and punctuation. I reread some of the sentences using voice inflection. He wanted me to read because I do it better than he does, says Wesli. I told him to read it after me and try to make his voice sound the same as mine. This was fun because I really put a lot into it and he copied me. We ended up laughing. He then wrote a few sentences in his journal about his "No Good, Very Bad Day". I have noticed his hand writing needs to improve! He had a hard time reading back to me what he had written. We will work on that also.

Journal Entry
November 4, 1996

Wesli read "Stone Fox" again tonight. He could not believe a little boy of ten could plant potatoes. He was afraid for them because there was no money. Grandfather was going to die. He read the best he ever has. I was really impressed. We attended Parent Teacher Conference earlier in the evening and his teacher said she had given him a test at the beginning of the year. It was a list of Basal Reader Words. He read the list and did not do very good. She is pro phonics. I have been giving it some thought. When he read "Stone Fox" he knew the words but could not recognize them in a disjointed list. Phonics versus Whole Language and the need for balance was uppermost in my mind. If Wesli is going to read well, I am going to have to do the whole language thing with him at home.

Wesli and I read the newspaper tonight. He needed to have a news article for school. It was election day and we had many discussions about the candidates being we have a nineteen year old at our house. We discussed what he had read. I helped him read the words so he would not be frustrated. We then shared the funnies. It was something he wanted to read. I have been giving him choices on what he wanted to read from several selections. I have begun purchasing different books besides just story books so he can have a chance to sample lots of different reading experiences.

Journal Entry
November 14, 1996

Wesli and I read "The Littlest Angel". We did this by my reading the paragraph first and then reading it with him. I then shadowed him. He then read it to me alone. This was a little tedious because the book has a great story line but it is difficult to read. He read only half of it tonight. I will let him read the rest tomorrow night. I do not want him to become bogged down with reading. I let him look at the neat illustrators first and had him do some pretend reading. He then read what really happened and compared his pretend reading with what actually did happen. This was a good way to begin this book because it was a bit difficult.

Journal Entry
November 15, 1996

We began reading tonight by reviewing what we had read last night. He remembered it very well because we had essentially read it three times. We finished "The Littlest Angel". We read it the same way we did the night before. I asked Wes if he felt like the Littlest Angel sometimes. We talked about some of his feelings. We then talked about alternative endings. I would pose a question like "What if the Littlest Angel could sing really well?" Wesli said, "He would probably have sung the song by himself instead of singing in the choir." Ethereal went up on our word wall also deperment.

Journal Entry
November 16, 1996

I purchased the book "The Patchwork Quilt" by Valerie Flourmoy. This is a wonderful story that was first introduced to Wesli and myself on Reading Rainbow. I again had him say the punctuation marks as we came to them. This helped because it made him consciously aware of them. He is doing better on reading with voice inflection and I think some of it has to do with not running his sentences together. I also began at the first pointing to each individual word and then gradually I began running my finger under the words in a slow, flowing motion. He followed me with his reading and then I went faster. This helped him read more fluidly. We talked about the quilt and then I asked him if he could think of some quilt squares he would like

Appendix I

WHERE TO BEGIN:

Helping a child to read begins with a step-by-step process to know where to start. For a child to learn more complex operations he/she must understand the simple ones. To help determine where they are a suggestion would be to do a Task Analysis.

- 1.) What am I trying to teach this child?
- 2.) What must he or she be able to do in order to learn the task?
- 3.) What skills are required in order to help this child understand what you are trying to teach?
- 4.) How many of the prerequisite skills does this child have?
- 5.) Are there any specific physiological or developmental dysfunctions that pose specific problems for the child?
- 6.) How can I measure whether or not the child can perform this task and evaluate the quality of his/her performance?

This might seem complicated, but much of the information gained is based primarily on observation and common sense rather than educational theory. You, as parents, are with your children enough of the time to be able to observe them informally. You can help your children learn to read.

Appendix J

Barrett, Judi. (1978). Cloudy With a Chance of Meatballs. New York: Simon and Schuster.

This is a story that a grandfather told his grandchildren about a town named Chewandswallow. This was a town that had no grocery stores because they had no need for them. The sky supplied all the food they needed. However, what happens if there is too much food and what if there was no choice on what you ate for dinner? These are questions to explore before beginning to read the story. This is good as a pre-reading activity. As a post reading activity it is fun to make pancakes to share. Your student could read the directions and help measure and mix the ingredients.

Baxter, Nicola (retold) (1997). Fairy Tales from the Brother Grimm. Leicester, England: Bookmart Limited.

There are twelve familiar fairy tales in this book. Children enjoy reading stories, they know and like, over and over again. It is good to have your student pick out a couple of stories he or she wants to read. Talk about the parts of a fairy tale such as always having a good character and a bad character. Have he or she identify the problem in the story and how it was solved. This is an excellent introduction into writing their own fairy tale. When a child writes his own story he feels a great deal of satisfaction and should be encouraged to share it with others and to read it often to himself.

Birchman, David F. (1995). The Raggly Scraggly No-Soap No-Scrub Girl. New York: Lothrop, Lee and Shepard Books.

The raggly scraggly no-soap no-scrub girl has never taken a bath before. She blows into town in a dust bowl. This is a story with all the charm you would expect from any folktale. To keep a child's attention, while reading, he or she needs to become involved in the story. As you read this story together, have your student predict what is going to happen next. This is a way of assessing the amount of comprehension he or she has. This is also a good book for working on pronouncing the letter "s".

de Rico, Ul. (1994). The Rainbow Goblins. New York: Thames and Hudson, Inc.

This is a classic tale of good and bad. The book is full of wonderful illustrations. The Rainbow Goblins tells the story of seven crafty goblins who search the countryside for rainbows and when they find one they suck all the color out. One night a tree root heard their plan and warns the flowers. When the storm came, the goblins thought they would lasso another rainbow. However, after the storm the rainbow disappeared and the goblins got all tangled up in their anger and their lasso's. The flowers had drunk all the color from the rainbow and when the goblins got tangled up they let out all the colors. The goblins drowned in the colors they had come to drink. With the goblins gone, the land was safe. From the flowers came beautiful birds, butterflies, and magnificent dragonflies. This story is good for working on predictions. What will happen next. The story can be told in the pictures. Have your student tell the story from the pictures. Then

have he or she read one page and then you read the next. Read with inflection in your voice and have your student copy your example.

Dickinson, Emily. (1934). Poems for Youth. Boston: Little, Brown and Company.

Emily Dickinson wrote over 1,700 poems. She is loved by both adults and youth. Her poems are open to personal interpretation. One of the poems in this collection, on page 37, talks about a homemade sailboat. As a student becomes more accomplished in his comprehension, he or she can begin to interpret things they read that are more ambiguous. Carefully chosen poems, from this book can be used to hone listening and comprehension skills.

Flournoy, Valerie. (1985). The Patchwork Quilt. New York: Dial Books for Young Readers.

The Patchwork Quilt is the winner of the Coretta Scott King Award and is a Reading Rainbow book. It is the story of Tanya and her grandmother. Grandma is making a quilt. As she cuts and sews the brightly colored squares together, she and Tanya talk about where they came from. One square is from Tanya's Halloween costume. Another is from a favorite pair of pants of one of her uncles. The story is full of trust, love and memories. Memories are a wonderful thing especially when they are captured in a journal. This is a good time to introduce journal writing. Students could also write about a favorite memory they have from the past.

Gilman, Phoebe. (1992). Something from Nothing. New York: Scholastic Inc.

This is a traditional Jewish folktale about Joseph and his Grandpa. Grandpa is a tailor. He takes Joseph's favorite blanket and transforms it into a jacket. As the jacket wears out he makes his grandson a vest and then from the worn out vest he makes a Sabbath tie. It is a tale of family love and ingenuity. One of the neatest things about this book is that on the bottom of each page another story unfolds in pictures. This book is one that will keep the attention of your young reader. However, be prepared for him or her to want to stop on each page and study the pictures. Have them tell you what is happening in the picture story. As a post-reading activity you could help your student make a quilt out of scraps of fabric or even a type of collage out of paper.

Grahame, Kenneth. (1908). The Wind in the Willows. Philadelphia: Courage Books.

The river is home to four close friends, who remind you of people you know. They are very different from each other and yet would do anything to help each other. After reading this stories from this book, have your student write his own story about Toad, Mole, Rat, and Badger. Writing is very important in helping a learning disabled child connect to the world of words.

Grimm. (1993). Anno's Twice Told Tales. New York: Philomel Books.

Mitsumasa Anno illustrated this book. It is very interesting to read. As the story is read, Mr. Fox explains what is going on to his son. Of course his interpretation comes from the experience in being a fox. Have your student read about half of the story and the fox's interpretation and then as he reads, the rest of the story, have him supply the interpretation. A learning disabled child needs lots of practice in comprehension.

Harris, Robert D. (1995). Tickle Kingdom. Farmington, Utah: Apple Pie Press.

The Tickle Kingdom is a story about a kingdom where smiling is prohibited. One day two children travel to the castle with their father and while their father is doing his business they become mischievous and the little boy begins to laugh. He is captured and his sister comes to the rescue. The children end up restoring joy to this sad kingdom. Have your student explore feelings. What if you lived in a place where there was no smiling let alone laughter? What does it feel like to be sad? What makes you feel happy. Empathy for a story, in other words being able to relate to what is happening, helps a child remain more focused. He or she will want to read more if it is an enjoyable experience. Frustration is always a problem when a child has a hard time reading. Ownership in what is happening in a story helps forestall that frustration.

Hoffman, Mary. (1991). Amazing Grace. New York: Dial Books.

Amazing Grace is a marvelous story about a young African American girl who loves stories and movies. She is always acting out parts from the stories she reads. One day the class is going to act out Peter Pan. Grace wants to do the part however, her classmates are skeptical about it. Grace has a wonderful grandmother who instills in her an independent spirit and determination. This story is good for several things. It has hidden meaning about prejudice. After reading this story ask your students what they thought the story was about. Some would say it was about Grace and her getting to play Peter Pan. As a teacher, you could then direct a discussion about why the students didn't think she could play the part. Comprehension skills could be honed in this activity because what is truly happening is not always apparent in stories.

Houston, Gloria. (1992). My Great Aunt Arizona. New York: HarperCollins.

Great Aunt Arizona is a little girl who grows up to be a superb teacher. It is a true story. A good pre-reading activity would be to introduce the book by asking the students what they think a good teacher is like. Have them list their ideas on a piece of paper. As you read the story together, have them mark off any good qualities that Arizona had that were similar to the those on their list. Learning disabled children sometimes have a hard time staying focused. This is a good way to keep their attention. They must be intently listening and marking off their list. Another way to do this would be to have the students fold their paper in half, hot dog style, and on one section, have them write what they think a good teacher is and on the other side list the qualities the story suggest Aunt Arizona had. Then they could compare the two lists. This activity does not allow for time for thoughts to wander. It also helps with inference. Students come up with their own ideas. There really are no right and wrong answers. In doing the assignment, students are learning in the doing and the end results are not as important.

Mitchell, Margaree King. (1993). Uncle Jed's Barbershop. New York: Simon and Schuster.

This story takes place during the depression. Uncle Jed saves for a barbershop however, every time he has almost enough saved something happens. He is generous and thinks more of others needs than his own. After reading this story, have your students write a reflection paper. The topic could be, "If you knew someone, like a friend, who was sick and could not pay for an operation; and you had enough money saved for something you really wanted, what would you do? Writing and reading go hand in hand. One enhances the other.

Moore, Clement C. (1989). The Night Before Christmas. New York: Random House.

The Night Before Christmas is a very familiar story. It, of course, is written in rhyme. A post-reading activity could be to have the students write their own poem entitled "The Day Before Halloween" in rhyme. Words become fun and creativity could be used to its fullest extent. Children love to read their own stories and poems. They will really enjoy sharing this one also.

Moss, Jeff. (1989). The Butterfly Jar. New York: Bantam Books.

Jeff Moss is a very funny poet however, he also wrote many simple poems in this volume that are very thought provoking. Children and adults like to read his poems. One of his poems is titled "I Don't Want to Live on the Moon". Ask the students, "If you could live anywhere, where would that be? Is there a place where you would not like to live?" Have them write the answers and then the reasons why. Creativity would be the key. Critical thinking is a very important skill, to develop, in reading and writing.

Potter, Beatrix (1987). A Child's Treasury of Beatrix Potter. New York: Portland House.

The tales of Beatrix Potter are classics; loved by many people. Implied morals are part of each one. This makes them almost like a fable. Have the students identify what the moral of each story is. The results can be used to assess how well the students are doing with comprehension.

Scieszka, Jon and Smith, Lane. (1992). The Stinky Cheese Man. New York: Viking.

This is a very silly book that is one of the favorites of many children. The stories give a different twist to familiar tales such as Chicken Licken. The fonts are different in each story and the way the text is formatted on the page is very interesting throughout the book. Have your students write their own mixed up fairy tale. They must have main characters, an introduction, a plot, a problem and an ending. This will help them become familiar with the different parts of a story.

Sendak, Maurice. (1963). Where the Wild Things Are. New York: HarperCollins.

Where the Wild Things Are is a Caldecott Medal winner for the most distinguished picture book of the year. The illustrations are really marvelous however, the story is wonderful also. Students can relate to what is happening in the story from experiences in their own lives such as being sent to their room without supper. This story should be read with a lot of voice inflection and emotion. When a student reads stories, as if they were in them or really happening, they read more fluidly. They begin to read phrases and sentences instead of disjointed words.

Silverstein, Shel. (1984). Where the Sidewalk Ends. New York: HarperCollins Publishers.

One of my favorite poems in this collection, from Shel Silverstein, is "Hug O' War." His poems are delightful and children love reading them. Have your students pick out a favorite poem from this book and illustrate it. Some children learn and remember from visualizing in their minds of what is said. Success in art and using creativity can help bolster self-esteem which can be hurt from being learning disabled.

Tazewell, Charles. (1946). The Littlest Angel. Nashville, Tennessee: Ideals Children's Books.

The littlest angel is always getting into trouble. He has tarnished his halo by holding it in his hand on hot days. He is always running, and yet his mischievousness was not all his fault. He was sad because when he died he left something very dear to him behind on earth. He learns a timeless lesson about the true spirit of giving. This story has a religious overtone and would not be appropriate in school, however it is a classic that could be shared at home. Have your student try to figure out what the littlest angel's problem is and identify what he learned and why. This is not a book that could be read by a child very well however, it is a good parent/child sharing book. I read it aloud to my son and did this activity with him.

Wallace, Bill. (1998). Trapped in Death Cave. New York: Holliday House.

Trapped in Death Cave is a chapter book. It can be read by sixth graders without any trouble unless they have trouble reading. Students in third grade can enjoy it if the teacher reads it to them. Every chapter ends in suspense. This is a good book for the students to keep an "event" record on. Have them write what is happening, at the end of each chapter, on one side of a piece of paper and then have them write what they think will happen next on the other side. This was good for working on comprehension.

Walton, Rick. (1996). You Don't Always Get What You Hope For. Salt Lake City: Gibb-Smith Publishers.

We don't always get what we hope for but what do we get instead? This is the story of a boy who hopes for things and gets very interesting results. This story makes you think twice about what you hope for. It has a wonderful surprise ending. This book is good for helping students read phrases, sentences, and full thoughts. Have them work on phrasing and punctuation as they read. If ending a sentence is a problem, have them actually say the word "period" or "question mark". This helps them to read each sentence as a separate unit.

Wilder, Laura Ingalls. (1933). Farmer Boy. New York: HarperCollins Publishers.

Laura Ingalls Wilder is a very popular author. This is a book about her husband and what it was like for him as a child. This is a chapter book that a teacher would want to read to children in third or fourth grade. As you read have the students make comparisons of their life versus what Almonzo's life was like. Have them write a "book review" about their favorite part, complete with illustrations.

Williams, Margery. (1995). The Velveteen Rabbit. New York: Smithmark.

This is one of my favorite stories. It is about a velveteen rabbit that becomes real. What does it mean to be real? Do you have a favorite toy? If it was real, what would it be like? What kind of games would you play. These are questions a teacher could ask her students as a pre-reading activity. In reading with one student individually, it is fun to have the student read one page and the teacher read the next. The text is pretty long but very engaging. When the teacher reads, she/he should read with lots of expression. The student will mirror what he/she has heard. This makes reading a story a lot more enjoyable.

Wood, Audrey. (1984). The Napping House. Orlando, Florida: Harcourt Brace and Company.

Audrey Wood is a very creative author and her husband an excellent illustrator. Every page reiterates the one before similar to "The House That Jack Built". The illustrations tell it all. Let your students look at the pictures first. Have them look for surprises such as the flea in every picture. The house looks asleep on the first page and awake on the last page. A fun activity would be to cut out the shape of a house, similar to the one in the book, three times. These should have windows and door drawn on them. Have the students cut out three sides of each window and door of two of the houses. Have the students cut them out so they will open on the same side. Sandwich the uncut house in between the other two and glue them together. Have the students draw inside each window and the door, on one side, a picture of what would be in a house that was asleep. Have them turn it over and do the same on the other side only making the pictures reflect what an awake house would be like inside. Post-reading activities are always a good idea in reinforcing concepts, skills development or comprehension.

Wood, Audrey. (1985). King Bidgood's in the Bathtub. New York: Harcourt Brace and Company.

This is a delightful story about a King who is enjoying his bath so much, he does not want to get out for a whole day. It is fun for students to read because the words repeat throughout the book. Have the students make up their own version of what the King is going to do in the bathtub. It is also fun to anticipate the ending and to have the students predict what might happen.

Zelinsky, Paul O. (Retold by). (1996). Rumpelstiltskin. New York: Puffin Books.

This is a favorite fairytale for adults and children alike. Have the students play a name game. Have them make up their own name for the elf. Then have them try to find words that start with the first letter of their name that describe them such as Wesli Wonderful.