A three part workshop to help teachers, aides, and parents create an environment for successful reading

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A THREE PART WORKSHOP
TO HELP TEACHERS, AIDES, AND PARENTS
CREATE AN ENVIRONMENT FOR SUCCESSFUL READING

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Teachers, parents and classroom aides need to create a supportive environment for their children using the whole language curriculum model and a good balance of the visual, auditory and kinesthetic strategies to complement whole language. This project will suggest methodology that will bridge all the ways children learn including using simple phonics, skills strategies and the natural language experiences of the children to create an environment of success. They will then begin to read for meaning, spell functionally and begin to use simple rules in writing purposefully. For this project, three workshops have been developed to help create this environment. First, teachers, aides and parents attend a workshop on different learning styles and readiness activities for children. The second workshop will help teachers, aides and parents learn some easy ways to enhance their children's language development through whole language strategies. The third workshop will provide teachers with a helpful plan utilizing the services of the classroom aides and parent volunteers to work directly with children who are academically weak in reading.
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Rationale

"They read poorly; they rarely read for pleasure. They have great difficulty spelling. They find it hard to read handwriting, even their own. Their handwriting is usually cramped and awkward. They mispronounce simple words, letters and names. Sometimes they may have mild speech problems. Some can't tell left from right. They can't easily follow verbal directions. They won't take credit for their own successes. They hate school!" (Pavlidis, 1986, p.1).

This sums up the wide range of problems the average teacher is up against in an average classroom. In my eight years of teaching, there was an average of five children in each class who were having difficulty learning to read at the first grade level. One year, I taught the sixth grade level and I had several students reading below the third grade level. They had been retained two years and they still had not made any progress. These children had to go on to seventh grade and feel more pressure and more failure. As I discussed this problem with other teachers I came to the realization that I was not the only teacher finding children with similar problems. Each year these children
seemed stuck in one place and could not make academic progress in reading. I tried many things to help these children, but by the end of the school year, district policy mandated that they be retained.

Children first come to school with the excitement and the yearning to learn. They bring with them a vast vocabulary of words. They have been modeling the linguistic sentence structure of our spoken language. These children come to school already knowing how to read. They read signs, labels, words on their clothes, billboards and words on television. The home is a strong learning environment. "There is a hidden curriculum in the home" (Aukerman, 1984, p. 608). Children ask questions about their environment until they get the answers they understand both visually and perceptually.

As children come to school the task of learning should continue on the same level. Teacher education classes teach the views of Dewey, and Vygotsky, but don't incorporate them when the school required text, the basal reader, is put before them. The basal totally controls the learning situation and teachers just follow along with the directions. The central concept of "learning by doing," (Dewey, 1949) and the view of learning as the "internalization of social activity" (Vygotsky, 1978, p.
draw on when they are faced with a difficult word. In the middle of the continuum is the skills model. Memorizing isolated, meaningless graphemes work against the child’s natural learning experiences. Endless pages of repetitious workbook skills practice becomes meaningless and useless to a child. I propose in this project to provide teachers, parents and the regular classroom aide with teaching strategies to teach children how to read with the last of the curriculum models which is the whole language approach. This model will gently blend all the different ways children learn by using simple phonics in the early grades to be able to select enough graphic information to get to the meaning they are seeking. Then children should be taught to use skills strategies such as predicting, selecting, confirming and self-correcting through social interaction and meaningful text. The most important model is the whole language approach to bring the natural language experiences of the children to the school setting. "Language learning is easy when it's whole, real, and relevant; when it makes sense and it is functional; when it's encountered in the context of its use; when the learner chooses to use it" (Goodman, K., 1986, p. 26).

Teachers come from many different backgrounds and learning experiences, just as children do. Since the
The strategies the present day teacher can rely on. These strategies depend on learners who are actively seeking knowledge, supported by teachers, but are in control of their own learning.

There is a need to take children off the assembly line of controlled readability texts and communicate the love of literature to children. As teachers, one must not throw out the tried and true methods, but one must take in all the aspects of a child's natural language learning to build better teaching strategies with the new strategies on how children learn. "Natural language situations always provide a multiplicity of data which are available as signs. A language user makes what they are personally capable of from each language setting. This concept generates new demonstrations and new literacy potentials" (Harste, Woodward, Burke, 1984, p. 190).

Teachers should be using a combination of three curriculum models. On one side of the continuum is the phonics model of teaching reading. Teaching the phonics model alone takes the fun out of reading. Children struggle to sound out each word, thus their reading is slow and meaningless. There are vast differences in the application of phonetic rules and even more exceptions to them. Children need a firm foundation of letter sound clues to
beginning of time when the very first teacher, parent or friend, taught someone else how to do something; the pupil listened intently and was ready to learn. Somehow there is growth in wisdom and understanding of how to adapt to new situations; both for adults and children. There is a need for workshops for teachers, parents and classroom aides more than ever now, because it is the home environment that is preparing the children for the school environment and they need to compliment each other.

The ability to combine the home and school environments and to understand information that comes from these environments a child must be able to have a good balance of three very useful systems: the visual, the auditory and the kinesthetic. A child’s ability to see, hear and act on the information increases better retention of the information the child is reading. Most of a child’s learning is done through his/her visual, auditory and kinesthetic perception of the world around him/her. Reading, writing, spelling, computer usage, and boardwork are among the tasks that students have to deal with each day. “Being able to read well is not a luxury; it is an essential need. Despite the great advances in technology, the preponderance of TV, and the onslaught of computers, higher levels of education and specialized training are being required today of almost
Children must be able to: scan, track, focus and use visual coordination, listen to verbal directions and have whole body balance, using large/small motor skills. These skills are necessary for learning and for interpreting the meaning from written material. If these skills have not been developed, learning is difficult and stressful.

Some children are ready to function successfully and some are not. The children who are not ready still have to fit into the regular classroom situation and are lacking skills that hinder their achievement. A child is expected to sit, listen, write and comprehend, doing all this at one time. Again, it is taken for granted that every child comes to school with this coordinated development. "Many reading problems stem from the fact that children's maturation rates differ, yet instruction is started in spite of this developmental fact. For some children, it would be better if they were held over during the very early years. However, this should not be a waiting game. Children who are maturing slowly should be given increased opportunities to develop their perceptual and other readiness skills. Others, who are developing slowly, can profit from special instruction which is geared to their pace" (Kavner, 1985, p. 98).
"Learning to see takes time. It is not enough to look, he must learn to selectively focus. Learning to see is learning to understand or comprehend" (Kavner, 1985, p. 88). Teachers, parents and the classroom aide can work together to recognize these visual difficulties. Together they can learn ways to prepare their children for the sometimes difficult tasks they are required to do in school. Together they can seek ways to understand why their child is not progressing in reading, handwriting, spelling and learn why they just can't pay attention.

To accomplish this I will provide teachers, parents and classroom aides with the opportunity to attend a series of three workshops. The first workshop will focus on strategies at the primary level to spot vision-related problems at the beginning of the school year. The workshop will provide teachers, parents and classroom aides with whole language activities to enhance reading readiness skills, both at school and at home.

The next step of this project will provide information at a second workshop to help teachers, parents and classroom aides learn some easy ways to encourage the child's language development. They will attend a workshop on how to add relevance, meaning, purpose, respect, and a sense of ownership toward their child's learning experiences. They
will learn how to create a literate environment and to accept a child's use of the language at the functional level.

The last step of this project will focus on a workshop for teachers, parents and classroom aides which shall be devoted to individual or small group activities for children with reading problems. The plan will provide activities that can be directed by the regular classroom aide to help remediate specific problems in reading on a regular basis.

Teachers, parents and classroom aides need to create a supportive environment for their children using the whole language curriculum model and a good balance of the visual, auditory and kinesthetic strategies to help them. A series of three workshops will provide the methodology that will bridge all the ways children learn using simple phonics, learning creative skills strategies and the natural language experiences of the children to create a whole language environment. The children will create an environment of success using all the visual, auditory and kinesthetic information that is available to them. They will begin to read for meaning, spell functionally and begin to use simple rules in writing purposefully. They will be proud to read something they have written and they will love school!
Goals and Objectives

Teachers, classroom aides and parents need to create a supportive environment for their children using the whole language curriculum model. This model bridges together the ways in which children learn. From simple phonics in the early grades to a more creative skills approach and then to the natural language experiences of the children, this model creates a whole language environment. The children will be supported by an environment of success using all the visual, auditory, and kinesthetic information that is available to them to begin to read for the fun of it.

First, teachers, aides and parents will attend a workshop on readiness activities for primary children using the whole language approach. The teachers will learn simple observation clues that pin-point specific problems in students' behavior and academic shortcomings. Parents will learn techniques to use at home on a regular basis to help their child improve their visual, auditory and kinesthetic motor skills. Materials will be compiled to provide step-by-step strategies and activities for teacher use in the classroom; during small and large group instruction. Students will have improved classroom behavior and have
higher self-esteem after teachers and parents fully understand why their children can't read as quickly and as smoothly as they expect.

Workshop #1.

The basic goals of step one are:

1. Teachers, aides and parents will develop better strategies to help children with deficiencies in visual, auditory and whole body movement.

2. Children will develop better strategies to enhance successful learning experiences.

3. Teachers, aides, parents, and children will be able to more fully recognize and understand visual, auditory and kinesthetic motor skills and other language deficiencies.

The basic objectives of step one are:

1. To provide students with the diagnostic, instructional and remedial help they need in reading.

2. To provide information on how to screen students with visual and auditory memory and kinesthetic deficiencies.

3. To provide information on how to select the right specialist for specific problems, i.e. a behavioral optometrist for vision problems.

4. To provide activities for teachers, aides and parents to use at school with large and small group instruction to enhance a child's perceptual motor skills.

5. To provide home activities that parents can easily use to help their child.
The second workshop in this project will help teachers, aides and parents learn some easy ways to enhance their children's language development. They will attend a workshop on how to add relevance, meaning, purpose, respect, and a sense of ownership to their child's learning experiences. Every child needs to be surrounded by people who are using language meaningfully and purposefully. Teachers and parents need to: "keep the language whole by involving the children in using it functionally and purposefully to meet their own needs" (Goodman, K., 1986, p. 7). Materials will be compiled to provide step-by-step strategies and activities for teacher use in the classroom and simple ideas for parents to implement at home.

Workshop #2

The basic goals of step two are:

1. Teachers, aides and parents will develop better strategies to add relevance, meaning, purpose, respect, and a sense of ownership to their child's learning experiences.

2. Teachers, aides and parents will learn strategies on how to keep language whole by involving the children in using it functionally and purposefully.

The basic objectives of step two are:

1. To develop teachers, aides and parents understanding of language development which is the same in and out of
2. To help teachers, aides and parents understand that language learning is easy when it's whole, real, and relevant; when it makes sense and when it's functional; when it's encountered in context; and when the learner chooses to use it.

3. To help teachers, aides and parents create a literate environment with books, magazines, newspapers, directories, signs, packages, labels, and posters.

4. To provide teachers, aides and parents with helpful strategies to encourage their children to use prediction, confirmation and self-correcting strategies to monitor their own reading and writing.

5. To encourage teachers, aides and parents to help their children interact with the three language systems in their written language: sound and letter patterns, sentence patterns, and meaningful content.

6. To have teachers, aides and parents encourage their children to take risks, by predicting and guessing, as they try to make sense of print.

7. To help teachers, aides and parents to motivate their children by letting them read and write to communicate their ideas.

The third workshop in this project will provide teachers with a helpful plan utilizing the services of the primary classroom aides and parent volunteers. The aides and parent volunteers will be invited to attend Workshop #3. I have developed a plan in which the aide and parent volunteers will work directly with the children who are academically weak in reading. They will use a combination of visual, auditory, kinesthetic/tactile motor skills
activities, oral phonetic skills practice and language experience techniques to create a more holistic approach to language.

Workshop #3

The basic goals of step three are:

1. Teachers will be provided with a systematic plan on how to involve the regular classroom aide and parent volunteer in individual and small group instructional activities.

2. Classroom aides and parent volunteers will learn strategies and techniques to use with visual and auditory memory, kinesthetic motor skills and whole language activities.

The basic objectives of step three are:

1. Classroom aides and parent volunteers will be able to use visual and auditory memory and kinesthetic motor skills tasks with individuals or small groups.

2. Classroom aides and parent volunteers will be able to use whole language techniques with children on a regular basis.

3. Classroom aides and parent volunteers will read to the children each time they meet.

4. Classroom aides and parent volunteers will be able to teach the sound alphabet to those children who come to first grade without the benefit of being exposed to the phonetic system.

5. Classroom aides and parent volunteers will use language experience techniques to enrich the children's use of the language.
This three step plan will help teachers, aides, and parents learn more strategies to help their children overcome learning deficiencies in reading. This plan will create a more supportive environment for children using the whole language curriculum model and have a good balance of the visual, auditory and kinesthetic strategies to help them. This methodology will also bridge the gap between how children learn using simple phonics, creative skills strategies and the natural language experiences of the child to create a whole language environment.
Curriculum Features

Most children do not learn the same way. They rely on the senses of sight, sound, taste, touch, and smell to learn from different experiences. Some depend heavily on their sense of sight, others on their sense of hearing, and still others on their sense of touch. "Most of these youngsters - regardless of grade level or type of school - have exhibited global, tactile, and kinesthetic reading styles" (Carbo, M. 1983, pp. 486-94). Children need a more holistic approach to teach reading for meaning with all the the senses taken into consideration. This is where the teachers, aides and parents come in, as the English Language Arts Framework (1987, p viii), states that in addition to serving as the basis for the education of teachers and administrators, the development of textbooks and instructional materials, and the evaluation of programs, the framework also has important implications for instructional materials, and staff development; also for school districts as they revise their curricula, plan strategies for using categorical funds effectively, and draw on their talents to serve the needs of all the students; and parents who, by being informed and by
reading and writing themselves, can serve as models for their children.

As I have stated before utilizing both environments to make a strong learning environment for the child allows for the use of many learning styles, as well as the use of whole language strategies to make a more successful reader. Denny Taylor and Dorothy S. Strickland, (In press), *Family storybook reading*, argue that the family is the "primary interpretive community" of the child. They communicate together by using facial expressions, gestures and touch, the rhythm and speed of movement and the use of space, together with the sounds of voices and the words that are spoken are very important to the complex cueing systems of the child's "primary interpretive community".

The First Teacher/Parent Workshop

Vision, Auditory, Kinesthetic, Tactile Factors and the Environment: What to look for?

"Good vision does much more than simply enable a child to see the traffic lights when crossing the street, or what a teacher is writing on the board. It helps him or her to lead a fully dimensional life, with all the depth of understanding, breadth of feeling, and height of experience
that this implies. Seeing, more than any other sense, guides and shapes your child's behavior and experience of life" (Kavner, 1985, p. 13). According to Richard S. Kavner, O. D.'s book *Your Child's Vision* (1985), teachers and parents take it for granted that children are ready to learn to read when they first come to school. There is a need to prepare them spatially for close eye work (seatwork and reading) and far eye work (boardwork and reading charts). If we prepare them before they learn to read they will be more successful at reading.

"The kinds of reading programs that have worked best for poor readers have accommodated their global, tactile, and kinesthetic strengths" (Carbo, M. 1987, p. 198). Marie Carbo states this in her article called "Deprogramming Reading Failure: Giving Unequal Learners An Equal Chance". She says, too many students are victims of the unspoken presumption that there is one right way to teach all children to read. But the research on child development and reading styles indicates that what is right for one student may be damaging to another. Children must be able to scan, track, focus, hear, feel and move with a balanced system for interpreting the meaning from written material. They should not have to struggle to say each word. Teachers and parents can work together to develop strategies with a more holistic
approach to benefit children with these problems. "The whole language approach focuses on high-interest children's literature and uses holistic instructional methods" (Carbo, M. 1987, p. 199).

Both teachers and parents have an opportunity to learn more about their children who have reading problems. Often parents feel helpless and they wait for the maturation process to take place. Parents expect more from their child than their child if capable of doing. "The "excessive demands" of overformalized, skills-oriented reading instruction seem to have taken their toll. Research indicates that motivation to read and amount of voluntary reading - both potent factors in determining reading ability - decrease throughout the grades" (Carbo, Dunn, and Dunn, 1980, p. 1). This creates stress in both the parents and the child. To avoid this stress, a workshop will be set-up to discuss problems, strategies and screening procedures.

The Visual Picture

Signs of Vision Difficulty

1. A book held very close to the eyes
2. Pages counted before reading, only shorter pieces read
3. The head moves back and forth while reading, instead of just the eyes
4. Squinting or blinking
5. Tense or distorted posture of the body while reading
6. Complaints of blurring, double-vision or headaches
7. Short attention span while reading--child is quickly
8. Homework takes hours and hours, when it shouldn’t
9. Child seems to read well enough but recollects only
portions or has limited understanding; whereas, if
material is read aloud, child has virtually total recall
10. The child is well-coordinated, yet has trouble with ball
games (softball, tennis, kickball, catching a baseball)
11. Schoolwork that depends to a large extent on reading —
history or English is difficult, while subjects such as
math and science are learned easily
12. Crusts on his lids or red eyes and eyelids
13. Closing of one eye
14. Frequent tearing of eyes

Visual Skills Needed

Pursuit Tracking - First I will explain that children need
good tracking skills to be able to look at the close work on
their desks and change to far vision by looking at the
chalkboard. For this children need smoothly working eye
tracking skills. One eye tracking skill is called pursuit
tracking, which is the ability to maintain visual attention
on some ongoing activity in the visual field. By the age of
seven, a child should be able to pay attention to a moving
object without moving his/her head, jaw or whole body to see
it. By looking at a child’s eyes carefully, the eyes do not
move smoothly. Instead, they move with small stops and
starts while watching the moving target. "Eye-tracking
skills are not perfectly smooth until the age of seven.
Eye-tracking skills are a necessary component of attention
behavior. They allow a person to isolate an area of space,
or an object in space for visual interest and visual

fatigued
absorption" (Kavner, 1985, P. 83). This is a skill that is very important for a child who is keeping their place when reading. "Children who have not fully developed appropriate eye-tracking skills have difficulty catching a ball, frequently their place when reading, and have trouble following a teacher who is demonstrating a concept with gestures and objects" (Kavner, 1985, p. 83).

Please note: In doing these activities, the child should keep the head still and concentrate on using the eyes to track and focus.

**Smooth Eye-Movement Tracking Activities**

**Purpose:** To help children practice pursuit-tracking skills.

**Materials:** Pencils with pencil top erasers

**Procedure:**

1. I will pass out pencils topped with an interesting eraser and have teachers and parents team up in pairs.
2. Taking turns I will have one partner slowly pass the eraser in front of the other partner's eyes about six inches from the face, horizontally, three times.
3. I will have them do the same thing vertically three times and then change partners.
4. Tell a creative story about the pencil top eraser while doing this activity.

**Variations:**

1. Do this in an X formation in front of the eyes.

**Visual Tracking**

**Purpose:** To help children track words while reading.

**Materials:** Large wooden beads for stringing

**Procedure:**
1. Audience will sort large wooden beads into lines.  
2. They will string the beads by the way they were sorted.  

Variations:  
Sort three different shapes. Place three cups in a horizontal row before your child. Ask your child to place buttons in the first, marbles in the second, and beads in the third.  

Whole class exercises  
Purpose: To help students build reading readiness skills.  
Materials: None  
Procedure:  
1. Have the children sit front facing one direction.  
2. Number the corners of the room directly in front of the children.  
3. Have children look from corner number one across the room to corner number two and to corner number three across the room to corner number four. Make this a math activity - count while doing this.  
4. Repeat this five times.  

Variations: Teach children they can do this exercise anywhere while they are waiting. They can do this in their bedroom before they go to sleep.  

Saccadic Eye-Movements - Another set of eye-movements skills are saccades. Saccadic eye-movements are demonstrated when a child shifts their attention from one place to another or from one word to another. "A group of inadequate readers were compared with adequate readers on measures of saccadic eye-movements. Saccades are discussed as a possible contributing cause of reading problems rather than the traditional view that they are primarily or soley
the result of reading experience" (Griffin, Walton, & Ives, 1974, p. 564). Difficulty in making smooth transitions from word to word or in shifting attention are other examples of saccadic visual skills.

**Saccadic Eye-Movement Activities**

**Saccades**

Purpose: To help child shift their attention from one place to another without moving head or whole body.

Materials: Chart with arrows, letters or shapes on it
Balance board, balance ball, or trampoline

Procedure:
1. Move hands in the direction the arrows are pointing in rhythmic pattern without stopping.
2. Sing a song while doing this activity.

Variations: Do activity while balancing on balance board, balance ball or trampoline.

**Binocular Teaming** - The third skill necessary in the classroom is the skill of binocular teaming, of coordinating one eye with the other. This skill starts its development around the age of six months as the child learns to aim both eyes at an object of interest. As this development continues, the binocular skills develop by focusing on farther distances from the child. As visual attention is maintained, the child concentrates on what he/she is looking at and identifies with that object or person. Binocular
skills therefore help people locate objects in space and maintain their attention so that they can identify it. These skills save a child from clumsiness and from bumping into objects. Children with poor binocular skills often place objects inaccurately, like when they put one block on top of another, or they may have a hard time pouring liquid into a cup. They may have trouble catching a ball or batting. "Children with poor binocular skills often perform poorly on timed tests, as compared with untimed tests, because they are working hard to maintain their visual attention and are not free to easily move from one word to the next, one line to the next, or even one thought to the next. This artificially depresses their scores because they read more slowly and therefore do not answer enough questions to obtain a better score" (Kavner, 1985, p. 86).

**Binocular Teaming Activities**

**Pencil Push-ups**

**Purpose:** To help child focus both eyes on one object.

**Materials:** Hand puppet

**Procedure:**
1. Have child focus on the puppet.
2. Bring the puppet towards the child's nose until it blurs or appears double. Now have the child raise eyes and focus across the room until eyes see clearly, then back to focus on the puppet. Do this three times. Do not let child move head.
3. Tell a story with the puppet as you do activity.
Variations: Focus on hand put in front of them and then push eyes out towards the blackboard or other object.

**Sustained Concentration** - "Keeping the eyes aimed on a object helps to support continued concentration. If children have difficulty in maintaining eye-coordination, then a teacher will often see this revealed in their behavior and they will have difficulty sustaining concentration and interest in reading, especially after the third grade" (Kavner, 1985, p. 86). They will show fatigue, or loss of attention, or skipping lines when reading and have difficulty in finishing assigned tasks. If the child pushes to achieve success, he/she will complain of headaches, eyeaches, or backaches, blurring of vision, and sometimes double vision.

**Sustained Concentration Activities**

**Concentration**

**Purpose:** To be able to do two or more things at one time.

**Materials:** Balance board, balance ball or trampoline

**Procedures:**

1. To balance while saying the alphabet, spelling name, spelling words, or jumping at the same time.

**Variation:** Jump rope while saying alphabet, etc.
Focusing Ability - There is still another skill that is very important in the classroom and it is the ability to focus. Focusing on details allows a child to tell the difference between different symbols. It allows children who are beginning to read to distinguish between words like hit and kit. "Before a child can be successful in learning to read words in a book, he will have had to learn to read the lines, shapes, and angles that he sees everyday. In this way they can understand many things that he has never actually dealt with before. Visual language becomes the means of understanding the feel, smell, taste, and shape of things" (Kavner, 1985, p. 87).

Focusing Activities

Purpose: To recognize horizontal, vertical, and diagonal lines and round shapes.

Materials: Pencil and paper or paint, markers, and crayons

Procedure:
1. Have the child look back and forth to draw an item such as a car, apple, a person, or chair, etc.

Variation: Reading a recipe and working with the ingredients in a cooking project does the same thing.

Finding a Good Behavioral Optometrist

"Not all optometrists practice behavioral optometry, which includes developmental and functional optometry. Behavioral optometrists spend years in postgraduate,
continuing education to master the complex visual programs prescribed to prevent or eliminate visual problems and enhance visual performance" (Optometric Extension Program, Foundation, Inc., 1986, p. 5) (A nonprofit foundation for education and research in vision)

Questions to ask:
1. Do you make a full series of nearpoint vision tests?
2. Do you make work- or school-related visual perception tests?
3. Do you provide full vision care and visual training in your office, or will you refer me to a colleague if needed?
4. Will you see me again during the year, and periodically to determine my progress?

The Auditory Picture

All children do not learn the same way. They rely on different learning styles. The home and school environments reinforce the style. According to John La Londe (In press), Program Specialist Riverside, California, County Schools, research has shown that approximately 30 percent of elementary school-age children have a visual modality strengths, 25 percent have an auditory strengths, and 15 percent have a kinesthetic modality strengths. He states that children in the early elementary grades have more well-defined strengths and they tend to be auditory rather than visual or kinesthetic. As children progress through
elementary school, their modalities become mixed and interdependent and shift toward the visual and kinesthetic modalities.

Signs of Auditory Difficulty

1. Inability to follow verbal directions
2. Attends to sounds other than the teacher speaking
3. Limited ability to verbalize reasons for answers
4. Inability to work in a busy, noisy classroom
5. Lack of memory for letter names
6. Often mispronounces common words
7. No sense of likeness and difference in sound
8. Short, unsure oral answers - avoids participation in oral activities
9. Too soft or too loud a speaking voice
10. Inability to remember words of songs, poems, jokes and riddles
11. Immature speech patterns, sentence structure (baby talk)
12. Has difficulty finding the source or direction from which sound is coming
13. Uncommunicative behavior
14. Bored behavior
15. Formulation and syntax errors in spoken language
16. Poor vocabulary
17. Difficulty or slowness in organizing thoughts for expression
18. Does not hear rhyming words
19. Difficulty discriminating and learning short vowel sounds
20. Cannot pick ou initial, middle, or final sounds of words
21. Difficulty relating printed letters to their sounds
22. Spells and reads sight words more correctly than phonetic words
23. Prefers visual activities (drawing or sports)
24. Silent reading better than oral reading
25. Comprehension of read material below reading ability

Auditory Skills Needed

1. Teach the child to talk through tasks.
2. Child may need to spell out loud.
3. Child needs to say syllables out loud.
4. Play lots of rhyming and blending games.
5. Allow the child to think out loud.
7. Tape record lessons or stories.
8. Pair the child up with visual learner.
9. Use neurological impress method (child points to words while you read to him).
10. Talk through large and small muscle motor movements.
11. Verbalize the organization of tasks and steps in problem solving.
12. Provide a rhythmic structure for motor and reading tasks work to a beat or a timing pattern.
13. Give questions and directions orally and have the child repeat them.
15. Have children spell words orally.
16. Teach a simple phonetic letter recognition system.
17. Read predictable books.
18. Let them tell stories from wordless picture books.
19. Give children choral reading activities.
20. Use puppets or oral dramatization.
21. Encourage "mental" arithmetic with verbalization.
22. Let children dictate written work to each other.
23. Let children talk or read into a tape recorder.
24. Let children read orally their own language experience stories.

Auditory Activities

Clapping

Purpose: To develop listening skills.

Materials: None

Procedure:
1. The teacher or designated student gives a series of claps and the other children are asked to repeat the sequence.

Variations: Do this with tapping or with instruments (lummi sticks). Use soft and loud taps or claps.

Taped Sounds Identifications

Purpose: To develop auditory skills.

Materials: None

Procedure:
1. The teacher can use a regular tape recorder or cassette to collect a group of common and recognizable sounds to be played in the classroom for the students' identification. Some examples are: the tooting of the train; a telephone ringing; a police, fire truck, or ambulance siren; a tugboat whistle; animal sounds; sounds from musical instruments, etc.

Variations: Limit it to sounds from one particular environment, such as school sounds. Sound you would hear at an airport, etc.

The Kinesthetic/Tactile Picture

It is a well-known fact that the average person learns and remembers something when there is activity involvement. As Madeleine Brehm and Nancy T. Tindell state in their book, Movement with a Purpose (1983), we learn by doing! Movement activities help in the formation of a child's body image, which may help in organizing the space around them. Eye/hand coordination gained through motor skills should influence the way a child writes. The ability to recreate
movements in a series, has its influence on academic tasks such as spelling and reading.

Kinesthetic/Tactile Difficulty

1. Has difficulty imitating gestures face to face
2. Has poor coordination for self-help; tying shoes, etc.
3. Poor balance
4. Does poorly on any pencil-paper task or will not attempt it
5. Written spelling significantly lower than oral spelling
6. Difficulty keeping time to music, marching, skipping, cutting
7. Difficulty remembering how to write letters although can remember what they look like
8. Cannot stay within the lines when coloring
9. Poor pencil grasp
10. Tension
11. Halting imitation of reading
12. Illegible handwriting
13. Contorted body posture
14. Dislike of drawing
15. Nonparticipation in playground games
16. Lack of interest in activities except television at home
17. Disinterest in food in general
18. Unawareness of odor, textures, temperature
19. Awkward body movements
20. Poor muscle tone
21. Lack of consistency in use of a dominant hand
22. Erratic eye movement
23. Lack of facial expression

Kinesthetic/Tactile Skills

1. Supply concrete objects for counting, sequencing, establishing patterns, seeing likenesses and differences, categorizing, etc.
2. Use sandpaper and felt letters, writing in sand, clay, three-dimensional letters and numbers.
3. Present manipulative experiences wherever possible.
4. Use movement exploration activities - prepositional concepts as well as addition and subtraction concepts can be taught on the monkey bars.
5. Use number lines on the floor - experience learning - move heavy objects along the number line for more physical feedback.
6. Walk patterns of words.
7. This child may need to talk to self to feel self saying things--gets motor feedback even though he may speak in
monotone.

8. Use lots of writing. Use stencil tracing, journal writing, and written conversation.

**Kinesthetic/Tactile Activities**

**Treasure Sack of Textures**

Purpose: To develop kinesthetic and tactile awareness.

Materials: Cotton, material, a pencil, a piece of chalk, a leaf, put in different things every day

Procedure:
1. Place objects of different textures in a bag. Have each child put his hand into the bag and guess the name of the object before withdrawing it from the bag.

Variation: Children can bring sharing things in a bag and describe them to the class.

**Clay Shapes**

Purpose: To create kinesthetic and tactile awareness.

Materials: Red clay or playdough

Use water to moisten the clay.

Procedure:
1. Make desired shapes with the clay or playdough.
2. Use in combination with all content areas, make animals when science unit is covering animals.
3. Make flowers and gifts for social studies.

Variations: Make playdough out of 1 cup salt, 2 cups flour, and 1 cup water. Bake and then paint various colors.

**Second Teacher/Parent Workshop**
This workshop will help teachers and parents learn some 
easy ways to encourage the child's language development.
Teachers and parents will attend a workshop on how to add as
Ken Goodman states in his book for parents and teachers,
*What's Whole In Whole Language?:* relevance, meaning,
purpose, respect, and a sense of ownership toward a child's 
learning experiences. The book describes the whole language 
movement. It describes what we know about language and it's 
development. It presents a whole language perspective on 
literacy development, in reading and writing. It provides 
criteria that parents and teachers can use in helping 
children to develop literacy. This will allow a coordinated 
effort by teachers and parents on how to create a literate 
environment and to accept a child's use of the language at 
the functional level. Materials will be compiled to provide 
step-by-step strategies and activities for both school and 
home use.

**Whole Language Concepts**

**Purpose:** The second workshop is built upon these concepts:
1. To develop understanding of language 
development.
2. To develop understanding that language 
learning is easy when it's whole, real, and 
relevant.
3. To develop understanding that language makes 
sense when it's functional and encountered in 
context.
4. To help create a literate environment.
5. To encourage the use of the strategies of prediction, confirmation, and self-correcting to monitor their own reading and writing.

6. To encourage children to take risks, by predicting and guessing, as they try to make sense of print.

7. To motivate their children by letting them read write to communicate their ideas.

8. To allow children construct meaning during reading to use prior learning experiences to make sense of the text.

Materials:

Procedure:
I will explain the principles of whole language which are summarized in the following points:

1. Whole language learning builds around whole learners learning whole language in whole situations.

2. Whole language learning assumes respect for language, for the learner, and for the teacher. (Parents are teachers too!)

3. The focus is on meaning and not on language itself, in authentic speech and literacy events.

4. Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes.

5. In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged.

Whole Language Activities

1. Journal Writing - writing down past or present experiences daily by recording what they already know and by testing new ideas.

2. Conversational Writing - children team-up in pairs to write to each other on a given topic, this allows them to record what they already know.

3. Functional Spelling Techniques - spelling out words by the way they sound to the child, please do not expect
them to spell like an adult.

4. Message Board - write notes to other class members or to the teacher and put up on the message board.

5. Reading Big Books - allows the children to enjoy big print and usually has a predictable story the child can read successfully.

6. Reading Predictable Books - the stories have a predictable story line that the child can read successfully over and over by themselves.

7. Re-telling stories - allows the children to become storytellers, they get meaning and self-esteem.

8. Re-reading stories for meaning - allows the child to gain insight and meaning from the text. Vary the way this is done by acting out stories using puppets.

Parents can help the teachers by preparing a more literate environment at home and allow teachers to take advantage of the rich language experiences children bring to school. Together they can help children to learn naturally. The children will gain a sense of ownership towards their learning experiences. Parents should be aware that they are the most important teacher a child has. They listen to their children retell stories and events in their own words. Children pretend to write like grown-ups. They read labels and street signs. Children are learning all the time. That's what the whole language approach is all about. Teachers and parents create a powerful literate environment to help them along.
Third Teacher/Aide/Parent Workshop

Five Step Plan To Help Children Overcome Reading Difficulties in The Classroom

The third step of this project will provide teachers with a helpful plan utilizing the services of the primary classroom aides and parent volunteers. The aides and parent volunteers will be invited to attend Workshop #3. I will present a plan in which the aide and parent volunteers will work directly with the children who are academically weak in reading. They will use a combination of visual, auditory, kinesthetic and tactile skills activities, oral phonetic skills practice and language experience techniques to create a more holistic approach to language.

The teacher will provide a five-step plan for the aide or parent volunteer to follow each time they meet with a student. It is recommended this five-step plan be implemented at least two to three times a week with a maximum of five students at a time (one or two students at a time is preferable).

Note: Give teachers, parents, and aides a list of the terms to be used and discuss how they relate to their own body movement.
Movement Vocabulary

1. Agility - Capacity for fast reaction in body movement
2. Auditory Acuity - Responding to an overt stimulus
   (like a listening to a bouncing ball)
3. Balance - The ability to make continuous and accurate
   adjustments of the body with a minimum of support
4. Bilateral - Movement that uses both sides of the body in
   simultaneous or parallel movement
5. Concept of fixation - The eyes' ability to maintain
   focus upon an object
6. Cooperation - Working together to reach a goal
7. Cross lateral - Simultaneous movement of the opposite
   sides of the body (like the right arm and left leg moving together)
8. Directionality - The projection of self in space and the
   understanding of the direction that one need to take in space to achieve a task
9. Eye/Hand Coordination - Ability to use the eyes and hands together to accomplish a purpose
10. Gross Motor Coordination - Arises from organization of the large muscle system to achieve purposeful body movement
11. Kinesthetic Awareness - The awareness of one's body in
12. Laterality - The conscious awareness that the body has two sides—a right and left—and the ability to control the two sides together and separately.

13. Motor Planning - Involves perceiving a pattern of movement and organizing the body to achieve that movement.

14. Perceptual Motor Skills - Those skills involving the receiving of information through the senses and the ability of students to receive, plan, and react to that information.

15. Spatial Awareness - Understanding of where one is in space—how close or how far objects in space are in relationship to one's own body.

16. Tactile Awareness - Sense impressions (touching and feeling) received as a result of direct contact with objects.

17. Unilateral - Movement isolating one side of the body.

Five-Step Reading Plan For Students With Reading Difficulties

1st Step - Plan a kinesthetic or tactile activity to stimulate interest. Time limit: 5-10 minutes
In September start with these Bilateral Movement activities:

1. Do a warm-up activity to promote body image such as:

Finding Space - where the students jump forward, backward, right, left, up and down. Be sure to say, "Move in your own space."

Body Image - Say, "Do as I do......" Class names body parts as they are touched with both hands.

2. Do one of the following activities:

Jumping Stunts - Students jump with both feet forward, sideways, and backward. Stress smooth body motion, swing arms.

Burpee - Four counts: Place hands on floor; Push feet out in "push-up" position; Bring feet back to hands on floor; Stand up with hands on hips.

Stepping Squares - Need taped off squares on rug. 1. The student jumps from one square to the next with both feet in the same square. Emphasize body control and balance. Land with both feet together. Listen for one landing "thump" instead of two "thump--thump". 2. Students jump with right foot in right square and left foot in left square. Do this backwards.

Double Jump - Student moves from square to square with a double jump in each square. Try jumping with student. If necessary, jump holding student's hand. Say, "Big jump, little jump, big jump, little jump, etc." (like jumping rope)

Chase the rabbit - Student puts hands on floor, pushes feet alternately out to push-up position and returns them to squat position under the chest. Try having students do sets of five at a time.

3. Play one game activity:

1. Big jump, little jump, to the tune of "Teddy Bear, Teddy Bear."

"Big jump, little jump, turn around.
Big jump, little jump, touch the ground.
Big jump, little jump, give your legs a slap."
Big jump, little jump, give the ground a clap.
Big jump, little jump, put your hands in your lap."

2. Bunny hop:
"Bunny bunny, hop hop fast.
Bunny bunny, hop hop slow.
Bunny bunny, reach up high.
Bunny bunny, crouch down low.
Bunny bunny, turn around.
Bunny bunny, sniff the ground.
Bunny bunny, you're the best.
Bunny bunny, give yourself a rest."

Second Step

Have student or students sit down for a story. Read one story to them; read it over if it is suggested. Let them read it or just chime in at the parts that are repeated. Discuss story by asking them if there was anything in the story they wanted to know more about or any words they needed clarified. Time Limit: 10 -15 minutes

1. Read Predictable Books -
   Three Billy Goats Gruff by Marcia Brown
   Little Monsters by Jan Pienkowski
   Happy Birthday Moon by Frank Asch

2. Read Big Books -
   The Enormous Watermelon retold by Brenda Parkes and Judith Smith
   Hairy Bear by the Wright Group
   Who will be my mother? by the Wright Group

3. Read their favorite book.

Third Step

Do one of the following each time you meet with the student:
Time Limit: 10 minutes

1. Have student or students write about story and illustrate it.

2. Hold a written conversation with them. Ask questions and have them either write a words with functional spellings or draw a picture about it.
3. Make a big book of their own and let them illustrate it.
4. Have them dictate a story using their own words.

Fourth Step

1. Have students sing the Alphabet, then say it without singing. Students can hold the letters as they do it.
2. Have students sing, jump, or cheer to the song from the sound alphabet: (Act out sayings) Time Limit: 5 minutes

Beating Heart, Beating Heart, B-B-B
Cracking Nut, Cracking Nut, C-C-C
Knocking Door, Knocking Door, D-D-D
Long E, Long E, E-E-E
Angry Cat, Angry Cat, F-F-F
Croaking Frog, Croaking Frog, G-G-G
Out of Breath, Out of Breath, H-H-H
Long I, Long I, I-I-I
Brushing Teeth, Brushing Teeth, J-J-J
Cracking Nut, Cracking Nut, K-K-K
Mixer, Mixer, L-L-L
Ice Cream, Ice Cream, M-M-M
Motor Boat, Motor Boat, N-N-N
Long O, Long O, O-O-O
Dripping Water, Dripping Water, P-P-P
Singing Bird, Singing Bird, Q-Q-Q
Roaring Lion, Roaring Lion, R-R-R
Flat Tire, Flat Tire, S-S-S
Ticking Clock, Ticking Clock, T-T-T
Long U, Long U, U-U-U
Airplane, Airplane, V-V-V
Lariat, Lariat, W-W-W
Pop Bottle, Pop Bottle, X-X-X
Hungry Birds, Hungry Birds, Y-Y-Y
Buzzing Bee, Buzzing Bee, Z-Z-Z

Fifth Step

1. Read the student or students a story from their basal
reading text.

2. Discuss story and find out how much background child has about details in the story. Provide the needed background by sharing past experiences with the child.

3. Allow the child to read by taking turns with him or her. At the beginning, aide or parent may read more than the student. Later allow the child to skip the word or guess it. At the end of the story go back and clarify words if the meaning of the story is lost. Never have the child struggle over the word by sounding it out. Tell the child the word if the child is stuck.

4. Tape the story so that the children can listen to it and follow along at the listening center.

Time Limit: 15 - 20 minutes

The teachers, aides and parent volunteers will go through this procedure and practice it at the third workshop. I am providing an overall plan that can be followed each week and be updated each month. The five-steps are easy to follow and each teacher can add steps they need to practice in their classrooms. This whole procedure should take approximately one hour.

The overall effect on the child should last a lifetime. Instead of allowing students with reading problems to sit in classrooms and experience failure, they will have an opportunity to experience success in reading and feel good about themselves.
Support Services/Community Involvement

The use of parent volunteers in the classroom is one important aspect of the school plan. The parent volunteers will feel a valuable part of the school, because they will be trained in assisting the classroom teacher more holistically. There is no planned program in our community to train parent volunteers at this time. The workshops will provide parents with more strategies to use when they are in the classroom. This will enable the teacher to plan for more volunteer time to meet the needs of students who are academically weak in reading.

The meetings can be held in conjunction with the monthly PTA (Parent-Teacher Association) meetings. The first will be on the evening of Open House to assure a good attendance. The workshop will be targeted for the parents of students in the primary grades, but everyone is invited to attend. A flyer will go out to inform parents. The second workshop will be in October, followed by the last one in November. Workshop information will be published in the school newspaper.
Space And Equipment

The environment in the home and in the school differ slightly. Both have great advantages for children. Together they can compliment each other. That is the main goal of this project. Children have different learning styles and the school environment needs meet each need. I recommend that the students work in cooperative groups and have a comfortable classroom reading area with carpeting and pillows available to them. I suggest there be a bookshelf full of literature at every level. For this project, I need a large open space for movement. The movement activities can be done outside on the playground (blacktop), in the gym, or on the grass. The time spent with the aide or parent volunteer may be done in a quiet place in the classroom outside on the grass or out in the hallway (but please make it a comfortable place).

The three workshops will take place in a large area, preferably the cafeteria or in a classroom. Each session will begin with a short video tape. So a video recorder is needed. Parents will pair-up and work out activities together. Materials will be simple and easily made. There will be a question and answer session at the end of each workshop. A workshop evaluation form will be passed out at
the end of each workshop to gain feedback that can be made to improve the workshops.
Materials

The material and equipment needed for the workshop will be minimal. Most materials will be made at the workshop with scraps that are available. Funds can be provided by the PTA Chapter at school or a limited amount can come from the school budget. Other costs are:

1. Duplication - @ .6 a copy for approximately 500 copies is $30.00.
   a. Handouts
   b. Letters to teachers, parents and aides
   c. Evaluation questionaires

2. Video Recorder - No Cost

3. String and Large Wooden Beads - $10.00 at the most

4. Balance Boards - Can be made by donations of lumber and time.

5. Balance Ball - School equipment

6. Trampoline - $19.95 at K'Mart or Target

7. Puppets - Can be made

8. Pencils - A gross is approximately $6.00

9. Pencil-top-erasers - approximately $5.00 for 3 dozen

10. Other materials are available in the average classroom.
Evaluation

The workshop will be evaluated by the amount of people attending workshops and the participation of those attending. Teachers and parents will be asked to evaluate each workshop and comment on informational value and effectiveness of strategies used with their children.

The goals of this project will have been meet by involving teachers and parents as a team in creating a successful learning environment for their children. Both the school and home environment will strengthen their academic progress. Even though I am targeting this project for a high socio-economic area, there are children who are not being served or recognized as having any problems at all. Yet they are failing and are not ready to go on to the next grade. This project will serve as a preventative failure measure. It is meant to foster success and understanding in each child having reading difficulty.

Teachers and parents will know how to spot vision, auditory, kinesthetic and tactile related problems as soon as possible to help their children. Together they will learn how to add relevance, meaning, purpose, respect, and a sense of ownership toward their child's learning.
experiences. They will realize how important a literate environment is to a child. Then the teacher and parent will utilize their experiences in the classroom in helping the children with specific learning problems with all the techniques and strategies they have learned.
Adaptation To Other Grade Levels

Effective language skills are necessary at every grade level. Whole language strategies will enable a child to use greater listening, speaking, reading and writing skills; thus developing a full sense of themselves as individuals. School and home environments will be created where the adults support the importance of these language skills. Teachers and parents of children from kindergarten to high school would benefit from a broad background in what is available in the area of literature. They need to be aware of the new research available about how children learn.

Knowledge about vision, auditory memory, kinesthetic and tactile skills are needed at every grade level. Before a child drops out of school because of repetitive failure, preventive information should become available to teachers and parents at the earliest possible time.

The three workshops I have described in this project are aimed at the primary grades, because that is where I feel is the most important starting point in a child's life. Many reading problems come from a child's lack of maturity or readiness to read. But instead of allowing the child to experience failure, I can prepare these children better with
a whole language approach to learning to read. This project can be used at every grade level by adapting the skills and activities with harder tasks. This information will be helpful to every teacher and parent interested in improving their child's academic success.
Reporting Procedures

This project is not meant to change current grading procedures. Whole language learning should not be graded by traditional means. Teachers know how to interpret what kids do. As Ken Goodman (1986), tells us, we must become "kid-watchers" to know the signs of growth, of learning, and of teachable moments.

Keeping good records is part of being a good "kid-watcher". Records are the stimulus to good planning, but also a matter of self-protection against standardized tests. Collect all kinds of evidence of the student's growth in folders, record daily events in a journal, take photographs, and videotape lessons. Save parents correspondence; and analyses of performances on informal and formal tests. Write letters to parents often to keep them informed.
Major Curriculum Models

This is a whole language curriculum model that is incorporating the whole learning environment of the child. The average child with learning problems will be addressed in a more holistic way. Teachers and parents will be able to communicate their views on the importance of how children learn.

On one side of the Reading Continuum is the phonics model of teaching reading. Teaching the phonics model alone takes the fun out of reading. Children struggle to sound out each word, often causing their reading to be slow and meaningless. There are vast differences in the application of phonetic rules and even more exceptions to them. Children need a firm foundation of letter sound clues to draw on when they are faced with a difficult word. They should use three different strategies when they come to a word they don’t know. Besides, sounding it out they should either skip it, take a guess or ask someone what the word is.

In the middle of the Reading Continuum is the skills model of reading. Memorizing isolated, meaningless graphemes work against the child’s natural learning
experiences. Endless pages of repetitious workbook skills practice becomes meaningless and useless to a child.

I propose in this project to provide teachers, parents and the regular classroom aide with teaching strategies to teach children how to read using the curriculum model at the end of the continuum. The whole language approach to reading. This model will gently blend all the different ways children learn by using simple phonics (beginning sounds) in the early grades. This will allow them to be able to select enough graphic information to get to the meaning they are seeking. Then children should be taught to use predicting, selecting, confirming, and self-correcting strategies to gain the skills they need. The most important model is the whole language approach, to bring the natural language experiences of the children to the school setting.

"Language learning is easy when it’s whole, real, and relevant; when it makes sense and it is functional; when it’s encountered in the context of its use; when the learner chooses to use it" (Goodman, K., 1986, pp. 26).
Limitations of the Study

This project is designed to motivate and create an environment of success for the students who can not keep up with the regular class. This project is not meant to label students. These students will benefit from activities used by the whole class, in small groups or by themselves. Primary teachers and parents will be involved, therefore, I will not single out specific students or their parents.

This project is aimed at the elementary level, specifically the primary grades, but teachers and parents from all grade levels may attend. I want locate children with problems at an early age so they can feel successful as soon as possible.

The target area is a high socio-economic, but there are other children having reading problems. These children must be served. They tend fade into the group and try hard not to be noticed. This project can easily be adapted to any socio-economic level.

Due to the working schedule of parents, especially the single parent families, I may have a limited amount of participants. Sessions may be video taped so that parents or teachers may check it out to view it.
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#1 WORKSHOP FOR HANDBOUTS
Create an Environment for Successful Reading
Handout #1

The Visual Picture

Signs of Vision Difficulty

___ A book held very close to the eyes
___ Pages counted before reading, only shorter pieces read
___ The head moves back and forth while reading, instead of just the eyes
___ Squinting or blinking
___ Tense or distorted posture of the body while reading
___ Complaints of blurring, double-vision or headaches
___ Short attention span while reading—child is quickly fatigued
___ Homework takes hours and hours, when it shouldn't
___ Child seems to read well enough but recalls only portions or has limited understanding; whereas, if material if read aloud, child has virtually total recall
___ The child is well-coordinated, yet has trouble with ball games (softball, tennis, kickball, catching a baseball)
___ Schoolwork that depends to a large extent on reading—history or english is difficult, while subjects such as math and science are learned easily
___ Crusts on his lids or red eyes and eyelids
___ Closing of one eye
___ Frequent tearing of eyes
Activities

Smooth Eye-Movement Tracking Activities
Purpose: To help children practice pursuit-tracking skills.
Materials: Pencils with pencil top erasers
Procedure:
1. I will pass out pencils topped with an interesting eraser and have teachers and parents team up in pairs.
2. Taking turns I will have one partner slowly pass the eraser in front of the other partners eyes about six inches from the face, horizontally, three times.
3. I will have them do the same thing vertically three times and then change partners.
4. Tell a creative story about the pencil top eraser while doing this activity.
Variations:
1. Do this in an X formation in front of the eyes.

Visual Tracking
Purpose: To help children track words while reading.
Materials: Large wooden beads for stringing
Procedure:
1. Audience will sort large wooden beads into lines.
2. They will string the beads by the way they were sorted.
Variation:
Sort three different shapes. Place three cups in a horizontal row before your child. Ask your child to place buttons in the first, marbles in the second, and beads in the third.

Whole class exercises
Purpose: To help students build reading readiness skills.
Materials: None
Procedure:

1. Have the children sit front facing one direction.
2. Number the corners of the room directly in front of the children.
3. Have children look from corner number one across the room to corner number two and to corner number three across the room to corner number four. Make this a math activity - count while doing this.
4. Repeat this five times.

Variations: Teach children they can do this exercise anywhere while they are waiting. They can do this in their bedroom before they go to sleep.

Saccadic Eye-Movement Activities

Saccades

Purpose: To help child shift their attention from one place to another without moving head or whole body.

Materials: Chart with arrows, letters or shapes on it
Balance board, balance ball, or trampoline

Procedure:
1. Move hands in the direction the arrows are pointing in rhythmic pattern without stopping.
2. Sing a song while doing this activity.

Variations: Do activity while balancing on balance board, balance ball or trampoline.

Binocular Teaming Activities

Pencil Push-ups

Purpose: To help child focus both eyes on one object.
Materials: Hand puppet

Procedure:
1. Have child focus on the puppet.
2. Bring the puppet towards the child's nose until it blurs or appears double. Now have the child raise eyes and focus across the room until eyes see clearly, then back to focus on the puppet. Do this three times. Do not let child move head while doing activity.
3. Tell a story with the puppet as you do this activity.

Variations: Focus on one hand put in front of them and then push eyes out towards the blackboard or other object.

Sustained Concentration Activities

Purpose: To be able to do two or more things at one time.

Materials: Balance board, balance ball or trampoline.

Procedures:
1. To balance while saying the alphabet, spelling name, spelling words, or jumping at the same time.

Variation: Jump rope while saying the alphabet, etc.

Focusing Ability Activities

Purpose: To recognize horizontal, vertical, and diagonal lines and round shapes.
Materials: Pencil and paper or paint, markers, crayons

Procedure:
1. Have the child look back and forth to draw an item such as a car, apple, a person, or chair, etc.

Variation: Reading a recipe and working with the ingredients in a cooking project.
"Not all optometrists practice behavioral optometry, which includes developmental and functional optometry. Behavioral optometrists spend years in postgraduate, continuing education to master the complex visual programs prescribed to prevent or eliminate visual problems and enhance visual performance" (Optometric Extension Program, Foundation, Inc., 1986, p. 5) (A nonprofit foundation for education and research in vision)

Questions to ask:

1. Do you make a full series of nearpoint vision tests?
2. Do you make work- or school-related visual perception tests?
3. Do you provide full vision care and visual training in your office, or will you refer me to a colleague if needed?
4. Will you see me again during the year, and periodically to determine my progress?
Create an Environment for Successful Reading
Handout #4

Visual Skills Terms

1. Tracking - The ability to follow a moving object smoothly and accurately with both eyes, such as a ball in flight or moving vehicles in traffic.

2. Fixation - The ability to locate and inspect with both eyes a series of stationary objects, one after another, such as moving from one word to word while reading.

3. Focus Change - The ability to look quickly from far to near and back again without blurriness.

4. Depth Perception - The ability to judge relative distances of objects and to see and move accurately in three-dimensional space, such as when hitting a ball.

5. Peripheral Vision - The ability to monitor and interpret what is happening around you while you are attending to a specific central visual task.

6. Binocularity - The ability to use both eyes together, smoothly, equally, simultaneously and accurately.

7. Concentration Ability - The ability to keep doing any particular skill or activity with ease and without interfering with the performance of other skills.

8. Near Vision Acuity - The ability to clearly see, inspect, identify and understand objects at near distances, within arm’s length.

9. Distance Acuity - The ability to clearly see, inspect, identify and understand objects at a distance. People with 20/20 distance sight still may have other visual problems.

10. Visualization - The ability to form mental images in your "mind’s eye," retain or store them for future recall, or for synthesis into new mental images beyond your current or past direct experiences.

11. Saccadic eye-movements - The ability to shift your attention from one place to the next or from one space to another.
Movement Vocabulary

1. Agility - Capacity for fast reaction in body movement
2. Auditory Acuity - Responding to an overt stimulus
   (like a listening to a bouncing ball)
3. Balance - The ability to make continuous and accurate
   adjustments of the body with a minimum of support
4. Bilateral - Movement that uses both sides of the body in
   simultaneous or parallel movement
5. Concept of fixation - The eyes' ability to maintain
   focus upon an object
6. Cooperation - Working together to reach a goal
7. Cross lateral - Simultaneous movement of the opposite
   sides of the body (like the right arm and left leg moving together)
8. Directionality - The projection of self in space and the
   understanding of the direction that one need to take in space to achieve a task
9. Eye/Hand Coordination - Ability to use the eyes and hands together to accomplish a purpose
10. Gross Motor Coordination - Arises from organization of the large muscle system to achieve purposeful
11. Kinesesthetic Awareness - The awareness of one's body in space, either stationary or in motion.

12. Laterality - The conscious awareness that the body has two sides—a right and left—and the ability to control the two sides together and separately.

13. Motor Planning - Involves perceiving a pattern of movement and organizing the body to achieve that movement.

14. Perceptual Motor Skills - Those skills involving the receiving of information through the senses and the ability of students to receive, plan, and react to that information.

15. Spatial Awareness - Understanding of where one is in space—how close or how far objects in space are in relationship to one's own body.

16. Tactile Awareness - Sense impressions (touching and feeling) received as a result of direct contact with objects.

17. Unilateral - Movement isolating one side of the body.
# Workshop for Handouts
Whole Language Activities

1. Journal Writing - writing down past or present experiences daily by recording what they already know and they test out new ideas.

2. Conversational Writing - children team-up in pairs to write to each other on a given topic, this allows them to record what they already know.

3. Functional Spelling Techniques - spelling out words the way they sound to the child, do not expect them to spell like an adult.

4. Message Board - write notes to other class members or to the teacher on questions they may have.

5. Read Big Books - allows the children to enjoy big print and usually has a predictable story the child can read successfully.

6. Reading Predictable Books - the stories have a predictable story line that the child can read successfully over and over by themselves.

7. Re-telling Stories - allows the children to become storytellers themselves, they get meaning and self-esteem from this.

8. Re-reading stories for meaning - allows the child to gain insight and meaning from the text. Vary the way this is done by acting out stories, or using puppets.
Create An Environment For Successful Reading
Handout #2

Predictable Books

Adams, Pam. *This Old Man.*
Alain. *One, Two, Three, Going to sea.*
Aliki. *Go Tell Aunt Rhody.*
Aliki. *Hush Little Baby.*
Asch, Frank. *Happy Birthday Moon.*
Asch, Frank. *Monkey Face.*
Ballian, Lorna. *Where in the World is Henry?*
Barohas, Sarah. *I Was Walking Down the Road.*
Barry Katherine. *A Bug to Hug.*
Barton, Byron. *Jump, Frog, Jump.*
Becker, John. *Seven Little Rabbits.*
Brown, Margaret Wise. *Four Fur Feet.*
Brown, Margaret Wise. *Goodnight Moon.*
Brown, Margaret Wise. *Home For A Bunny.*
Cameron, Polly. *I Can't Said the Ant.*
de Regnlers, Beatrice Schenk. *Catch a Little Fox.*
Elchenberg, Fritz. *Ape in a Cape.*
Flack, Marjorie. *Ask Mr. Bear.*
Galdone, Paul. *Henny Penny.*
Hoberman, Mary Ann. *A House Is a House for Me.*
Hutchens, Pat. *Rosie's Walk.*
Kent, Jack. *The Fat Cat.*
Kraus, Robert. *Whose Mouse Are You?*
Lobel, Anita. *King Rooster, Queen Hen.*
Lobel, Anita. *A Rose in My Garden.*
Mayer, Mercer. *Just for you.*
Seeger, Pete. *The Foolish Frog.*
Sendak, Maurice. *Chicken Soup With Rice.*
Zolotow, Charlotte. *Do You Know What I'll Do?
Create An Environment For Successful Reading
Handout #3

Big Books

Traditional Big Books

The Enormous Watermelon
Who’s In The Shed?
The Three Billy Goats Gruff
Time For A Rhyme
Time For a Number Rhyme
Gobble Gobble Glup Glup
The Three Little Pigs
The Gingerbread Man
The Little Red Hen
Jack & The Beanstalk
The Ugly Duckling

Big Books for Science

Animal Clues
Mystery Monsters
Caterpillar Diary
Tadpole Diary
The Bulldozer Cleared the Way
Moon Buggy
The Lost Dinosaur
Why Do Polar Bears Like the Arctic?

Math Big Books

What’s The Time Mr. Wolf?
How Big Is Big?
Ten Little Goblins
Soldiers

Social Studies Big Books

My Family Your Family
My Family and Me
A Special Kind of Me
I Like to Be Me

Read Together Big Books

Hairy Bear
Mrs. Wishy-washy
Grandpa, Grandpa
Yes Ma’am
The hungry giant
Sing a song
Smarty pants
Lazy Mary

The red rose
The farm concert
The Jigaree
Who will be my mother
The monsters’ party
To town
Dan, the flying man
Meanies
Whole Language Concepts

1. To develop understanding of language development.
2. To develop understanding that language learning is easy when it's whole, real, and relevant.
3. To develop understanding that language makes sense when it's functional and encountered in context.
4. To help create a literate environment.
5. To encourage the use of the strategies of prediction, confirmation, and self-correcting to monitor their own reading and writing.
6. To encourage children to take risks, by predicting guessing, as they try to make sense of print.
7. To motivate their children by letting them read write to communicate their ideas.
8. To allow children construct meaning during reading to use prior learning experiences to make sense of the text.
Reporting Procedures

This project is not meant to change current grading procedures. Whole language learning should not be graded by traditional means. Teachers know how to interpret what kids do. As Ken Goodman (1986), tells us, we must become "kid-watchers" to know the signs of growth, of learning, and of teachable moments.

Keeping good records is part of being a good "kid-watcher". Records are the stimulus to good planning, but also a matter of self-protection against standardized tests. Collect all kinds of evidence of the student's growth in folders, record daily events in a journal, take photographs, and videotape lessons. Save parents correspondence; and analyses of performances on informal and formal tests. Write letters to parents often to keep them informed.
#3 WORKSHOP FOR HANDOUTS
Workshop for Successful Reading
Handout #1

Five Step Lesson Plan
For
Students with Reading Difficulties

Name of Students: __________________________ Date __________

Month of __________

1st Step - Plan a kinesthetic or tactile activity to stimulate interest. Time limit: 5-10 minutes

Name of Activity______________________________

Do a warm-up activity to promote body image such as:

Finding Space - where the students jump forward, backward, right, left, up and down. Be sure to say, "Move in your own space."

Body Image - say, "Do as I do...." Class names body parts as they are touched with both hands.

Do one of the following activities:

Name of Activity______________________________

Jumping Stunts - Students jump with both feet forward, sideways, and backward. Stress smooth body motion, swing arms.

Burpee - Four counts: Place hands on floor; Push feet out in "push-up" position; Bring feet back to hands on floor; Stand up with hands on hips.

Stepping Squares - Need taped off squares on rug. 1. The student jumps from one square to the next with both feet in the same square. Emphasize body control and balance. Land with both feet together. Listen for one landing "thump" instead of two "thump--thump". 2. Students jump with right
foot in right square and left foot in left square. Do this
backwards.

Double Jump - Student moves from square to square with a
double jump in each square. Try jumping with student. If
necessary, jump holding student's hand. Say, "Big jump,
little jump, big jump, little jump, etc." (like jumping
rope)

Chase the rabbit - Student puts hands on floor, pushes feet
alternately out to push-up position and returns them to
squat position under the chest. Try having students do sets
of five at a time.

___ Play one game activity:

Name of Activity ____________________________

Second Step

Have student or students sit down for a story. Read one
story to them; read it over if it is suggested. Let them
read it or just chime in at the parts that are repeated.
Discuss story by asking them if there was anything in the
story they wanted to know more about or any words they
needed clarified. Time Limit: 10 -15 minutes

Name of Book _______________________________________

___ Read Predictable Books

___ Read Big Books

___ Read a favorite book.

Third Step

Name of Activity ____________________________

Do one of the following each time you meet with the student:

Time Limit: 10 minutes

___ Have student or students write about story and
illustrate it.

___ Hold a written conversation with them. Ask questions
and have them either write a words with functional
spellings or draw a picture about it.

___ Make a big book of their own and let them illustrate it.

___ Have them dictate a story using their own words.
Fourth Step

Name of Activity

Time Limit: 5 minutes

- Have students sing the Alphabet, then say it without singing. Students can hold the letters as they do it.

- Have students sing, jump, or cheer to the song from the sound alphabet: (Act out sayings) Time Limit: 5 minutes

Fifth Step

Name of Story Date

Time Limit: 15 - 20 minutes

- Read the student or students a story from their basal reading text.

- Discuss story and find out how much background child has about details in the story. Provide the needed background by sharing past experiences with the child.

- Allow the child to read by taking turns with him or her. At the beginning, aide or parent may read more than the student. Later allow the child to skip the word or guess it. At the end of the story go back and clarify words if the meaning of the story is lost. Never have the child struggle over the word by sounding it out. Tell the child the word if the child is stuck.

- Tape the story so that the children can listen to it and follow along at the listening center.
Lesson Plan For Successful Reading

Tutor:______________________________

Area of Focus:________________________ Date:__________

Student:____________________________ Week:__________

Materials:

1. Do warm-up activity:
   Time: 5-10 minutes

2. Do kinesthetic/perceptual motor activity:
   Time: 10-15 minutes

3. Do one or more whole language activity:
   Time: 10 minutes

4. Review the Alphabet and relate it to sounds they hear through the Sound alphabet. Time: 5 minutes

5. Read for Meaning:
   Time: 15-20 minutes

Evaluation:

Fehrenbach M.A./1988
Five-Step Reading Plan For Students With Reading Difficulties

1st Step - Plan a kinesthetic or tactile activity to stimulate interest. Time limit: 5-10 minutes

In September start with these Bilateral Movement activities:

1. Do a warm-up activity to promote body image such as:

   Finding Space - where the students jump forward, backward, right, left, up and down. Be sure to say, "Move in your own space."

   Body Image - Say, "Do as I do......." Class names body parts as they are touched with both hands.

2. Do one of the following activities:

   Jumping Stunts - Students jump with both feet forward, sideways, and backward. Stress smooth body motion, swing arms.

   Burpee - Four counts: Place hands on floor; Push feet out in "push-up" position; Bring feet back to hands on floor; Stand up with hands on hips.

   Stepping Squares - Need taped off squares on rug. 1. The student jumps from one square to the next with both feet in the same square. Emphasize body control and balance. Land with both feet together. Listen for one landing "thump" instead of two "thump--thump". 2. Students jump with right foot in right square and left foot in left square. Do this backwards.

   Double Jump - Student moves from square to square with a double jump in each square. Try jumping with student. If
necessary. Jump holding student's hand. Say, "Big jump, little jump, big jump, little jump, etc." (like jumping rope)

Chase the rabbit - Student puts hands on floor, pushes feet alternately out to push-up position and returns them to squat position under the chest. Try having students do sets of five at a time.

3. Play one game activity:

1. Big Jump, little Jump, to the tune of "Teddy Bear, Teddy Bear."
   "Big Jump, little Jump, turn around.  
   Big Jump, little Jump, touch the ground.  
   Big Jump, little Jump, give your legs a slap.  
   Big Jump, little Jump, give the ground a clap.  
   Big Jump, little Jump, put your hands in your lap."

2. Bunny hop:
   "Bunny bunny, hop hop fast.  
   Bunny bunny, hop hop slow.  
   Bunny bunny, reach up high.  
   Bunny bunny, crouch down low.  
   Bunny bunny, turn around.  
   Bunny bunny, sniff the ground.  
   Bunny bunny, you're the best.  
   Bunny bunny, give yourself a rest."

Second Step

Have student or students sit down for a story. Read one story to them; read it over if it is suggested. Let them read it or just chime in at the parts that are repeated. Discuss story by asking them if there was anything in the story they wanted to know more about or any words they needed clarified. Time Limit: 10 -15 minutes

1. Read Predictable Books -
   Three Billy Goats Gruff by Marcia Brown  
   Little Monsters by Jan Plenkowski  
   Happy Birthday Moon by Frank Asch

2. Read Big Books -
   The Enormous Watermelon retold by Brenda Parkes and Judith Smith  
   Hairy Bear by the Wright Group  
   Who will be my mother? by the Wright Group

3. Read their favorite book.

Third Step
Do one of the following each time you meet with the student:
Time Limit: 10 minutes

1. Have student or students write about story and illustrate it.

2. Hold a written conversation with them. Ask questions and have them either write a words with functional spellings or draw a picture about it.

3. Make a big book of their own and let them illustrate it.

4. Have them dictate a story using their own words.

Fourth Step

1. Have students sing the Alphabet, then say it without singing. Students can hold the letters as they do it.

2. Have students sing, jump, or cheer to the song from the sound alphabet: (Act out sayings) Time Limit: 5 minutes

Beating Heart, Beating Heart, B-B-B
Cracking Nut, Cracking Nut, C-C-C
Knocking Door, Knocking Door, D-D-D
Long E, Long E, E-E-E
Angry Cat, Angry Cat, F-F-F
Croaking Frog, Croaking Frog, G-G-G
Out of Breath, Out of Breath, H-H-H
Long I, Long I, I-I-I
Brushing Teeth, Brushing Teeth, J-J-J
Cracking Nut, Cracking Nut, K-K-K
Mixer, Mixer, L-L-L
Ice Cream, Ice Cream, M-M-M
Motor Boat, Motor Boat, N-N-N
Long O, Long O, O-O-O
Dripping Water, Dripping Water, P-P-P
Singing Bird, Singing Bird, Q-Q-Q
Roaring Lion, Roaring Lion, R-R-R
Flat Tire, Flat Tire, S-S-S
Ticking Clock, Ticking Clock, T-T-T
Long U, Long U, U-U-U
Airplane, Airplane, V-V-V
Lariat, Lariat, W-W-W
Pop Bottle, Pop Bottle, X-X-X
Hungry Birds, Hungry Birds, Y-Y-Y
Buzzing Bee, Buzzing Bee, Z-Z-Z

Fifth Step
1. Read the student or students a story from their basal reading text.

2. Discuss story and find out how much background child has about details in the story. Provide the needed background by sharing past experiences with the child.

3. Allow the child to read by taking turns with him or her. At the beginning, aide or parent may read more than the student. Later allow the child to skip the word or guess it. At the end of the story go back and clarify words if the meaning of the story is lost. Never have the child struggle over the word by sounding it out. Tell the child the word if the child is stuck.

4. Tape the story so that the children can listen to it and follow along at the listening center.

Time Limit: 15 - 20 minutes
Create An Environment For Successful Reading  
Handout #4

The Sound Alphabet

Give Meaning to the Alphabet Letter Symbols:

1. Have students sing the Alphabet, then say it without singing. Students can hold the letters as they say it.

2. Have students sing, jump, or cheer to the song from the sound alphabet. (Act out the sayings) Time Limit: 5 min.

The Sound Alphabet

Beating Heart, Beating Heart, B-B-B  
Cracking Nut, Cracking Nut, C-C-C  
Knocking Door, Knocking Door, D-D-D  
Long E, Long E, E-E-E  
Angry Cat, Angry Cat, F-F-F  
Croaking Frog, Croaking Frog, G-G-G  
Out of Breath, Out of Breath, H-H-H  
Long I, Long I, I-I-I  
Brushing Teeth, Brushing Teeth, J-J-J  
Cracking Nut, Cracking Nut, K-K-K  
Mixer, Mixer, L-L-L  
Ice Cream, Ice Cream, M-M-M  
Motor Boat, Motor Boat, N-N-N  
Long O, Long O, O-O-O  
Dripping Water, Dripping Water, P-P-P  
Singing Bird, Singing Bird, Q-Q-Q  
Roaring Lion, Roaring Lion, R-R-R  
Flat Tire, Flat Tire, S-S-S  
Ticking Clock, Ticking Clock, T-T-T  
Long U, Long U, U-U-U  
Airplane, Airplane, V-V-V  
Lariat, Lariat, W-W-W  
Soda Pop, Soda Pop, X-X-X  
Hungry Birds, Hungry Birds, Y-Y-Y  
Buzzing Bee, Buzzing Bee, Z-Z-Z  

Short A, Short A, a-a-a  
Short E, Short E, eh-eh-eh  
Short I, Short I, i-i-i  
Short O, Short O, ah-ah-ah  
Short U, Short U, uh-uh-uh
READING
WORKSHOP
FOR
TEACHERS
AND
PARENTS
AT OPEN HOUSE
STRATEGIES FOR
CHILDREN
ATTENTION PARENTS AND ESPECIALLY PARENT VOLUNTEERS: A series of workshops just for you! Create an environment for successful learning both at home and in school. You will learn strategies that will benefit your child. If your child is having difficulty reading or paying attention in the classroom, please come and find out why. There will be a series of three workshops held in conjunction with the monthly PTA Meetings. If you are interested please call the school and leave a message.
# Create An Environment For Successful Reading

## Workshop Evaluation Questionnaire

Circle the number that best expresses your response

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<th>No</th>
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<th>Very Much</th>
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<td>1</td>
<td>Did this workshop provide you with helpful information?</td>
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<td>2</td>
<td>Was presentation clear and informative?</td>
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<td>Were the hands on experiences appropriate?</td>
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<td>Was the discussion of topics helpful?</td>
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<td>Did you gain helpful activities to use at home or in the classroom?</td>
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<td>Can you use this information at the present time?</td>
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<td>Would you benefit from attending another workshop on similar topics?</td>
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<td>Were questions answered sufficiently?</td>
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Suggestions: 

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