READING

INSTRUCTION

in

PRIMARY AND SECONDARY SCHOOLS

Revised Edition

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This book, *Reading Instruction in Primary and Secondary Schools*, is designed to upgrade teachers’ reading instructional practices at the critical levels of the educational system – primary and secondary. Research has shown that the average Nigerian teacher does not know what reading is all about and how to teach it. The present volume is in response to this need.

The book is divided into thirteen chapters as follows:

Chapter 1: Reading and Reading Instruction
Chapter 2: Developing Reading Readiness Skills, Concepts and Attitudes
Chapter 3: Language Textbooks and Reading Instruction
Chapter 4: Teaching Reading in the Content Areas
Chapter 5: Teaching Reading and Writing in Junior Secondary Schools
Chapter 6: Reading Disability and Remediation
Chapter 7: Common Reading Problems in Schools
Chapter 8: Methods and Techniques of Teaching Remedial Readers
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Chapter 11: Principles of Reading Remediation
Chapter 12: Sample Lesson Plans
Chapter 13: Guidelines for Writing Practicum Report

It is hoped that this book will make a difference in helping teachers become effective agents of literacy promotion.
It is becoming increasingly clear that literacy is very essential to national development. The ability to read has become an important factor for successful living in any modern society. Reading is more than just seeing words clearly, calling or pronouncing printed words correctly or even recognizing the meaning of isolated words. The essential skill in reading is getting meaning from a printed, written or signed message. Of course, reading is much more than getting the literal meaning of the message itself. Mature reading implies evaluating the ideas for truth, validity or importance.

Reading requires the reader to think, feel and imagine. Aboderin (1984) defined reading as a vehicle for adventure, for exploration into the known and unknown areas of knowledge. Reading can simply be defined as a means of acquiring experience through the knowledge of what other people have been through and have written down. In other words, reading can be defined as the interpretation and comprehension of printed or signed message. It involves the evaluation of the writer’s mind from the reader’s background experience with a view to “adding” or “subtracting” from the writer’s opinion. Only those who have successfully learnt to read can read to learn.

READING AND OTHER LANGUAGE SKILLS
There are four basic language skills, namely, listening, speaking, reading, and writing.
Skills of listening and speaking should be developed first. They are called the primary language skills. Reading and writing are referred to as the secondary language skills. Listening and reading are categorized as input or receptive skills while speaking and writing are considered as output or expressive skills. An implication of expressive skills for teaching is that a large quantity of input experience and information is necessary before output skills can be effectively developed. The order in which language skills should be developed can be illustrated using the following diagram:

**Hierarchical Development of Elements of Language**

- **Writing:** This is a means of self-expression. It is expressive written language.
- **Reading:** This is referred to as receptive written language.
- **Speaking:** This skill develops early in life. It refers to expressive oral language.
- **Listening:** This is the first step towards maturity. This is receptive oral language.
- **Experiences:** Experience is the foundation of language development.

There is the need to build the child’s language foundation. Providing enough background experiences in order to lay a very strong foundation of language development does this. When this is done, the development of the language skills will be facilitated. Most of the reading problems children exhibit are in one way or the other related to language. The major initial challenges in reading are listening and speaking. For example, a deaf child needs a strong foundation of sign
language, which is achieved by providing enough background experiences to develop this.

And the visually handicapped child’s tactile language should be emphasised and fully developed. The child needs enough background experiences in order to develop a good foundation that will enable him to start reading Braille. The Perkins Braille designed is adequate for this purpose. It should be taught fully in English until such a time when it is designed in other Nigerian languages. The learning disabled child needs a strong foundation in each of the language skills if he is to benefit from reading programme. This shows that the child will be able to understand and speak the language in which he is first taught how to read.

WHAT IS READING INSTRUCTION?
When we talk about reading instruction, we are referring to the various activities the teacher introduces to help teach reading effectively. That is, the various activities that result in the understanding of the complex reading process. Goodman and Goodman, Smith and Meredith (1981, p.247) stated that: “Reading instruction must be based on complete understanding of the complex reading process, which directly involves the reader, writer, text and characteristics of the text”.

Teachers need a variety of activities and materials for teaching children at different reading levels and for helping struggling readers in the classroom. Children learn to read more easily when their instruction is based on the strengths and resources they already possess (Goodman, 1974).

The teacher should bear in mind the following objectives when teaching:
- Developing reading readiness skills, concepts, and attitudes.
- Developing word recognition skills.
- Developing comprehension skills.
- Developing word attack skills, such as using context clues.
- Developing a flexible reading rate.
- Developing study skills and "information gathering skills."

**ACTIVITIES FOR TEACHING READING**

Effective teaching of reading involves engaging children in meaningful literacy activities. The following activities constitute the teaching of reading.

1. We guide children to set a purpose for reading.
2. We give children practice in reading by asking them to read silently or aloud.
3. We discuss with children what they have read. We help them use the information gained when reading.
4. We give children practice by asking them comprehension questions as a follow-up activity.
5. Sometimes, we practice to ensure recognition of individual words – flash cards, word banks, etc.
6. Sometimes, we listen to children read mainly for diagnostic purposes.
7. Sometimes, we teach letter/sound correspondences.
DEVELOPING READING READINESS SKILLS, CONCEPTS AND ATTITUDES

The term "reading readiness" suggests that there are certain skills, concepts, or attitudes that children must have in order to learn to read. Reading readiness is a preparatory stage of reading. Children attain readiness to learn to read at different times and ages, depending on the literacy-related activities they are exposed to.

In this chapter, some reading readiness skills, concepts, and attitudes children must possess in order to learn to read meaningfully will be discussed.

READING READINESS SKILLS

The following are some basic reading readiness skills children need:

1. **Language skills**: Verbal language is widely recognized as the foundation of reading (Gibson and Levin, 1975; Lerner, 1976; Harris and Smith, 1980).
   - The child must have a good background of experiences that will help develop a good foundation for language skills. The child throughout pre-school and primary school years, continuously gains experiences and acquires language. It is important that the child visits places, because children who go places tend to have much more richer background of experiences than those who stay at home.
   - The child should be able to understand, speak
and express himself in his mother tongue fluently. This can either be spoken orally or using sign language, in case of handicapped children. The child should be able to understand and express himself in the language in which he is to be taught how to read. Children who are given reading tasks for which they are not ready are easily frustrated and quickly develop negative attitudes towards reading.

2. **The child should be able to classify related objects:** The ability to arrange information into categories is an important cognitive skill, basic not only to reading but also to teach learning generally (Gibson, 1975; Waller, 1977). For example, a child could be asked to classify things that fly and things that give light, furniture, or living and non-living things, and so on. Here, the child matches and sorts the objects. The child is also expected to give explanation to why he grouped or classified them the way he did. The child could explain his reasons for doing so in English, or if he finds it difficult to do so, he should be encouraged to do it in his mother tongue.

3. **Identification of letters of the Alphabet:** The child must be able to identify upper and lower case letters of the alphabet.

4. **Similarities and differences:** The child should be encouraged to identify similarities and differences in printed words or braille. Visual discrimination considered essential to the reading process is included in almost all reading readiness tests.
(Brown, 1982). All the child is expected to do here is to discriminate between words. The child is required to group together word cards that look the same, which is similar to the kind of discrimination needed when learning to read. Here, the child may be engaged in matching and sorting of names, objects, etc.

5. **Working with sequence:** Sequencing tasks takes two forms: temporal (auditory) and spatial (visual). Rutter (1978) showed that a child with poor sequencing skill may have considerable difficulties in learning how to read. Children who have not developed the habit of moving from left to right when reading and writing may experience confusion and difficulty later.

6. **Child’s name:** The child’s name is the most important word to him. The teacher should start off by teaching a child to write and identify letters that make up his name. Do this even if the child cannot identify the letters of the alphabet.

**READING READINESS CONCEPTS**

The child must understand that reading is a form of communication. The concept that reading is meaningful can be established by talking about books and stories. Discuss stories read in class. Reread frequently language experience stories and labels on objects so as to associate printed words with meaning. The child must understand that learning to read can be of personal importance to him. You can show the importance of reading by writing much of what is done and read in the classroom and home.
READING READINESS ATTITUDES

- The child must have interest in books and in learning to read. Some children come to school with a desire to read and with a positive attitude towards reading. Some children develop a love for reading in school through their own discoveries and successes or through a teacher.

- The child must have confidence that he will be able to learn to read. Positive self-concepts are built in pre-readers in the same ways that they are fostered in anyone. Pre-readers need to experience success; they need opportunities to make decisions. They need to feel accepted, and they need to develop realistic expectations. The teacher should avoid “running” or “forcing” children to learn to read. Do not use difficult books to teach.

HELPING HANDICAPPED CHILDREN DEVELOP READING READINESS

It is true that most visually handicapped children often need extra help in developing reading readiness skills. As a result, they are often weak in reading readiness skills by the time they start school. These children therefore need extra help in developing reading readiness. Examples will be made here using the V.H., H.H. and L.D.

The Visually Handicapped (V.H)
The following are the problems of visually handicapped children:

- They often have limited experiences for language and concept development because of lack of visual learning.

- They also lack mobility training. They are restricted in mobility training. At times, there are also architectural barriers.
They may also lack the ability to use tactile (touch) to discriminate objects, etc. especially if the child lost his vision later in life.

They have limited development in classification skills. For example, where the objects are too large, too small and too similar.

The visually impaired child may have problem because he does not know how to read Braille or Braille notes. He might not have seen Braille before or is not used to brailed books.

**The Hearing Handicapped (H.H)**
The hearing handicapped child always has:

- severe limited language skills. He has serious problems in developing oral language or sign language, compared with hearing children.
- limited experiences and concepts due to lack of auditory learning. That is to say he does not know what sound is like neither can he learn the sound of letters, etc.
- problems in classifying objects.

**The Learning Disabilities (L.D)**
The L.D. child might have problems in specific areas. He might have disability in:

- listening, comprehension and/or speaking fluently;
- developing classification skills.
- in sequencing whether from right to left, top to bottom.

The child might be severely disabled and may be kept at home, thus having limited experiences; for example, the severely mentally retarded child.

These various categories of handicapping conditions may need help with reading readiness skills, concepts and attitudes. For example, they may need self-concept and confidence in
order to develop reading readiness that will enable them to start to learn how to read.

ACTIVITIES FOR DEVELOPING READING READINESS

Developing Spoken/Sign Language Skills

Language is often used for communication. The ability of the child to remember and learn new words or signs will depend on whether they are used to express their own interests and feelings. It is the responsibility of the teacher to use every opportunity to develop children’s language naturally by talking to them about what they are doing. The following activities are good examples of what could be easily done.

Walking Class Visit: Children should be encouraged to go on excursions. They could take a walk around the school compound or busy streets, visit zoo, wild life park, and so on. While they do so, the teacher should be able to create curiosity in the pupils by describing and discussing with the children during their visits. For instance, children could be encouraged to talk about various plants in the school compound, items in the school compound, things that hawkers sell in the streets, and types of animals in the zoo or Wild Life Park and the like.

A follow-up activity may be asking them to draw pictures, dramatize scenes, etc. by L.D. and H/H. The V.H. could be asked to model with clay or sand thermo phone, etc.

Sharing (Show and Tell): The teacher encourages children to come to school with interested objects so that they could discuss them in class. Each child should be encouraged by the teacher to talk about the objects he brought to class.

Craft Activities: Craft activities should include drawing, modeling, painting, cutting, paper tearing, “What I am making
game.” The teacher’s role here should be to describe what the child is doing, while the child tells about what he made or drew.

**Play Activities:** Children should be encouraged to play with toys, drive cars, play the roles of mummy or daddy, and so on, in order to develop their language skills.

**Developing the Ability to Recognize Differences and Similarities in Print/Braille Letters and Words**

The general guidelines are: when children learn names, they need practice in looking or touching only a few letters at a time and learning their names. We should note, therefore, that discrimination comes before labeling. Reciting A B C’s does not teach children to identify letters. Children are also most interested in their own names. The first activities should be with children’s names and the letters that make up their names. As far as print/Braille is concerned, children need help in learning that the position of a letter in space changes his name.

**Activities could include:**

- Name building by matching letters to samples given;
- Word matching and sorting, using flash cards to match objects or sort them out;
- Letter or word sorting, matching, etc.

**Developing the Ability to Sequence**

Start teaching the child to write from left to right in all written activities and storybooks.

This can take the following patterns:

- Wordless storybooks.
- Retelling of stories, which can be of stories told or signed or read to children.
- Drawing and arranging drawings of stories told and signed or read to children.
- Dramatizing stories told or signed or read to children.

**Developing the ability to classify**

The activities that could help develop a child’s ability to classify include the following:

- Matching and sorting game.
- Picture file.
- Sorting box.
- Concrete pictures.

Visually handicapped children could use clothing materials, e.g. wool or silk, wooden shapes, e.g. geometric shapes, cut out shapes or raised diagrams that they could touch and feel easily.

**Developing Readiness Concepts and Attitudes through the Use of Literary Awareness Programme (LAP)**

Literary awareness programme is a programme of regular reading aloud of children’s storybooks to the child. Researchers have shown that the practice of reading aloud is the single most important activity parents can do to encourage their children’s reading success. LAP stimulates in children a love of books at an early age. It makes children aware of connection between print and spoken language. You start LAP in nursery schools and primary schools using books with enough illustrations with few short sentences. This will help to develop skills such as sequencing ability, prediction, and expand the child’s language skills.

In carrying out LAP, the teacher should select books that are short with simple stories. Illustrations in the book should be very attractive, and the print should be of large size.

The teacher should make sure that the books he or she wants to use for LAP are selected and kept ready the previous day. Such books could be got from children’s section in the
school or public library. The children could be asked to bring some if they have them at home.

Before you start LAP make sure that you have read the book aloud to yourself. You can read it to a child of the same age group to see if she enjoys the book. If you find out that the book is not enjoyable to you, you drop it and pick another book. Practice the actions in the book orally, learn to sign the book if the children are hearing impaired and practice reading Braille books if they are visually handicapped.

The seating arrangement should be in such a way that children can sit near the teacher. Using the mat is very effective. While sitting on the mat or on the floor, the pupils should sit in a semi-circle while the teacher sits in front of them. Do the same if they are arranged to sit under a shady tree in the school compound. Visually handicapped children should be allowed to touch rough illustrated pictures.

Prepare children for the topic briefly by discussing some of the pictures on the cover page. Encourage them to “read to find out” what the story is about. While reading, hold the book in such a way that the children can see the illustrations in the book clearly. Continue to drill the children on some important aspects of the story or to ask questions.

- Read with expression and dramatize the story where necessary.
- While reading the story, older children may be allowed to draw pictures of the part they like best. This helps to make children sit attentively.
- During reading, if a child finds a book boring and gets restless, it is advisable to either change to another book or stop reading.

Follow-up Activities.

a) At the end of the reading, there should be follow up activities. There should be brief discussions about the story and
what they enjoyed about it. You can use for example, drama, drawing, modeling, and so on.

**Developing Readiness Concepts and Attitudes Through the use of News on the Board (NOB)**

News on the Board is a variation of the language experience method. This method is ideal for teaching reading in a classroom that has no books. It is also very effective to start a normal reading lesson in the school after NOB. In order to use news on the board, the teacher leads the children into some discussion regarding what they did at home or what they saw on their way to school. After this you could ask about four children to dictate a sentence each.

The teacher writes each sentence on the board as it is dictated on the board. She says the words aloud as she writes on the board. The teacher now asks the whole class to read the words aloud alone with her as she points to the words. She then asks the whole class to read the news aloud. Individual pupils could be called upon to read the news.

After that, the teacher picks out five new words from the news and writes them on flash cards. The teacher calls on some children in the class to find the words on the chalkboard, which is the same as the words on the flash cards. The child is asked to copy the news on the board into their exercise books while other children add sentences to the day’s news.

News on the board should be introduced daily during the first period. It should last ten to fifteen minutes.

Here is a sample of NOB:

Class 4A rows:

Today is June 28, 2002.
Ladi said, “I ate rice this morning.”
Musa said, “My mother travelled to Abuja”
Laitu said, “My brother is sick.”
Danladi said, “I saw a car when coming to school.”
News on the Board prepares children for reading. It is a beginning reading activity. Children acquire sight words through daily NOB.
The language textbook refers to the textbook used in the classroom to teach English language. Teachers should consider their children when using the language textbook to teach reading. The suitability of the language textbook as an English course should be considered before teachers become satisfied to use the book. Most English language textbooks for primary schools contain too many difficult words; they do not provide enough practice with frequent repetition of familiar words. Also, a child who is rushed into reading these textbooks before he can use the words contained in them to express himself orally or use sign language is bound to fail. Children fail in reading when they are pushed or rushed from one book level to another before they are ready to use these books.

Individual approach could be used to help a child with reading difficulties. Instruction should be designed to suit a child’s interest, and the level of the difficulty of the book should match the child’s reading level. The knowledge of suitability or otherwise of such books should prompt the teacher to use additional activities to make the teaching of reading easier and effective. The following activities are what to do when using the English textbook to teach reading.

**PRE-READING ACTIVITIES**

Pre-reading activities include drawing, labeling and colouring diagrams related to the topic or text. Before pupils
are asked to read, the teacher should prepare them by guiding them to have a purpose for reading. This he can do by asking pupils to predict what the assigned passage will be about using the topic of the passage or the pictures or illustrations that accompany the passage. Teacher can also ask questions.

WHILE READING ACTIVITIES

Teacher should work round the class as children read and should assist as the need arises.

Make sure children open to the correct page. The teacher may also need to correct faulty reading habits such as vocalization, finger pointing or undue head movement. Involve the child in follow-up activities in order to develop in children reading skills. Such activities could include discussion, answering questions based on the information in the passage, and pupils are asked to go back to the passage to answer the questions. The questions asked should cover three basic levels of comprehension, namely literal, inferential and critical. Literal questions ask for facts directly stated in the passage; inferential questions require children to use their background experience to understand the passage; critical questions require them to express their own opinion or pass judgement on the content of their reading.

FOLLOW UP ACTIVITIES/AFTER READING

Involve the children in follow-up activities in order to develop in them reading skills. Such activities could include discussion, answering questions. The children may also be asked to retell the passage or dramatise it.

TYPES OF COMPREHENSION

Comprehension involves such skills as reading for details, finding the main idea, inferring, distinguishing facts
from opinion, and passing judgment. The teacher should seek to help pupils do the following:

1. Identify directly stated information (literal comprehension)
2. Identify implied indirectly stated informal (inferential comprehension)
3. Evaluate or pass judgement on what is read (critical comprehension)

**HOW TO ASSESS A CHILD’S COMPREHENSION AT EACH LEVEL**

After the children have read the passage, ask them questions which require understanding at the four levels outlined above. The children may look at the passage if they need to, in order to answer the questions.

Look at the class as you ask the questions. Do not read the questions.

1. **Assessment of Literal Comprehension**
   
   Literal questions call for restatement or recall of information that is text explicit. This type of questioning requires little thinking on the part of the reader since the facts are clearly stated in the text. These types of questions are the simplest. For example, where is Ladi going? How many books was she carrying? These types of questions require who? What? When? Where? How many? How much? How?

2. **Assessment of Inferential Questions Comprehension**
   
   The ability to make inferences is essential to comprehension. Students should be asked questions that enable them to read between and beyond the lines to comprehend most texts. McCintosh (1985), as cited by Oyetunde (1986), stressed that virtually all texts require readers to go beyond that which is explicitly stated because texts are not, nor can they be, fully
explicit. If writers did not assume that their readers approach written material with some knowledge of the world and with the ability to apply that knowledge in understanding the text, then writers would have to be so verbose that readers would become bored quickly.

Inferential questions call for the exercise of two basic abilities: ability to infer relationships, that is, to connect two or more ideas that are textually implicit, and the ability to bring one’s background experience or world knowledge to bear on the content of one’s reading. Inferential questions require judgment and drawing conclusion or inferences.

Example: Lami’s sister was set to go to school. Suddenly, she ran into the room and she decided to get a leather bag and an umbrella.

Teacher: What do you think Lami’s sister observed about the weather?

Other examples include:

What should you wear if they say it is going to be hot and sunny?

What should you wear if they say it is going to rain all day?

What did Lami’s sister bring out of the room to use and why?

Assessment of Critical Comprehension

Critical questions require the reader to evaluate and pass judgments on the content of his reading. Critical questions require or involve high reasoning and application of facts. For example,

- Did you enjoy the story…?
- For what reasons?
- In the passage/textbooks, the author tells us that …
  Is this a fact or the author’s opinion?
- How do you know? Is this a true story, etc.
Assessment of Main Idea Comprehension:
Students’ understanding of the main idea of a passage could be tested by asking them to give a new title to the passage or to give the main points and supporting details.

Other Follow Up Activities
a. Retelling, rewriting and dramatizing. Story is written in children’s words to make learning meaningful. Dramatization involves children in active participation and makes learning more effective. Children are able to recall sequence of events.
b. Craft activities: Divide children in groups and ask them to draw pictures of interest in their story, individually. Blind students can use clay or plasticine to produce their models. Paste such drawings on the wall of the class.
c. Supplementary/Extensive Reading
   □ Provide independent reading level books for child to read for pleasure.
4 TEACHING READING IN THE CONTENT AREAS

Teaching reading in the content or subject areas refers to the same thing as teaching reading in the school subjects. There is no specific definition of content area reading instructional programme. Its purpose, however, is to help students locate and comprehend information, and to retrieve information as expressed in different styles of writing (Isiugo-Abanihe, 1991). A content area reading instruction is carried out to develop the skills needed for reading of textbooks or other books in various subject areas. For instance, mature reading skills are needed to help children understand materials in social studies, technical and vocational and science materials.

Content area reading instruction should be given priority attention in the post-primary school. Difficulty in reading in content areas is observed among most secondary school students. Many students are unable to read their subject textbooks. In other words, they are unable to read to learn. Subject teachers or reading specialists should take responsible for reading in content areas. It is in this respect that Abe (1992) noted that teachers at the secondary school level often fail to recognise that improvement in reading is important as it will help improve learning in every area of the curriculum and also develop the child’s personality.
THE ROLE OF THE CONTENT AREA TEACHER

The following are some of the basic responsibilities of the content area teacher:

- To match textbooks with the reading levels of children.
- To relate students prior knowledge to content areas.
- To guide students to set a purpose for reading.
- To adjust reading rate to the requirements of the material.
- To teach use of index, tables of content, etc.
- To teach use of resource materials e.g. use of library, etc.
- To teach how to locate specific information (scanning) and to get the gist of a text (skimming).
- To teach how to use the dictionary for general background of word meanings, technical and scientific terms.
- To teach students how to use and read maps, pictures and charts.
- To teach students how to use SQ3R for intensive study:
  S = Survey – in order to get an idea about the content of a book.
  Q = Question – to have a purpose for reading
  R = Read – to find out the answer to the questions already raised.
  R = Recite – should be in one’s own words in order to ascertain whether or not the passage has been understood.
  R = Review – this is done to prevent forgetting and to retain information.
REASONS FOR CONTENT AREA READING INSTRUCTION IN NIGERIAN SECONDARY SCHOOLS

There are many reasons for suggesting content area reading instruction in Nigerian secondary schools. Isiugo Abanihe (1991) gave the following seven reasons:

1. **The reading demands of different subject areas:** Secondary school students are often exposed to difficult reading materials; they help to study and learn from them independently. Most resource materials used in subject areas are expository rather than narrative in nature, thus requiring teacher’s guidance.

2. **The issue of motivation:** Information relevant to learning the objectives of different curriculum subject motivates students.

3. **Transfer of learning:** Transfer of learning provides support for integrated content area reading programmes, as there is the general belief that learning skills learned in separate reading classes are not often easy to transfer to subject area reading. Content area reading instruction can facilitate the transfer of learning through activities, which encourage the application of reading to the learning of specific contents.

4. **Finance:** It is not possible to produce enough trained reading teachers for all classes in the secondary schools, especially with the present economic difficulties in Nigeria. If in-service training for subject area teachers in general reading processes is effected, it could be more realistic. Also, relevant instructional approaches to apply to subject area teaching could be included in the training programme.

5. **Provision for more intensive practice:** Reading skills could be improved only by reading. This requires practice (Reed, 1985). When reading instruction is
included in the teaching of all subjects, it increases the amount of time students spend on reading thus providing intensive practice.

6. **Provision of timely curriculum development:** The analysis of the subject texts helps identify the reading skills necessary for understanding of the materials as well as determine essential concepts in the text. The analysis of such texts could lead to further development of the subject curriculum.

7. **Improvement of attitude and achievement:** Certain strategies of content area reading instruction has been associated with change in students’ attitudes to reading and achievement in different subject areas.
There is a great deal of demand on the average secondary school student’s ability to read and write. For example, he needs to read textbooks in about 13 or more subject areas most of which are written in expository prose. Such texts normally have structures which are different from the narrative materials most often read by children in the primary school level. Topics in expository textbooks are generally less familiar to the students. The texts often have a heavy load of unfamiliar vocabulary.

Written assignments and essay examinations at J.S.S. level also require new writing skills. Most of the students’ written work requires an increased use of expository text structures and demands logical thinking and correct use of new vocabulary. Therefore, students still need extra help developing the skills needed to cope with these new writing and reading demands even if the foundation has been laid properly at primary level. The written language skills of children finishing primary school level are grossly inadequate (Aliyu, 1983; Omojuwa, 1985; Abe, 1983). This calls for remedial instruction. The problem is also compounded as, at times, the readability level of such passages is above the class level. The problem is worsened still as children are taught to read and write in a language which is not their mother tongue. This calls for a change in the reading and writing programme in J.S.S. level. To achieve this goal, students must be taught efficient written language skills.
Developing Written Language Skills
Reading and writing skills can take place most effectively within a meaningful and purposeful context rather than in isolation. Therefore reading and writing skills are best taught within English lessons and also in the context of instruction in other subjects.

Techniques for Developing Written Language Skills
Reading and writing skills can be developed within the context of subject area instruction. For example, in a science class on “Seed germination”, the teacher should first of all guide students to have a purpose for reading.

And teacher should discuss familiar related topics with students before reading the passage on seed germination. Ask questions and write main points on the board. Ask students to read to find out. Preparing the students this way will make their reading meaningful and purposeful as they read to confirm their predictions. Second, pre-reading discussion of the kind suggested above is particularly relevant for second language readers who may not have the background assumed by the author of the textbook. By doing so, even poor readers will search for meaning from the text, thus practicing positive reading strategies. Also the nature of writing tasks in subject areas should reinforce the communicative importance of written language. For example, social studies teacher could ask students to interview people in their community to find out about their occupations. When students write up their interviews they will be practicing written language. The English teacher can also use this technique. The English teacher in addition has an important role to play in preparing students to meet the new reading and writing demands at the J.S.S. level.
The following suggestions will further help to make reading and writing lessons effective:

1. The pre-reading activities must be emphasised to activate and build background knowledge as well as to set a purpose for reading.

2. Teacher’s follow-up questions should help develop inferential and critical thinking skills. The teacher should also analyse students’ responses to the questions. That is, mainly the kinds of questions a child cannot answer – this will give an idea of where help is needed.

3. Teacher should make passages functional by using follow-up activities that require some kind of application of the information. Students could critique what was read, e.g. why they agree or disagree with author’s views, providing new endings, write instructions on how to use the machine, etc.

4. Oral discussions should precede written work. The teacher should ensure that the children have what to say it before they are asked to write in a writing class.

5. It is also important that students see revision as an important part of the writing process by writing a rough draft first. Pupils read their drafts to each other. Very good drafts are read in class. These compositions could be kept in files providing a beautifully designed bound cover. Some could be displayed in class. It is also important that the English teachers select reading and writing topics from a wide range of school subjects.

**REMEDIAL READING AND WRITING INSTRUCTION**

Children who enter J.S.S. with deficiency in reading and writing skills should be given special remedial instruction. For effective implementation of the J.S.S. reading and writing programme, pre-service teacher training should include strong reading and writing components. Faculties of Education and colleges of education should include a required course in
reading and writing instruction. Such a course would develop awareness of the reading and writing skills that students need for their various subjects and will equip teachers to help their students develop such skills.
a. It is also important that teachers should see reading and writing as important language processes that require active involvement of students for learning to take place. The skills should therefore be taught in a meaningful, creative and functional way.
It is common knowledge that the number of children who are failing to learn to read is increasing. And this is one problem that must be tackled by all means because inability to read or reading disability signifies disharmony in the life of a child (Roswell & Natchez, 1977).

Reading disability refers to a situation where a child’s reading is significantly below expectancy for both his reading potential and for his chronological age or grade level. One prominent feature of reading disability is what is popularly referred to as “dyslexia”. The following definition of the term seems instructive:

Dyslexia means generally an inability or partial inability to read. Originally it referred to the loss of ability to read following central nervous system damage or dysfunction, but it is now used to refer to a congenital or hereditary condition that interferes with the acquisition of reading skills and is often a part of a broader language problem. It is not due to sensory impairment, mental retardation, emotional disorders, lack of motivation, or faulty instruction; rather, the problem
RECOGNISING AND HELPING DYSLEXICS

It is usually easy to recognize dyslexia. If a parent notices any or more of the symptoms below in his or her child, he or she can take this as an indication that the child is dynamic and therefore needs help.

1. **Reversals**: If a child confuses letter like b and d either when reading or when writing.
2. **Elisions**: When a child sometimes reads or writes, “cat” when the word is “cart”
3. If a child reads but remembers little or what he reads.
4. If a child reads with poor comprehension.

The responsibility of parents or care givers lies in paying attention to the language development of their children. One cannot read a book in a language unless one knows that particular language. If a child’s knowledge of English is poor, for example, his reading will also be poor. This means that it is of extreme importance that parents expose their little children to language from as early as possible and as much as possible. The sooner and the more a child is given opportunities to hear a language, the sooner and the better he will talk, and the sooner and better he will later also learn to read. Engaging children in language activities is more facilitative of reading than allowing them to watch television. Television is a very passive medium of communication. No intellectual development can take place if a child isolates himself in front of the television. Especially during the week, children’s sitting in front of the TV should be confined to certain hours only, so that they can keep their minds focused on more constructive activities.
STRUGGLING READERS

Most children who rely on schooling to learn to read and who receive good reading instruction do, in fact, become successful, lifelong readers. There are however, some stumbling blocks that are most likely to throw children off course on the journey to skilled reading. The following are some of them.

1. Inadequate materials/facilities for teaching: Textbooks and other materials to aid reading are very important. Once essential materials are lacking, it will be difficult for teachers to teach reading effectively. Abiri (1983) identified lack of materials for teaching reading as one of the factors responsible for poor performance in reading. He opined that there are many languages competing for attention, thus making it not possible in Nigeria to concentrate resources on trying to develop and provide suitable and essential learning materials in these various languages. The importance of textbooks and other related materials has since been emphasized. The National Policy on Education (1981) recognised the need for a careful selection of learning experiences and curriculum materials capable of stimulating desired changes in the attitudes and behaviour patterns of children. Though the schools select ideal teaching and reading materials, which are in harmony with laid down objectives, there is no guarantee that suitable and effective textbooks are being used in actual classroom situations.

2. Poor libraries or none at all: Most schools do not have libraries, and where there are libraries, they are not adequately furnished with materials.
3. **Poor Training/preparation of teachers:** Many teachers do not know how to teach reading or help children overcome their reading problems.

4. **Home background:** Many Nigerian homes do not provide support for learning to read.

5. **Problems of reading in a second language:** English is a second language in Nigeria, but many teachers do not know the difference between teaching reading as a second language and teaching reading as a first language.

6. **Teachers lack of interest:** Many teachers are not enthusiastic about teaching reading because they do not know how to teach it.

7. **No time allocation for teaching reading in schools:** Reading is not being taught any systematic way in schools; it is taught casually during English lessons. Mcswain (1977) cited by Ekpunobi (1989, p.5) opined that:

   In the absence of a prescribed course of study, reading is for the most part couched in English lessons to the neglect of reading skills and systematically taught. Reading is taught, therefore, incidentally perhaps even haphazardly.

8. **Not seeing reading as a separate subject from English:** Reading is yet to be given the status of a subject in schools. This is one reason why its teaching is often neglected.

9. **Teaching the child to read in English when he is not ready:** Omojuwa (1985, p.101) has observed that most of the time “the child is rushed to begin reading in
English when he has had no time to understand and speak the language. In a large number of cases the child’s first contact with English is via reading.”

10. **Overcrowded classroom**: Abiri (1983) observed that schools located in thickly populated urban areas classrooms tend to get over populated, with children of varied abilities. The point is that many Nigerian classrooms are too large for meaningful teaching of reading and other subjects.

11. **Problems of adult readers as models**: Adult readers as models and siblings can help children develop interest in reading. Parents can borrow children’s picture books from a public library to read to children or talk about the pictures in their own language if they can’t read well. However, most of the time children don’t have adult models to imitate.

12. **Vision problems**: Vision is important for educational purposes because it helps an individual to read and appreciate the beauty of the environment in which he lives.

(a) **How can vision problems contribute to a reading difficulty?**
- When there is difficulty in seeing, the child experiences headache, fatigue, and may avoid reading books.
- At times, the child experiences difficulty in seeing writing on the backboard.

(b) **A classroom teacher can recognise vision problems by:**

(i) **Appearance of the eyes or eyelids**
- The appearance of the child’s eyes e.g. crossed eyes, or eyes that do not appear to be straight.
- One eye turns in or out at any time
- Eyes or lids often are red
- Excessive tearing
- Encrusted eyelids
- Swollen lids
- Watery eyes or discharges, etc.

(ii) When a child complains during or after reading.
- Headache in forehead or temple (either of the flat surface behind the forehead and in front of the ear).
- Burning of itching eyes.
- Rouses or dizziness.
- Print blurs after reading for a while.

(iii) Posture and behaviour in classroom
- Squeeze (eyes filled or covered with tears) closes or covers one eye.
- Tilts head constantly in reading/writing.
- Blinks excessively.
- Moves close to blackboard.
- Often makes mistakes copying from blackboard.
- Gets tired easily when writing.

(iv) Posture and behaviour while reading.
- Holds head or book in unusual position.
- Moves head from left to right more than necessary
- Needs fingers or marker to keep from losing place on a line
- Misreads known or familiar words.
- Avoids reading and gets tired quickly while reading

(c) What the reading specialist can do
The reading specialist should inform the parents and the school authorities and follow up to see that something is done.
- A request of change in seating arrangement should be made
- The specialist should reassess child’s reading after vision correction is made, and should not just assume the reading problem is cured.

13. Hearing Problems

(a) How they can contribute to reading problems?
- A defect in hearing may affect ability to acquire phonic skills.
- Temporary loss (due to ear infections) may prevent child from hearing the teacher.
- The child could even be missing out on reading instruction at a critical period without anyone realizing it.

(b) How to recognise hearing problems:
- When voice stays on same pitch.
- When the child lacks expression.
- When the child cannot tell the direction sound is coming from.
- When the voice is too loud or too soft.
- When the child has problems conversing in group and can’t follow discussions.
- When the child responds to questions in a way that doesn’t make sense.
- When the child is restless and lacks attention (may be tired from strain).
- Frequent complaints of earache, discharge from ear, noises in the ear, etc.
- Turns head to side to hear with one ear.

(c) What reading specialist can do?
Same as in visual problems:
Inform the parents and school authorities, then follow up to see that something is done
A request of change in seating arrangement should be made.

14. **Inadequate oral language skills**
Studies that have been done on oral language skills revealed that children with poor oral language tend to be poor readers. This shows that children with outstanding language skills tend to be better readers. Example is reading comprehension of the deaf.

**How inadequate oral language skills can contribute to reading difficulties**
- **Problem of concept formation**: The child normally has problem of poor comprehension. Child always has problems with language.
- **Semantic knowledge**: The child normally has problem of using correct vocabulary to make meaning.

15. **Cognitive factors**
Cognition has to do with thinking abilities. Examples of **cognitive factors** that could affect reading include problem solving, selection of strategies, classification or organization of skills, or ability to apply previous knowledge and skills to learn new tasks. Some various cognitive factors related to reading difficulty are:
  a) Attention to distinctive **features** for discrimination of print.
  b) Recognition of cues.
c) Paying attention to the most meaningful parts for word processing.

d) Being able to set a purpose for reading actively rather than being passive.

e) Metacognition – that is, monitoring of reading behaviour, being able to tell whether meaningful interaction with print is taking place.
It is important for parents to be able to recognise when a child has a reading problem in order to help the child learn to read well. It is possible to have children who can pronounce words very well without understanding what they are reading. Research has shown that children with reading problems fall into one of the following categories:

1. The child can recite from the class reader (course book) without recognition or understanding of printed words.
2. The child can call words from the book with correct pronunciation but without understanding.
3. The child can read easy books but not the level of books used in his class.
4. The child is in upper primary and has not learned to read at all.

The child can recite passages without understanding or recognizing individual words

Most children with reading difficulties often memorize passages in their textbooks. The moment they look at the pictures they know which passage to recite. This is common in classes where teachers encourage pupils to read after them or where children are encouraged to repeat passages orally over and over. Children who recite instead of reading are at times said to be "reading off head". This is a good indication that children in this category cannot read at all.
The teacher should consider it very important to identify such children in class. Watch out for children not following the book when they read orally. The teacher can do this by moving up and down the room to identify children looking around or outside the window, when reading. Each child should open to page to be read, before they start reading.

The teacher should encourage children to point to each word they read with hand or a broom-stick at the beginning stage when they are learning to read. However, this should be discouraged later when the child can read. Later, pupils can learn to use a folded piece of paper as a line marker to help them follow without pointing to individual words.

**The Role of the Teacher**

Immediately you discover a child that appears to be reading “off head”, test the child’s ability to read some of the same words when they are written on the blackboard or a piece of paper. The teacher can write individual words, use the same words to make different sentences, and then ask the child to read them. Make sure that you don’t administer this test in a way that the child is disgraced, but you could test the child while the rest of the class is outside for break or engaged in written work. When you identify such a child, give the child some extra help in future; if possible plan separate lessons and activities for this child.

**THE CHILD CALLS WORDS FROM A PASSAGE WITH CORRECT PRONUNCIATION BUT WITHOUT UNDERSTANDING**

We have another group of children who have learned how to pronounce words in print but have not learned to obtain meaning from print. Such children learn to pronounce the words by learning letter-sound relationships. We, however, know that pronunciation is not the same thing as understanding.
the meaning of such words. Some children are able to read orally in such a way that what they say sounds meaningful to a listener even if it is not meaningful to them. The teacher can recognise pupils who call words but do not understand them by regularly testing of silent reading comprehension of all children in the class as part of his continuous assessment.

**The Role of The Teacher**

To test pupil’s understanding of what they read, the teacher should first require them to read silently from their books. After this, ask them questions about the passage. The teacher can ask the children to draw pictures about what they read. Constant use of this method will show the teacher which pupils are consistently poor in understanding even though they seem to read well orally. The teacher then needs to test these pupils individually to confirm that they have such a problem. You can ask the children to read a short story differently from the book used in class. After reading, each pupil should be asked to retell the story in his own words. When necessary, the teacher will easily learn which children understand what they read by judging their ability to retell the story.

**THE CHILD CAN READ EASY BOOKS BUT NOT THE LEVEL OF BOOKS USED IN HIS CLASS**

Learning to read is a continuous process. It does not happen suddenly in primary one or primary two. Children normally start to recognise words by sight. Later, they gradually acquire other skills, which assist them in recognizing words, which they may not have seen in print before.

**The Role of the Teacher**

**Development of Word Recognition skills**

Children may learn to identify words using phonics or letter-sound relationships. Children may learn to use the
context of a sentence or passage to help them identify an unfamiliar word. They may also learn how to analyze the structure of some unfamiliar words in order to recognise them. Each of these techniques is efficiently made use of by good readers.

**Development of Comprehension Skills**

Children also gradually acquire skill in the ability to comprehend passages. Initially, they are best able to understand passages written in language which is very similar to their own spoken language and which is about things within their own personal experience. Gradually they learn how to understand passages written in more complex language and they learn about things less directly related to their experience.

The rate at which children develop these skills vary. Some fall behind because of frequent absence from school or unfavourable conditions, e.g. overcrowded classrooms, change of textbooks or teachers. However, in schools where the pupils are first taught how to read in English, children who have less opportunity to learn to speak English are slower in learning how to read. We cannot, therefore, assume that all pupils in a class are equally ready to read textbooks for that class level. For example, a primary six teacher should understand that just because the child is in class six does not mean that each child is able to read class six books. Some would have only enough skills to be able to read the easier lower level books.

**Reading Level Assessment**

A teacher’s continuous assessment of reading comprehension is useful for identifying pupils with reading problems. If a child fails to read his level book, lower level books could be used to test his ability to read easier books. This can be done using a teacher-made reading level assessment book.
A teacher can make a reading level assessment book by pinning or gumming passages cut from old textbooks into special exercise book. Passages or copies from lower level English/Reading texts are preferred. If you discover that pupils may have memorized parts of the books used in a lower class, the teacher should cut out only the written parts of each page so the children will not see any of the pictures which might help them recognise the passage. Cut about two or three passages from book one to put in the first pages and labeled level one. Two or three passages from book two will be attached to the next pages and labeled level two and so on.

In using a reading level assessment book, it should be used individually for each child being tested. The teacher should ask each child to read the passages on each level silently, starting with the easiest. Ask each child to retell each passage in his own words after reading. Any time the child is unable to retell a passage, stop testing the child. The teacher should write each child’s name in his note or lesson note and state the levels of books the child was able to understand. This information will be used later in planning future lessons.

THE CHILD IS IN UPPER PRIMARY AND HAS NOT LEARNED TO READ AT ALL

Pupils with most serious reading difficulties are those who have not been able to read by the time they reach upper primary. They are easily identified in class as those who cannot read. This also affects their performance in most other subjects, including being able to write. Any time they copy from the board, they usually write words joined together without space; they miss out entire words, letters or even lines. They normally refuse to pass their exercise books. They rarely pay attention in class. In some cases, they stay out of class.

It is important for teachers to understand that even bright children can fail to learn to read at the usual age and that no
child is too old to learn to read. After identification and assessment of children, the parents and teachers have a lot to do to help children with reading problems.

How Teachers Can Help Children With Reading Problems

1. **Stimulating children’s interest in learning to read**: The first thing a teacher can do is to move those pupils who need extra help near the front of the class where she can watch them more closely to ensure that they are paying attention and participating in the lessons. Next thing to do is to motivate the children with reading difficulties to want to learn to read well. The class teacher should be educated on how school failure can affect a child’s attitude toward learning. Some of the students with several years of reading failure and disgrace at school may at first appear very indifferent to special help from the teacher. The teacher should give such pupils the opportunity to gain a feeling of success in reading.

When children experience some success in learning to read, they begin to gain confidence in their ability and become willing to try. They should not be given work too difficult for them even if it is below what is given to other class members. The teacher should build up self-confidence in the child by giving him encouragement. Avoid negative comments, e.g. ‘You can’t even read this simple passage’, ‘You are poor in reading’, etc. Instead the teacher should show that he has confidence in the child and that he expects the child to be able to succeed. If the child is discouraged, say something like this: ‘That was difficult, wasn’t it? We will try again next time; it might be easier for us’, etc.

Children should be helped to understand that reading is communication. Children with less exposure to books at home may not understand why they have to learn to read; these children may see reading as not being enjoyable. Such a child
might not likely learn to recognise the communicative function of reading.

The teacher can use write signs and messages for communication in the classroom. Writing labels on objects in the classroom is a good start. You could put signs like ‘Please keep the door open’ or ‘Keep the door shut’. This message can be written and put in class for those who can read.

It is okay to start a day in lower primary classes with “News on the Board”. This method is an excellent technique to help pupils learn to recognise that reading can be a personally meaningful way to communicate. The news may look like this:

**St. Luke’s News, Class 3B**

**Good morning, children.**

**Today is Friday, April 6, 2002.**

Teachers should also try to relate language to children’s personal experiences. Children can gain experiences when they accompany older family members to shop, visit friends, and are encouraged to observe and explore their environment. When the child’s experiences are very limited, his language will be limited too. Lack of experiences is a serious problem for someone learning to read. People can provide explanations when talking about an unfamiliar topic but books cannot. A reader is, therefore, dependent upon his own prior knowledge based on his own experiences.

2. **Well developed spoken language skills:**

   Early language stimulation is very important. Children develop these skills when adult talk to them at home, listen to them talk and encourage them to express their thoughts, e.g. greet parents or other children. They may be taught riddles and taught songs by grandparents. Children that grow up in townships, whose parents work during the day, are often left at home with only a small girl to look after them. Parents often come home too tired and busy to spend time with their children.
This results in some children coming to school with poorly developed spoken language skills.

It is equally important for a child to first be able to speak the language he will learn to read, which is English as the situation is with Nigeria. Most children who cannot read are taught reading in English before they can speak it. Lack of developed spoken English skills leads to failure in learning how to read. Such children may be bright and perfectly capable of becoming good readers. But they might have never learned to read because they missed the opportunity to acquire the spoken language foundation first.

3. Curiosity about print and an interest in books

In school, you see children who have come to school very to read, while you still have others with no understanding of what reading is all about. If a child grows up in a home where he sees family members read books and newspapers often, he is likely to look forward to a day he can also read too. A child that sees people enjoy reading instead of just reading for examinations is likely to grow and enjoy that reading can be personally meaningful. Such children when taken out enjoy and try to read signs, name the letters on captions, etc. However, children who grow up in environments where there are no books, when exposed to textbooks, especially written in a language different from the one they speak, often feel intimidated and confused.

An easy measure of a child’s interest is his ability to write his own name. The most important word to a child is his own name. A child who has not paid enough attention to what his own name looks like in print to be able to write it correctly is not likely to have over paid enough attention to other words to be ready to learn how to read them.

There are some practical ways teachers can help develop reading readiness within the usual classroom routine, if he
identifies some children with reading difficulties who are lacking in reading readiness. They include:

a) Expanding pupils’ experiences

You can have pupils report their observations, orally or in writing. To provide new experiences, the teacher can create a learning centre in the classroom. You could have a nature table and display many learning activities. For example, you could have seeds, colours, shapes of different sizes, etc. Children can dramatize the planting of difficult kinds of seeds, draw pictures, diagrams, etc. You can change items in the nature corner to include other subjects after 4 to 6 weeks in order to vary the activities.

To also expand pupils’ range of experiences, use pictures of people, places and things, which may be new to the children. You could have pictures in old wall calendars collected from friends, and this is not expensive to do.

You could also expand pupils’ background of experiences by taking them on class excursions. Take children for a walk excursion around and beyond the school compound. If a van is available they could be taken to distant places to get more exposure. Carefully prepare excursions in order to encourage the pupils to actively anticipate their observations, and their behaviour during the excursion. Follow up activities should be given to them afterwards in order to guide the pupils to reflect upon and apply their new knowledge. They can prepare written reports on their observations, or they can be asked to write an imaginary story based on what they saw. They can make models of the various forms of transportation using easily available materials, e.g. wire, empty cartons, bottle caps, etc.

b) Developing pupils’ language skills

Teachers can provide “Language Model” as she discusses and describes her observations, and those of the
children. Encourage pupils to talk about their observations in their own words. The teacher can help a child that has problem expressing himself with word or phrase he thinks the child needs to convey his thoughts.

Also, written reports should be in the child’s own words. The teacher should not write report for children who have not begun to learn to read but can ask child to draw pictures and label them instead. A technique good for lower primary classes who have begun to learn to read is the language experience method.

c) **Stimulation of children’s interest in reading**

This could be done using Literacy Awareness Programme (LAP) and news on the board. If the class teacher places these pupils in the front of the classroom, he is likely to remember to keep them alert and actively involved in all reading activities.

The teacher should also individualize his teaching by using techniques such as language experience method and providing appropriate level books.
In this chapter some beginning reading instructional methods will be discussed.

**THE LANGUAGE EXPERIENCE APPROACH (LEA)**

This method allows a child to learn how to read from his own dictated reading material. The reading material is based on the child’s own language and experiences.

This material is automatically meaningful to child. Umolu (1988) emphasised that language experience method is the first technique for teachers to use in working directly with children with reading difficulties. This method is used with children who cannot read at all or children who could only read book one.

Umolu (1988) explained further that teacher must find time to work directly with the child. Each teacher can decide which time is most suitable for him to work directly with the child. The steps to take in using the LEA as suggested by Umolu now follow.

**Step One: Talk**

Teacher says to the child, “Today, I would like you to tell me a story. I will write down the story exactly as you tell it to me so that we can read it together later”. Most children like
telling stories either on events like football match or folktale stories on animals like monkey, lion, elephant, etc. If a child is unable to tell a story, let him draw the story and tell about his picture.

**Step Two: Child dictates while teacher writes**

Teacher says to the child, “Now I am going to write your story exactly as you tell it. Talk slowly and watch me write the words as you say them. First, I will write the title of the story. Let the child give a name. Remember that when writing the story, you must:

1. Sit with the paper facing the child so that he can watch you write every word.
2. Print the words very neatly. Do not use joined writing and do not write in capitals. Capital letters should be used to begin sentences and names of people and places only.
3. Say the words as you write them.

**Step Three: Read the story together**

Teacher could say to the child, “You have told a beautiful story. Now we will read your story together. Watch as I point to each word while we read”. The child should not read after you, you should read together with the child at the same time or else the child will be passive, or simply learn to memorise the story.

**Step Four: Child illustrates the story**

Teacher asks the child to draw pictures about the nice story that he has written. Draw a picture on the page opposite the one the story is written on. In case he draws the story before telling it, skip this step.
Step Five: Child practices reading his story

Child’s story should be read after the day it was told. Child should be encouraged to read his story to other children. If possible let the child take the story home to read to his family members. Don’t wait the until the child can read every word in the story before you prepare a new one. Each child should dictate a new story every week.

CONCENTRATED LANGUAGE ENCOUNTER (CLE)
A concentrated language encounter (CLE) programme involves having pupils constantly involved in doing new and ever more difficult things with language in group activities. CLE involves scaffolding: Teachers first models what the pupils are expected to say and do. Gradually, the teachers provide less and less support as pupils begin to improve their reading skills. Language learning is based on a meaningful activity or experience, e.g. reading starter book, etc. Pupils learn language through their own thinking process and are able to communicate by speaking and writing.

PROVIDING APPROPRIATE LEVEL BOOKS
One useful method is to provide direct help for a child with reading problem by giving him easier primary to read. For example, if the children are in class five but can only read book three books well, the teacher should now give these children practice reading primary three books. After mastering book three, they can move on to four, then five. The pupils’ family or the school could prepare lower level books. It’s better to have books from a different series than those normally used in the school so that they are different from what the children used before.
ACHIEVEMENT GROUPS

If the teacher identifies several pupils who need books on an easier level, they could be grouped together for reading instruction. The teacher will then have two groups.
a) The pupils reading the books on their class level, and
b) The pupils reading on the lower level.

More achievement groups could be formed as long as the teacher can handle the situation and will help children to learn to read.

THE PHONETIC METHOD

This method is good especially for the beginning readers. This method emphasizes sounds. The sounds of long vowels are taught first, then the short sounds and consonants sound.

VISUAL, AUDITORY, KINESTHETIC, TACTILE (VAKT) APPROACH

This is a multi-sensory approach. It is used in cases of total disability and also good for partial disability. This method is also called the “tracing technique”. The child’s interest is used in teaching him to read. The meaning is explained to him and he is taught to recognise the words through tracing. Let the child say the word as he traces it.

THE NEUROLOGICAL IMPRESS METHOD

In this method the teacher and students read aloud, simultaneously, at a rapid rate. The child sits slightly in front of the teacher, both of them holding the book. Let the child point to the words as he reads. Sometimes, the teacher could be faster, another time let the child be faster. The teacher does not ask questions after the reading except the child wants to.
LOOK AND SAY (SIGHT WORD APPROACH)
This involves helping children to recognise words instantly or automatically. Children learn to read some high frequency words.

WORDLESS BOOKS
The pictures are not accompanied by written words. The child is asked to name the picture that is in the wordless book. The teacher later writes what has been read out. If it is a group, appoint someone who can read and write as secretary.

THE CHAIN-WHEEL METHOD
Here, the children are guided to brainstorm. Write a key word and let the child contribute to the discussion on that word. Write down anything said. Later, teacher reads it and the child reads too. Teacher says “school”. Sentences are made with the words. It is written down, and the child is asked to learn to read them.

HOW PARENTS CAN HELP A CHILD WITH READING DIFFICULTIES
It is very important for parents to understand that the home environment is even more important than the school in helping a child overcome his reading problems. Some parents once they just struggle to get their children admitted to a private school, they feel that they have no further contribution to make towards his education.

Parents should know that they also have responsibility of helping their children become good readers. One of the most important ways they can help at home is by stimulating their interest in reading.

To make reading pleasant for the child requires that parents or other family members should read to them. Everyday you could use ten to fifteen minutes to read storybooks to the
child. Borrow interesting books from the library apart from textbooks the child needs. When a child makes simple mistakes, e.g. substituting the for a or house for home, do not draw his attention to it. Allow him to continue. This is because if you continue to call his attention to simple mistakes made, this will break his flow of thought and meaning will be lost. If a child makes mistakes in almost every sentence, it means the book is too difficult for him. Give him a simpler book to read. Talk with the child about what he reads.

The parents should encourage the child to talk about what he has just read and to relate it to his own personal experiences. Do not ask the child questions that require right or wrong answers but ask such questions as: “What part of the story did you like best?” “Why?” If it is a descriptive passage, perhaps from a textbook, the parent can ask questions like:

What information did you already know about what you have read?

What new things did you learn from what you have just read?

If a child stops reading before the end of a topic or chapter the parent should ask:

What do you think will happen next in the story?
Why? What do you think the next page will tell you about the topic?
Why?

Parents must show keen interest in what their children read. This encourages the child to “read to find out” instead of to “read to pronounce”. Most children will not want to read aloud once they have learned to read well enough. This could be boring. A good compromise could be for the child to read half a page while the adult reads the next, and so on. Parents must continue to provide a model for fluency and expression while the child feels the satisfaction of reading on his own.
Parents should constantly ask pupils to read to them. This oral practice can help a child improve. The parents should do the following:

a) **Provide a pleasant atmosphere**
   The fear as to what the father will do to them if they don’t read well can make children lose the confidence they are building about books. But encouragement and praise for his efforts will continue to make him try to improve.

b) **Do not correct every word the child reads wrongly**
   Attention should rather be paid to the author’s message. If we encourage pronunciation then the child will end up paying attention to perfection in pronunciation instead of comprehending.
One basic objective of using screening tests is to help the teacher to know how and where to begin instruction. There are various ways of identifying reading difficulties in children. Examples include

- Matching of words. i.e. matching words or sentences with pictures. The pictures should be colourfully painted to attract attention and maintain interest.
- Sight recognition lists.
- High frequency words - these could be used as a screening test.

**Teacher reports/classroom observation**

There is a great need for every teacher to have a comprehension report on each of the pupils in class. Classroom observation is equally important. Observe the child in class to see if the child exhibits any of the following characteristics:

- Find out if child is delayed in recognising the letter of the alphabet in random order.
- Find out if child appears to be able to read class reader but cannot read words from the same passage when written on the blackboard or flash cards.
- Check to see if the child looks elsewhere when reading.
- Check to see if child can “call” words but cannot match them correctly to a picture.
- Have the child draw a picture to show meaning.
- Find out if the child makes “wild guesses” when he comes across unfamiliar words during oral reading which make the sentence meaningful or meaningless within the context of the passage.
- Find out if child cannot remember words taught on previous days.
- Find out if the child shows signs of stress during reading lessons.

Identification of Primary and Secondary School Children with Reading Difficulties

The following are some of the instruments that can be used to identify learners with reading difficulties.

**Cloze Procedure**: This refers to any of several ways of measuring a child’s ability to restore omitted portions of an oral or written message by reading its remaining context.

**Procedure**

- Make sure you select a reading passage appropriate for the class level of children.
- Ensure the passage selected is a passage with at least 250 words. It is best if the words are between 250-270 words.
- The passage should be a year below the child’s class.
- Screening should be done at the beginning of the year.
- Copy the first and the last sentence intact.
- Delete every 5th word in the passage. The deleted word should be replaced with a dash of equal length, so that no clue is left for the child to suspect whether it is a long word or short word. Put a dash in every 5th word until you get 50 deletions.
- Ask children to read the passage through first, then start again and fill up the dashes.
- Inform the children that only verbatim responses will be considered as correct.

**Administration**

The passage to be given could either be a narrative passage or an expository passage.
Scoring of Cloze Test
In cloze test, responses scored as correct will be exact words deleted from the passage. Synonyms will not count as correct responses, though they might be judged as semantically and syntactically acceptable or unacceptable when analysed. As there are 50 deletions, the number of correct responses are added together and multiplied by 2 to get the percentage score of a student. This means that each correct response attracts 2, and are later added up.

Score below 30% = frustration level
30 – 50% = instructional level
Above 50% = independent level.

Teacher Report/Classroom Observation: This is another means of identifying children with reading difficulties. Observe to see the following:
- Child avoids reading where possible.
- Child performs poorly in subjects which require textbook reading.
- Child moves lips, sub-vocalizes, uses fingers as guide.
- Child takes an unusually long time to read to the end of the passage.
- As regards oral reading, check to see if the child disregards punctuation, and reads without appropriate expression.
- See if child cannot retell in his own words a reading selection he was given to read.

Informal Reading Inventory (IRI)
IRI refers to a series of graded reading passages representing a range of reading levels. The primary function of an IRI is to indicate to the teacher the level of difficulty of reading material, to indicate for example, if a given material is neither too easy nor too difficult for a particular child. In this case, the material is at the instructional reading level. This is the level at which the child can best benefit from reading instruction.
The child is asked to read orally the series of progressively more difficult passages while the teacher or examiner records the word recognition errors the child makes during reading.

After reading, the child is asked questions about what he reads. The child’s ability to answer comprehension questions is also recorded.

The child’s word recognition score and comprehension performance at each level are compared with the criteria being used to determine the instructional reading level.

Sample Informal Reading Inventory (IRI).

How to Find the Child’s Reading Levels
First of all, you have to:
1. Calculate the % of oral reading errors the child made.
2. Find which of the three categories the child’s oral reading score falls in:
   Independent: 95% or higher (or 99 – 100, according to Betts)
   Instructional: 90 – 94% (or 95 – 98%, according to Betts)
   Frustration: below 90% (or Below 95%, according to Betts).
3. You have to calculate the child’s comprehension score:
   Independent: $3\frac{1}{2} - 4 = 80\% - 100\%$
   Instructional: $2\frac{1}{2} - 3 = 75\%$
   Frustration: 2 or less 50% or less.
4. Do this for each level reading passage the child reads:
   e.g. level 1a, 1b, 5a, 5b, 6a, 6b, etc.
5. For each level reading passage, you will be able to determine the following:
   (a) Child’s word recognition score.
   (b) Child’s comprehension score.
6. After you have scored each passage, you can determine the child’s “Independent Reading Level” by finding the highest level reading passage for which he scored within the independent range on both word recognition and
comprehension. (If the highest passage level was 3a, you say his independent level is 3a. This means that the book is on his independent level).

7. To find the child’s instructional reading level, you find the highest passage he could read without scoring within the frustration range on either word recognition or comprehension. This level passage is the child’s instructional level, e.g., 5a.

8. To find the child’s frustration level: find the 1st lowest level passage on which he scored within the frustration range.

How To Record A Child’s Oral Reading Performance:
To record a child’s IRI, the following steps should be observed:

1. Sit opposite the child holding an identical copy of the child’s passage. Hold your copy of the passage so that the child cannot observe when you are writing. It is advisable to use a biro, so that the child cannot hear.

2. When you are ready to mark, you give the child his copy of the passage. Ask the child to read it to you.

3. If the child makes an error, do not correct him. If he comes to a word and hesitates for more than 5 seconds, tell him to skip that word and go on.

4. Reading Code:
   1. Omission
   2. Insertion
   3. Substitution
   4. No response
   5. Corrected response
   6. Repetition
   7. Hesitation but said the word
   8. Word by word

How to Assess a Child’s Comprehension of Each passage:
After the child has read the passage, allow him to continue holding the passage while you ask him 4 types of questions.
1. **Literal Questions:**

Literal questions call for restatement or recall of information that is text explicit. These types of questions require little thinking on the part of the reader, since the facts are clearly stated in the text. These types of questions are the simplest. Examples include:
- Where is Ladi going?
- How many books was she carrying?
- These questions require who? What? When? Where?
- How many? How much? How?

2. **Inferential Questions:**

The ability to make inferences is essential to comprehension. Students should be asked questions that enable them to read between and beyond the lines to comprehend most texts. McCintosh (1985, p.755) stressed that:

Virtually all texts require readers to go beyond that which is explicitly stated because texts are not, nor can they be, fully explicit. If writers did not assume that their readers approach written material with some knowledge of the world and with the ability to apply that knowledge in understanding the text, then writers would have to be so verbose that readers would become bored quickly.

Inferential questions call for the exercise of two basic abilities, ability to infer relationships, that is, to connect two or more ideas that are textually implicit, and the ability to bring one’s background experience or world knowledge to bear on the content of one’s reading (see Oyetunde, 2000).
Inferential questions require judgment and drawing conclusion or inferences.
Example: Talatu’s mother was listening to the weather report on the television. She decided to get out Talatu’s books and umbrella.
Teacher: What do you think Talatu’s mother heard about the weather on the Television?
Other examples include:
What should you wear if they say it is going to be hot and sunny?
What should you wear if they say it is going to be rainy all day?
What did Talatu’s mother get out for her to wear?
Why do you think so? Etc.
What event led to..?
Why not?
Why
What will happen if?
What facts in the passage tend to support the idea that?
What does the behaviour of ... tell you about him?
If he continues, what is likely to happen; etc.

Critical Questions
Critical questions require the reader to evaluate and pass judgments on the content of his reading. Examples include:
- e.g. Did you enjoy the story...?
- For what reasons?
- In the passage/textbook, the author tells us that ...
- Is this a fact or the author’s opinion?
- How do you know?
- Is this a true story?

Main Idea
You could test the child’s understanding of the main idea of a passage by asking him to give the passage a title or asking to pick or identify the main idea of the passage.
The purpose of assessment is to enable you to find out what to teach the child. After a child with reading difficulties have been identified, initial assessment is carried out in order to find out what skills need to be included in his instructional programme.

1. In the first stage, we measure the child’s ability to recognise up to 100 high frequency words.

2. Each resource teacher has a set of 100 word cards based on the high frequency words.

3. The child is asked to read the first set 25 of flash cards from the 100 word cards as they are shown to him one at a time.

4. The first 25 words are the most common of the 100 words; each word read correctly within 5 seconds of presentation is ticked on the child’s individual record sheet of the 100 high frequency words.

5. If the child is unable to read up to 10 of these words, he is considered a non-reader.

6. If child can read 10 or more of the first 25 words, the remaining 75 words are tested and entered on the child’s record sheet.

The main purpose of the basic sight word assessment is to enable us identify the non-readers very quickly without using the more lengthy and expensive materials. The record sheet of 100 high frequency words will be of use later to keep track of the child’s progress in learning these words.
Practice

In testing a child’s ability to recognize 100 high frequency words, no cues are given to the child. The flashcards of word lists are prepared. The card is flashed to the child and child is expected to call the word within 5 seconds of presentation. If the child gets it right put it in the right side. If child gets the word wrongly put on the left side. You may tell the child the word.

How You Can Meet Individual Needs In The Classroom

Teachers should try to meet or cope with the children in the class who are poor readers. Teachers should freely admit that they could have struggling pupils in the class and show concern about them. Teachers should learn to teach children instead of teach a class, i.e. teachers should adjust lessons to meet individual needs in the class.

1. Reading Level Assessment Book

You can make your reading level assessment book as follows:
Cut passages from old English textbooks and gum them onto the pages of the exercise book. You could cut and gum books for all classes, that is, classes 1-6 for pupils to use in class.

You should try as much as possible to remove pictures from the passages. This is necessary because many children memorize entire pages from their books. As soon as they see the picture, they are able to recite the passages.

Call the children one by one to read the passages for you, starting from the easiest. Listen to the child read. If child can read most of the words in the story, let him tell you about the story. If he appears to understand the story, you then move to the next passage on the next class level. If you reach a passage that the child misses at least one out of every ten words when trying to read it, that passage level is probably too difficult for the child. Confirm this by asking a child to tell you the story in his own words. If he misses main points in the story,
then you confirm the passage to be on the child’s frustration level. To teach the beginning group, you can use only the language experience method. When doing this, use News on the Board every morning for the rest of the class members to copy and let them add more news items of their own. If they finish early, let them draw a picture about their news items, or read storybook from the class bookshelf.

When you want to have your lesson with the class 3 pupils, for example, the beginning readers can copy the news on the board and draw pictures about it. This is useful since they are just learning how to read.

1. **Finding out more about the child’s comprehension**
   (a) **Find out about the child’s oral reading and the errors the child makes in order to determine child’s word recognition score on the text read.**

   - There is need to calculate a child’s reading rate and fluency. That is to say, how many words a child is able to read at a given time. Is the child fluent when reading? There is need to know how many words a child can read in one minute. This information will enable you as a teacher to know if a child’s reading rate is too slow or okay, and whether the child is fluent when he reads or not.

   - Find out if the child is able to express himself or not. Find out if a child is able to answer questions by expressing himself after reading a passage. This is only possible if the child’s oral language is sufficient and whether he comprehends after reading orally or not.

   - Find out if the child observes punctuation. Observation of punctuation is very important when reading orally. If punctuation is not observed then it’s difficult for the child to comprehend or make meaning out of what he has read.
PRINCIPLES OF READING REMEDIATION

In planning any instructional programme, the reading resource teacher has to consider the child’s performance using the following:
(a) Sight word recognition (e.g. using Umolu’s 100 word list),
(b) Reading readiness (from Reading Readiness Assessment);
(c) Reading strategies;
(d) Oral reading fluency;
(e) Comprehension.

In carrying out remediation, the first thing to do is to build up the child’s confidence by giving him success experiences. The following tips will be useful:
- Start with easy books – on his independent reading level.
- Praise and encourage the child anytime he makes any progress.
- Teach reading and writing through meaningful, purposeful communicative activities. This is best done through literature-based whole language approaches.
- Encourage children to use both mother tongue and English as necessary.
WHAT ARE THE GUIDELINES FOR USING A WHOLE-LANGUAGE APPROACH

1. Children use language in meaningful communication—not in isolated exercises.
2. Children engage in purposeful language activities—as author, editors, illustrators and publishers of books.
3. Most activities involve integrating the four language skills, namely, listening, speaking, reading, and writing.
4. The activities are literature-based, not textbook, workbook or blackboard, based.

Methods which are “whole-language”
- Language Experience Approach (LEA)
- News on the Board (NOB)
- Concentrated Language Encounter (CLE)

Activities which are Whole-Language
- Literary awareness programme (LAP)
- Language activities (games) from LEA NOB, or CLE
- Word bank activities (from LEA, NOB, or CLE)
- Activities to practice sight word recognition
- Activities to develop phonics skills
- Activities involving constructing sentences with flashcards from word banks.
- Dictation and spelling activities using flashcards from word banks.

GUIDELINES FOR DEVELOPING SPECIFIC SKILLS

Reading readiness/oral language skills
The necessary skills, concepts and attitudes a child requires in readiness for reading are:

Language skills: Verbal language is widely recognized as the foundation of reading.
Child must have a good background of experiences that will help develop good foundation for language skills, e.g. by visiting places, zoo etc.

Child should be able to understand and speak and express himself in the mother tongue fluently.

Child should be able to understand and express himself in the language of instruction i.e English (L²).

**Concepts:** Understand that reading is a process of communication. Do this by talking about books and stories. Rereading LEA stories on charts, labels on objects so as to associate printed words with meaning. Understand that learning to read can be of personal importance.

**Attitude:** Child must have interest in books and in learning to read.

- Some children come to you with positive desire to read, others love to discover through the teacher.
- Child must have confidence that he will be able to learn to read. Child needs to feel accepted. Teacher should avoid “forcing” children to learn to read.

**Activities For Developing Reading Readiness**

(a) **Talk to children about what they are doing.**

(b) **Walking/class visit:** Going on excursion e.g. visit zoo, and wild life park, etc. Discuss and talk about the visits. Follow up activities should include drawing pictures, dramatizing scenes, modeling with clay.

(c) **Sharing time (show and tell):** Have children discuss interested objects

(d) **Craft activities** – Should include drawing, modelling, painting, cutting, paper tearing. Teacher’s role is to describe what the child is doing.

(e) **Play activities** – Children play with toys, drive cars, talk to them when they are playing.
(f) Developing the ability to recognise differences and similarities in print/braille letters and activities
   - Name building by matching letters to samples given.
   - Word matching and sorting using flash cards.
   - Letters matching and sorting using flash cards.
   - Wordless story books.
   - Retelling of stories.
   - Dramatizing stories told or signed or read to children.

(g) Developing the ability to sequence
   - Start teaching child to read from left to right.
   - Wordless story books.
   - Retelling of stories.

(h) Developing the ability to classify activities
   - Matching and sorting games.
   - Picture file.
   - Sorting box.
   - Concrete pictures.

BUILDING A SIGHT VOCABULARY
Word bank activities
Activity 1: Introduce the words in the original language context.
   - Read the child story with him.
   - Match the words on the flash cards with the same word in his story.

Activity 2: Practice the word in isolation.

Find the word Games
Teacher calls the word and asks child to find it. Display words on table.
Sentence building games:
Teacher uses few words to make single sentences as example for the child.
Give children their word bank cards. Divide them into groups. See group that can make the highest number of sentences.
**Find the word that starts like ...**
Give children their word bank cards. Teacher pronounces a word, children listens to the sound of the word. Children then find all the words that begin with the same sound as the one called.
At the end each child pronounces his words one after the other.
**Find the word that tells us:**
Give each child his word bank. Give instruction to children, to find the word that tells e.g. what people do, something that happened in the past, name of an animal, etc. Each child holds his card up and talks about it.

**Activity 3:**
Using the words in new context to make sentences.
Train them to manage it themselves.

**a. Find the word**
Match the word and read the whole sentence.

**Name the word.**
"Tic tac toe, here I go.
What is it I do not know?"

**Word–Card Games.**
- Word matching (Distribute word cards to children)
- Find the word game (cards in pocket chart.)
- Wood Hunt (Put word cards around the room – children find and read).
- Name the word game. (Turn cards upside down – Tick tac toe, here I go)
- Name the missing word (Teacher covers a word in the story. Pupils read up to ... to decide what the word is).
- Dancing and writing competition.
- Pupils dance to music, writing group copy words down before music stops. Children that have the highest number of words are asked to read them to class.

**Spelling Game**
Cards call words and each child writes each word down.

**Word Recognition Skills**
Could be taught under whole word or look and say methods. This is a method by which pupils are taught to recognise words by sight without paying attention to the individual letters that make up the words.

Sight words – Are those words, which a child can recognise instantly when he sees them in print. When we say a child can recognise a word we mean that he can do two things:
- a) Call (pronounce) the word
- b) Understand the meaning of the word. Sight vocabulary refers to all the words that an individual child can recognise instantly.

**GUIDELINES FOR TEACHING SIGHT WORDS**
Words to be taught as sight words must be in pupils’ listening and speaking vocabulary. The best way to know if a child already knows a word is to make lists of the words the children commonly use in story telling and news on the board and develop your words from their English textbooks. You can start teaching them the meanings of the words about a week before you begin to teach them as sight words.

1. Words to be learned should be introduced in meaningful activities and contexts to make the repetition fun.
2. Use lower-case letters (small letters) in writing the words. Use capital letters only for the first letter of names of people and places.

3. Provide activities to give the children practice reading the words in isolation and in sentence and passage or paragraph contexts.

4. Teach no more than 5 words in a lesson. For beginning readers, give the children activities to practice these words during the week.

**Activities to teach Sight Words.**

- Introduce the words that have pictures (picture and the word). Teacher shows how the word is written, saying it slowly. Class says it.
- Word matching. Picture matching.
- Matching words and pictures.
- Teacher holds the picture and child calls the word that represent the picture, holding the card for the class to read.
- Children write the words and draw the pictures.
- Children enter the words into their word banks.
- Practice flash card competitions in pairs or large groups.
- Sentence building individually or in groups.
- Find the word game. Find the word that starts the sentence.
- Find the word that tell us...

**Phonics:** letter-sound relationships

**Context clues:** To decide unfamiliar words, e.g. during informal reading inventory (IRI).

**Structural Analysis:** See if child is using these strategies; if not you develop them

**Syntax:** Sentence structure.
FURTHER TIPS FOR TEACHING READINESS SKILLS

a. Using 100 high interest words (for sight recognition):
After assessing the child on sight word recognition, assuming the child was able to read less than 10 words from the list less than 70 words at sight, you set reading.
Readiness and beginning reading goals: Reading Readiness – Look at the skills the child was unable to identify from reading readiness assessment form the.

**Beginning Reading – for example: Sight Recognition**

**Goal** - Child will be able to read 5 words a week.

**Context:** Goal – Child will learn to make use of context following unfamiliar words while reading.

**Interest:** Goal – Child will develop an interest in reading books and learning to read them independently. (Here you could use the child’s story books using language experience approach).

**Reading Strategies**

In setting goals regarding reading strategies, you could examine the child’s performance on the following:

Informal Reading Inventory (IRI)
Cloze Test
Phonic Test.

The goal to set could look like this:

**Semantic Cues:** Goal Child will be able to make use of semantic cues while reading.

**Syntactic cues:** Goal – Child will be able to make use of syntactic cues while reading.

**Graphphonic cues:** Child will be able to make use of graphphonic cues (beginning sound) while reading.

**Oral Reading Fluency (IRI)**

**Goal:** Child will read fluently and with expression.
Comprehension (IRI) Cloze Retelling.
Goals: Child will be able to retell a story:

i) Orally or written down
ii) Sequentially
iii) Main idea (summary)
   - Child will become skilled in inferential comprehension
   - Child will become skilled in critical comprehension.

Principles of Remediation: In an effort to remedy reading problems, it is important to bear in mind that there is no single method that is best. It is only advisable to do the following:

1. **Start with meaningful success experience in reading:**
The specialist should:
   a. read to the child from interesting books that the child can follow. The specialist can read other children story books or the child’s story books to his hearing.
   b. The language experience approach can be used as well. Simple stories could be told by the child in mother tongue (L₁) or English (L₂)
   c. The specialist should try as much as possible to provide materials based on the child’s independent level or instructional level. Never you provide reading materials on a child’s frustration level.
   d. All materials to be written should be on the child’s interest. This means that the teacher must study the child’s interest.

2. **Selecting or preparing learning activities:** Learning activities should be based on assessment. Remember that activities to be planned involve the child. It is therefore very important to create interest or plan activities that will create interest in the child.

3. **Try and provide variety of learning activities and work on different goals in one session.** Different
learning activities should be provided especially with slow learning to achieve set-up goals.

4. **Provide practice in reading:** In order to provide enough practice in reading, you can re-read child’s or other student’s language experience stories. These stories could be read silently, independently or orally to other students.
   - Children should be encouraged to read each other’s language experience story books;
   - Children should be encouraged to use the libraries as much as possible.
   - They should be encouraged to read books from the library.

The teacher could start with activities, which are different from classroom. These activities should be simpler than the type of books the child is unable to read. However, these books should be related to classroom activities. The specialist can observe lessons in the class. Plan ways to help child recognise and measure his progress. This could be done through:

   - **Word bank.** You could encourage the child to count the collection of words he can recognise at sight in his word bank.
   - The specialist should fill in high frequency word that the child can recognize and when the child was able to recognise such words.
   - You could have a progress chart to show new words learned or other skills developed. You could also have assignment pockets to put all assignments done by the child.
   - The specialist should collect child’s language experience stories. These stories could be displayed on the wall of the class so that the child can always assess his success.
☐ The specialist could help make storybook of the child’s language experience. Children enjoy reading such stories, as they are stories told by them and of their own interest.

☐ Provide some small group activities. These activities could include independent activities.

Activities For Remediating Reading Readiness Deficits

1. Skill One – Oral Language

☐ Oral language development can be stimulated at the period student is with teacher. It can be integrated with many of the language-approaches for other goals, e.g. classification.

a. It can be developed through regular verbal interaction in the classroom;

b. Create an atmosphere which is conducive to language use.

2. Short term Objectives Activities (S.T.O.)

i. Vocabulary building: Use initial and continuous assessment to find out what vocabulary the child doesn’t know in English. You can carry out this assessment with pictures or objects. The next thing to do is to plan short term objectives for categories of vocabulary to be taught to the child. For example, nouns; like fruit, utensils, colours, parts of the body. Actions, e.g. jump, run, stretch, dance, go forward, go backward, etc.

ii. Adjectives: e.g. big, small, many, few, bigger, biggest, etc.

iii. Syntax: The specialist here should observe the child’s common syntactic errors. That is to say, the grammatical structure of the sentences made by the child.
Activities should include:

- Activities that will encourage the child to use past tense in telling a story.
- Having nice colourful pictures that involve having the child tell what happened in the past.
- You could model simple stories with the same pictures;
- Could read simple stories to the child. At times having the child retell.
- You could teach the child simple songs or nursery rhymes.

**Sight Recognition:** Activities for developing sight recognition

The specialist should observe and see the words among the 100 high frequency words, which of such word the child can recognise at sight, within 3 seconds of presentation. Any child that is unable to read words at sight need simple activities to help him develop such words.

The activities could be presented in sequence as follows:

**Activity 1:** Introduction of the Words in the Original Language Context:

Reading the child’s story with the child could do this. The child then matches the words on the flash cards with the same words in his story using context clue to decode or identify the unfamiliar words.

**Activity 2:** Practice the Word in Isolation

**(a) Find the Word Game:** The teacher can call the word, and he asks the child to find it. The teacher should include other words from word bank as well as the 4 new words for the week. The teacher could hide the word for sighted children.

When the child finds the word he calls it. If he calls it correctly, he will keep it in the right hand side; if he is unable to call it, he should drop it while another child could win it if he is able to call it first. At times, you could mix the cards, asks the
child to find the word and name it. Anyone that finds it and name it first wins. The person with the highest cards wins the game. Up to 4 or 5 children could be involved in this game.

(b) Sentence Building Game: The teacher should use a few words to make simple sentences as example for the child. For example, Ladi is standing up. My name is Audu, etc. These words should be arranged in such a way that the child can see them. Teach each word as you read the sentence. You could pin the words to the chalkboard.

Divide the class into some groups that you can manage conveniently to play the game. You then give the children their word bank. The children should elect a secretary for each group, who will write down all sentences made by the group members. The teacher then goes round the class to help the pupils. Allow about 10 minutes for this activity.

At the end of the class, each secretary says and reads the number of sentences made, to enable the teacher determine correct sentences. The group with the highest correct sentences wins the game.

(c) Find the word that starts like...

Each child will need his word bank. The teacher should have a list of words he has prepared. When necessary, the teacher can use picture of familiar objects. The teacher pronounces a word when the children listen to the sound of the word. The child is then asked to find all the words that begin with the same sound as the one called. The children are not expected to say anything but holds the words up high to enable everyone to see it. When all the children have found their words, the teacher can then ask them to pronounce them one after the other individually. When the child must have accumulated up to 30 words or more, they could be asked to bring an envelope to school and put all words that sound like or begin with the same letter in the same envelope. The envelopes
should be put in alphabetical order. 10 minutes should be allowed for this game.

(d) **Find the word that tells us.**

Each child should have his word bank for this game and 10 minutes or less should be allowed for it. The teacher should give instruction to the children to find the word that tells, for instance, what people do, something that happened in the past, the name of an animal, etc. A child who finds one should hold it up, while teacher calls one child after the other to read his word on flash card. At the end of the game, the children collect the cards into various envelopes for future game. Forming silly sentences.

**Activities 3.** Using the words in new context.

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**How To Write A Report on Case Studies.**

**Format:** Follow the following format as closely as possible:

1. **Background:**
   (a) Description of child (name, sex, class in school, age, etc).

2. **Reason for Referral:** Explain here why the child was referred to you.

3. **Consider the child’s class teacher’s comment about the child’s former teacher** Find out the child’s areas of difficulty, etc. Find out the type of help the teacher would like you to give the child.

4. **Classroom Observation:**
   - You should consider the subjects observed, the date such subjects were observed and the time;
   - You should also try to tell the position of the child in the classroom.
   - You should try to describe child’s participation in lessons. Check to see those subjects the child avoids because he fails in them, e.g. language, reading or arithmetic problems.
You should find out what the child can do well and what he cannot do well.

Find out about the subjects the child is interested in. For example, what lessons or activities he likes best.

Observe teacher’s interaction with child. Find out whether the child was ignored or given any extra help to help him solve his problem or not, etc.

The specialist should try to look through child’s exercise backs and describe your observations. Find out whether the child’s exercise book is complete. That is whether he tears off the pages, don’t do assignments or keep his book very clumsy or not. Find out about the teacher’s comments, find out about the child’s areas of strengths and weaknesses.

Observe child’s social relationships in class activities and what the child relationship is like, outside the class. Find out the child’s relationship with other friends of his, younger friends of his. Find out whether the child accepts being teased or not, etc.

Report on what you found out when you were alone with the child.

find out how the child reacted to you:

find out the child’s areas of strengths and weaknesses you observed:

find out the type of help you feel the child needs.

Mention the type of activities you did with the child. For example, did you help him with lessons to carry home for his home?

Mention the type of help you feel the child would like from you.
6. Report on your meeting with child’s family members. Explain where and when you met with the parents.
   - Explain what the parents reported on the child. For example, When they thought the child began to have problems at home or whether they did not observe anything until when the child stated school: Mention the type of problems observed.
   
   Let the parents explain to you why they feel the child has problems.

DEVELOPING COMPREHENSION SKILLS.

The difficulty levels of most English language textbooks for primary schools have called for the need for pre-reading and post reading activities. When children are rushed to read difficult materials that are on their frustration level, they are bound to fail. Instruction should match or suit a child’s interest and the level of difficulty of the book should match with child’s reading level. This will help a child to develop basic comprehension skills that will help him later to develop higher-level comprehension skills/study skills. The knowledge of the weaknesses of such books call for use of additional activities to make teaching of reading easier and effective.

Pre-reading activities – These could include diagrams related to the topic or text.
   - Pupils attempting comprehension questions.
   - Teachers can form questions based on the information in the text.

While Reading Activities

Include teachers working round the class as children read. Teacher renders assistance as need arises.
   - Ensure children open to the page.
POST READING ACTIVITIES.
Activities could include discussions, answering questions, etc.

The basic comprehension skills are:
- Understanding and remembering details or facts.
- Finding the main idea in the paragraph, or longer texts.
- Understanding sequences of time, place, idea, events.
- Following directions.
- Reading for applied meanings and drawing inferences.
- Reading to understand.
- Sensing relationships in time, place, causes and effects
- Reading to anticipate outcomes.
- Recognizing the author’s mode or tone.
- Comparing and contrasting.
- Forming generalization.
- Skimming and scanning.

COMPREHENSION ACTIVITIES
It is important that you plan to assign stories to be read that match students’ experiences. Different levels of questioning could help the students to think about and use what they read. The different types of questions are literal, inferential (interpretative) critical (evaluative). Questions could be asked to help students locate main idea.

Literal Questions
This calls for restatement or recall of information that is text explicit. These types of questions require little thinking on the part of the reader, since the facts are clearly stated in the text. They require who? When? Where? How? How many? How much? How? Etc.

Inferential questions
This level of reading is called “reading between the lines” It involves understanding deeper meanings that are not clearly stated in the passage. It involves reading between and
beyond the lines. You draw conclusion, make generalization, sense relationship, predict outcomes and realize the author’s purpose.

**Critical Questions**

Critical reading or thinking is a process of examining verbal materials in the light of related objective evidence, comparing the statement and concluding or acting upon the judgment made:
e.g. Do you enjoy the story?
For what reasons?
How do you know?
Is this a true story? Or author’s opinion? Why?

**Main Idea**

Example: giving title to the passage or pick the main idea of the passage.
Example: Give a name or a title to the story. Summarize the passage in a sentence or two

**STUDY STRATEGIES**

Some study strategies include:
-Skimming
-Scanning
Use of techniques like SQ3R

**Skimming** – to get the gist of a text.

**Scanning** – to locate specific information.

**SQ3R** -

S = Survey – In order to get an idea about the content of a book.

Q = Question to find out the purpose for which it is written.

R = Read – to find out the answer to the questions already raised.
R = Recite - should be in one’s own words in order to ascertain whether or not the passage has been understood.
R = Review – Going back to what has been read to prevent forgetting.

THINGS YOU SHOULD KNOW ABOUT READING

1. Learning to Read is Complex

Reading refers to making meaning from print. Reading is a complex process that draws upon many skills that need to be developed at the same time.

The reading process requires readers to build or develop the mechanical systems for identifying words. Readers need to build and develop new words and also they require being motivated, strategic, and mindful of need to develop new words. Reading is a process of communication. It involves interaction between the reader and the author via print. The goal of reading is comprehension.

2. Teaching Reading Requires an Integration of Methods

In reading, skilled teachers integrate both phonics instruction – a focus on decoding skills and whole language instruction. This means that skilled teachers integrate both skills and meaning into a balanced programme. We must, however, note that constructing an integrated and effective reading programme is challenging.

Better still, reading instruction should integrate attention to the alphabetical principle with attention to the construction of meaning and opportunity to develop fluency. The opportunities to learn these two aspects of skilled reading should be going on at the same time in the context of the same activities. Similarly, the choice of instructional activities should be part of an overall coherent approach to supporting literacy development.
3. **A lot of Nigerian children do not read well**
   It is unfortunate that most Nigerian children are poor readers. It is true that most Nigerian children finish primary school without basic skills required for mastery of the prerequisite knowledge and skills that are fundamental for proficient work at the various stages in the secondary school.

4. **Kids from all kinds of families have reading problems**
   Most elementary students have significant reading difficulties. While the achievement gap must continue to close, reading problems cut across ethnic and socio-economic lines.

5. **Kids who struggle usually have problems sounding out words**
   The most common reading difficulties are difficulties in decoding and word recognition. Poor readers have difficulty understanding that sounds in words are linked to certain letters and letter patterns called the “alphabetic principle.”

   Also, the reason many poor readers don’t learn to recognize words is that they haven’t developed phonemic awareness. That is, the ability to recognise and manipulate the sounds they hear in words. When word recognition isn’t automatic, reading is not fluent, and comprehension suffers.

6. **What happens before school matters a lot**
   What the pre-primary school pupils know before they enter school is strongly related to how easily they learn to read in class one. There are three predictors of reading achievement that they learn before they get to school:
   - The ability to recognise and name letters of the alphabet.
- General knowledge about print (which is the front of the book and which is the back, which way to turn the pages of a book).
- Awareness of phonemes (the sounds in words).

Reading aloud with children is the single most important activity for building the knowledge and skills they will need for learning to read (Adams, 1990).

7. **Learning to read in closely tied to learning to talk and listen**

Families and caretakers need to talk and listen to young children in order to help them learn a lot of the skills they will need for reading. When a child says “cook”, and his father says, “You want a biscuit, he is building his knowledge of vocabulary, sentence structure, syntax and purposes for communication. All this will help him become a reader in later years. When a caretaker sings rhymes and plays word games with the children she cares for, she is helping them recognise the sounds in words, which is called phonemic awareness.

There is the need to identify children with language, hearing, or speech problems so that they can receive the help they need to prevent later reading difficulties. Research has shown that children born with a hearing loss that are identified and given appropriate intervention before six months of age had significantly better language skills than those identified after six months of age.

8. **Without help, slow starters don’t improve**

Researches has shown that most of the children who have difficulty reading at the end of primary 1 display similar difficulties at the end of primary 4.

Also, most children who remain poor readers in primary classes often remain poor readers in secondary school.
9. **With help slow starters can succeed**

For most children who are poor readers, prevention and early intervention programmes that combine instruction in phonemic awareness, phonics, spelling, reading fluency, and reading comprehension strategies provided by well-trained teachers can increase reading skills to average reading levels.

The longer a child remain a poor reader, the more difficult it would be to remedy the problem. This shows that children who remain poor readers at higher primary classes are more likely to remain poor readers in secondary school. This shows that most of the reading-disabled children can become average or above average readers if they are identified early and taught appropriately.

10. **Teaching kids to read is a collaborative effect**

Parents, teacher, caretakers and members of the community must recognise the important steps as they try to help children learn to read. They must recognise individual differences as they work with each child. There must be a collaborative effort by various community intervention and tutoring programmes in handling such children. Programmes must be designed to vary the needs of the child, as each child is unique. There must be a difference in terms of speed in handling each child.

**GUIDELINES FOR LISTENING TO A CHILD READ**

**Before Reading**

- Allow the child to select his own book.
- Talk about the title and the pictures on the front cover with the child. “Let’s see what this story is going to be about.” Or “What do you think this story will be about?”
Use this discussion to:
1. Relate the child’s prior knowledge to the new knowledge he will gain from the story.
2. Set a purpose for reading. “Read to find out …”
   □ Guide the child to locate the name of the author and the illustrator.

During Reading
□ Always remember that reading is communication and not pronunciation! Therefore your main emphasis is on sharing the enjoyment of the story with the child and in building up his confidence. It is not on correcting the child’s reading errors. A child for whom reading is difficult must be able to read (and write) in an atmosphere in which he feels free to risk making mistakes without being condemned or criticized.
□ Share in the fun of the story or the excitement of learning about something in the book. Your comments and reactions should show this.
□ Encourage prediction and anticipation during reading. “What do you think will happen next?” “Let find out how he will solve this problem.”
□ Encourage the child to look at the pictures before he starts reading a new page. Discuss the picture and relate it to what you think will happen on the new page. What you can do if the child cannot recognise (pronounce) a word:

1. **Tell him the word.** Do this if the child is reading on his frustration level (e.g. at least 1 in every 10 words is unfamiliar to him). By telling him the words you do not interrupt the flow of the story. This means the child can concentrate on the meaning of the story and also have the satisfaction of having read it.
2. Ask him to try to jump the word, read to the end of the sentence and then go back and try reading the sentence again. Do this if the child is reading a book on his independent level and if stopping to work on the word will not seriously disrupt the story. By reading to the end of the sentence the child gets more context, which will help him use context clues to identify the unfamiliar word. Encourage the child to think of a word that (a) makes sense in the sentence and (b) starts with the beginning sound. Write it in his daily diary and put it in his word bank later so that he can learn to identify it by sight.

3. **Guide him to “sound out” the word.** Do this if the child tries to pronounce the word, but can’t quite get it. Remind him of any letter/sound relationships he may not be applying. Help him break the word into syllables and sound out the word syllable by syllable. Remind him that the word has to make sense in the story. If this is going to take a long time and will disrupt the story, then tell him the word and write it in his daily diary. This will remind you to work on learning how to sound out the word later when you add it to his word bank. *Always encourage the child’s attempts to identify an unfamiliar word. Example: “Good try. You almost got it. But remember the sound of... Or lets look at the ending again.”*

4. **Ignore the word he called wrongly.** You do not need to correct every single reading error. (Reading errors are called “miscues” There are acceptable and unacceptable miscues.) If the miscue does not change the meaning of the story, it can be acceptable miscue and there is no need to correct it. (However, many children ignore s-plural. If so, you can point to the word and give a clue like “just one...”

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After reading

☐ Praise the child and tell him you enjoyed listening to him read that to you.

☐ Encourage him to comment on the story. Did he enjoy it? Why? What did he learn? If he were one of the characters in the story, what would he have done?

☐ Write the title of the book in his daily diary.

☐ Add the “new words” to his word bank. (Often it is better to have the child read the story a second time the next day and pick the word bank words from the second reading. Children usually recognise many more words during the second reading, so you will know which ones he really needs to learn if you go for the second round.)

☐ You can ask him to write a response to the story. For example:

1. Tell which character you liked best and explain why.
2. Tell what you learned from the story.
3. Tell what you liked about the story and what you didn’t like and explain why.
4. Write a new ending for the story.

SOME TECHNICAL TERMS

1. Sight words: Words a reader can identify instantly with understanding. We develop sight word recognition by flash card drills, especially with the stop clock. ‘A child must learn to recognise all the 100 High Frequency Words by sight as well as the word in his word bank.

2. Sight vocabulary: All the words that an individual child can identify by sight.

3. Phonic analysis: Use of letter/sound relationships to sound out a word in order to identify a word that is already part of his listening and speaking
vocabulary. If he sounds out words which he doesn’t understand, he is only “barking at words” or “word calling” without comprehension. This is not reading.

4. **Context clues:** Use of the semantic (meaning) information and syntactic (grammatical) information in a sentence to identify an unfamiliar word in that sentence. We guide a child to use this information when he asks him: “*What word makes sense here? What word sounds right here?*”

5. **Structural analysis.** Looking at the smaller parts (syllables) of a word separately before blending them together. Some children get discouraged when they come across a long word, but if you help them find the “small words” inside the big word, they discover they can read it. Most children need to be taught the meaning and pronunciation of ...*ing*, ...*ed* and plurals separately and then they can apply this when they use structural analysis.
LESSON 1

SKILL = Ability to Speak English

GOAL = Musa will learn to express himself in fluent English.

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher’s Activities</th>
<th>Child’s Activities</th>
<th>Date Started</th>
<th>Material</th>
<th>Date</th>
<th>Results Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given the following past tense verbs: go (went), see (saw), take (took), come (came), Musa will be able to make use of the past tense of the verbs to make sentences during story time 3 days in a row.</td>
<td>1. Teacher discusses child story after writing down. 2. Teacher uses parallel talk and models went/saw/took/came. 3. Teacher and child talk about story. Teacher models went/saw/took/came.</td>
<td>1. Child tells a story and learns to read it. 2. Child draws pictures of objects and talks about them. 3. Child talks about pictures in the story using the words hard, soft, slippery. 4. Child plays matching and sorting game.</td>
<td>Mon 11.1.02</td>
<td>LAP BOOK</td>
<td>15.02</td>
<td>Musa was able to make sentences with went/saw/took/came.</td>
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<td>Tues (12.1.02)</td>
<td>Name of the story.</td>
<td>22.02</td>
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<td>Wed (13.1.02)</td>
<td>LAP BOOK</td>
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<td>Musa was able read the 5 words within 3 seconds of presentatio of each word..</td>
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<td>Thurs 14.1.02</td>
<td>Name of the story.</td>
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<td>Fri (15.1.02)</td>
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<td>Mon 18.1.02</td>
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<td>Tues 19.1.02</td>
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<tr>
<td>4. L.A.P. Teacher reads story to the child.</td>
<td>5. Visit to the Kiosk with child during break and let caild talk about what he saw.</td>
<td>Wed. 20.1.02</td>
<td>Thurs 21.1.02</td>
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<td>5. Visit the kiosk. Teacher discusses what he saw with the children.</td>
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</table>
LESSON 2
SKILL = Beginning Reading
GOAL = Mary will learn to read at least 5 words a week from her language experience stories.

<table>
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<tr>
<th>Short Term Objective</th>
<th>Teacher's Activities</th>
<th>Child's Activities</th>
<th>Date Started</th>
<th>Materials</th>
<th>Results Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When given the words boy, banana, the, want, food, from Mary's story “My father” on flash cards, Mary will read each word correctly in 3 seconds.</td>
<td>Write down child's story. Prepare word bank activities.</td>
<td>1. Child dictates story. 2. Child reads her story and draws an action in her story. 3. Child reads her story. 4. Child plays “word matching games”. 5. Child plays the game of word sorting. 6. Child plays find the word game. 7. Child plays the game of “name the word game”. 8. Child plays the game of nonsense sentence. 9. Flash card competition with James and Eze. 10. Sentence building competition with James and Eze. 1. Child dictates the story.</td>
<td>Mon. 13.1.02</td>
<td>Child’s story. My father. Child’s work bank. Child’s five interest words of the week on flash cards: “food, boy, banana, the, want.”</td>
<td>Mary was able to read out of the given five words banana, the, food, boy, within 3 seconds of presentation.</td>
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<td>Mon. 13.3.02</td>
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<td>Tues. 14.1.02</td>
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<td>Wed. 15.1.02</td>
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<td>Wed. 15.1.02</td>
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<td>Thurs. 16.1.02</td>
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<td>Thurs. 16.1.02</td>
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<td>Fri. 17.1.02</td>
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<td>Fri. 17.1.02</td>
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<td>Mon. 20.1.02</td>
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</tbody>
</table>
2. When given the words mother, want, stew, plate, carry from Mary’s story “My mother” on flash cards, Mary will read each word correctly in 3 seconds.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare child’s 5 interest words on flash cards.</td>
<td>Tues. 21.1.02</td>
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<tr>
<td>2. Child reads her story and draws an action in her story.</td>
<td>Tues. 21.1.02</td>
<td>Child’s story “My mother”</td>
</tr>
<tr>
<td>3. Child reads her story.</td>
<td>Wed. 22.1.02</td>
<td>Child’s word bank.</td>
</tr>
<tr>
<td>4. Child plays “word matching”.</td>
<td>Wed. 22.1.02</td>
<td>Child’s five interest words of the week on flash cards: plate, want, mother, stew, carry.</td>
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<tr>
<td>5. Child plays “word sorting game”.</td>
<td>Thurs. 23.1.02</td>
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<tr>
<td>6. Child plays “word finding game”.</td>
<td>Thurs. 23.1.02</td>
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<td>7. Child plays “name the word game”.</td>
<td>Fri. 24.1.02</td>
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<tr>
<td>8. Child plays “nonsense sentence game”.</td>
<td>Fri. 24.1.02</td>
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<tr>
<td>9. Flash card competition with Bala and Serah.</td>
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<tr>
<td>10. Sentence building competition with Bala and Serah.</td>
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</table>
LESSON 3
SKILL = Reading Readiness
GOAL = Bala will be able to name the following letters of the alphabet: J, V, P, I, b, d, g, p, h.

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher’s Activities</th>
<th>Child’s Activities</th>
<th>Date Started</th>
<th>Materials</th>
<th>Results Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When presented with the following letters of the alphabet on flash card. J, V, R, j, V, Bala will name each alphabet correctly within 3 seconds.</td>
<td>Teacher prepares the flash cards for the activities.</td>
<td>1. Child matches cut out letters with those on flash cards. 2. Child sorts out letters from the basket. 3. Child circles all J, j, R in newspaper. 4. Child cuts out the circle letters from newspapers and pastes on the card board. 5. Child circles all R, V, v in newspapers. 6. Child cuts out words from newspapers and pastes on the cardboard. 7. “Find the alphabet game” 8. “Write the alphabet game” 9. Child plays “Name the alphabet game” 10. Child play alphabet game competition with Joy and Best.</td>
<td>Mon. 27.1.02  Mon. 27.1.02  Tues. 28.1.02  Wed. 29.1.02  Wed. 29.1.02  Thur 30.1.02</td>
<td>Lower and Upper cases letters on flash cards. Old newspapers Markers, Scissors, Cardboard, Glue.</td>
<td>Lower and Upper case letters. Old newspapersss cissors. Cardboard Markers.</td>
</tr>
<tr>
<td>1. Child matches letters with those in cardboard.</td>
<td>Thurs.</td>
<td>30.1.02</td>
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<tr>
<td>2. Child sorts out letters from the basket.</td>
<td>Fri.</td>
<td>31.1.02</td>
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<td>3. Child circles all b,d,g in newspapers.</td>
<td>Mon.</td>
<td>3.2.02</td>
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<td>4. Child cuts out circled letters from newspapers and pastes on the cardboard.</td>
<td>Mon.</td>
<td>3.2.02</td>
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<td>5. Child circles all h,H, in newspapers.</td>
<td>Tue.</td>
<td>4.2.02</td>
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<tr>
<td>6. Child cuts out circled letters from newspaper and pastes on the board.</td>
<td>Wed.</td>
<td>5.2.02</td>
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<tr>
<td>7. Child plays “find the alphabet game”.</td>
<td>Thurs.</td>
<td>6.2.02</td>
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<tr>
<td>8. “Write the alphabet game”.</td>
<td>Thurs.</td>
<td>6.2.02</td>
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<tr>
<td>9. “Name the alphabet game”.</td>
<td>Fri.</td>
<td>7.2.02</td>
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<tr>
<td>10. Alphabet game with Ruth and Daniel.</td>
<td>Fri.</td>
<td>7.2.02</td>
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<tr>
<td>11. Word game competition with Joy and Best.</td>
<td>Thurs.</td>
<td>30.1.02</td>
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<tr>
<td>8. “Write the alphabet game”.</td>
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<tr>
<td>9. “Name the alphabet game”.</td>
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<tr>
<td>10. Alphabet game with Ruth and Daniel.</td>
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<td>11. Word gave competition with Ruth and Daniel.</td>
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</tbody>
</table>
**LESSON 4**
**SKILL = Handwriting**
**GOAL =** Child will be able to copy with correct handwriting.

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher's Activities</th>
<th>Child's Activities</th>
<th>Date Started</th>
<th>Material</th>
<th>Date</th>
<th>Results Evaluated</th>
</tr>
</thead>
</table>
| 1. Given a peace of ruled paper, Adewale will be able to write his name “Adewale” correctly. | Teacher prepares letters of the child’s name and his activities. | 1. Tracing of letters of name of various sizes.  
2. Colouring of letters of various sizes.  
3. Writing of name on the air, sand tray.  
4. Copying of letters of child’s name on plain paper.  
5. Writing of name on ruled paper. | Mon. 10.1.02  
Tue. 11.1.02  
Wed. 12.1.02  
Thurs. 13.1.02  
Fri. 14.1.02  
Mon. 3.1.02  
Tue. 4.1.02  
Wed. 5.1.02  
Thurs. 6.1.02 | Crayons, Cardboard with various sizes of child’s name, sand tray, colours, exercise book, plan sheet. | 7.1.02 | Adewale was able to copy his name correctly into the exercise book. |
<table>
<thead>
<tr>
<th>Exercise book</th>
</tr>
</thead>
<tbody>
<tr>
<td>the exercise book</td>
</tr>
<tr>
<td>from the board</td>
</tr>
<tr>
<td>a white shirt</td>
</tr>
<tr>
<td>able to copy a</td>
</tr>
<tr>
<td>on plain</td>
</tr>
<tr>
<td>writing</td>
</tr>
<tr>
<td>砂土</td>
</tr>
<tr>
<td>copy the</td>
</tr>
<tr>
<td>sentence</td>
</tr>
<tr>
<td>into the</td>
</tr>
<tr>
<td>exercise</td>
</tr>
<tr>
<td>book</td>
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</tbody>
</table>

2. "The boy is wearing a white shirt." Writing on ruled paper will be the sentence in the book.

3. Writing with various sizes of the sentence.


5. Writing sand tray.
**LESSON 5**

**SKILL** = Arithmetic Readiness

**GOAL** = Child will be able to associate numerals 1-10 with the quantity they represent.

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher's Activities</th>
<th>Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given numeral cards 1-5. Blessing will match each card with the correct number of stones.</td>
<td>Teacher prepares the materials ready for each activity. Teacher calls a number and child jumps the correct number of times. Teacher prepares the materials ready for each activity.</td>
<td>10.1.02, 17.1.02</td>
</tr>
</tbody>
</table>
**LESSON 6**

**SKILL:** ARITHMETIC

**GOAL:** Rose will be able to add two digit numbers without carrying (changing or renaming).

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher's Activities</th>
<th>Child's Activities</th>
<th>Date Started</th>
<th>Material</th>
<th>Date</th>
<th>Result Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given the following five sums:</td>
<td>Revision of place using stones, e.g. 25 = 2 tens and 5 ones. Teacher works examples using stones.</td>
<td>Child works the following sums with stones. 1. 13 = 1 ten 3 ones 2. 30 = 3 tens 0 ones 3. 60 = 6 tens 6 ones 4. 45 = 4 tens 5 ones 5. 58 = 5 tens 8 ones</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. T 0 3 7 + 1 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. T 0 3 4 + 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. T 0 4 2 + 1 0</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4. T 0 5 5 + 3 1</td>
<td>Teacher works examples using stones, e.g. T 0 5 0 2 6 etc</td>
<td>Child works sums from the blackboard using stones. 1. T 0 2. T 0 4 5 3 2 + 2 + 6 3. T 0 1 6 + 3 4. T 0 5. T 0 6 4 5 3 + 5 + 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. T 0 2 5 + 2 4</td>
<td></td>
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</tr>
</tbody>
</table>

Rose will be able to add the above sums correctly.
<table>
<thead>
<tr>
<th>Teacher works example sum without stones.</th>
<th>1. T O 2. T O</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 0</td>
<td>3 6</td>
</tr>
<tr>
<td>3 4</td>
<td>4 5</td>
</tr>
<tr>
<td>+ 1 2 etc</td>
<td>+ 2 0 + 1 0</td>
</tr>
<tr>
<td></td>
<td>3. T O 4. T O</td>
</tr>
<tr>
<td></td>
<td>6 0</td>
</tr>
<tr>
<td></td>
<td>5 3</td>
</tr>
<tr>
<td></td>
<td>+ 5</td>
</tr>
<tr>
<td></td>
<td>+ 2 0</td>
</tr>
<tr>
<td></td>
<td>5. T O</td>
</tr>
<tr>
<td></td>
<td>7 0</td>
</tr>
<tr>
<td></td>
<td>+ 2 6</td>
</tr>
</tbody>
</table>

Child works sums from the blackboard without stones.

<table>
<thead>
<tr>
<th>1. T O 2. T O</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 2</td>
</tr>
<tr>
<td>4 4</td>
</tr>
<tr>
<td>+ 1 3 + 1 4</td>
</tr>
</tbody>
</table>

3. T O 4. T O  
5 2            
6 2            
+ 1 6 + 2 6    

5. T O  
7 2            
1 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 23.1.02</td>
<td>Child works the following sums as test without stones.</td>
</tr>
<tr>
<td></td>
<td>1. ( T0 ) 2. ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[3 7 3]</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>+ 1 2</td>
</tr>
<tr>
<td></td>
<td>3. ( T0 ) 4. ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[4 2 5 5]</td>
</tr>
<tr>
<td></td>
<td>+ 1 0 + 3 1</td>
</tr>
<tr>
<td></td>
<td>5. ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[2 5]</td>
</tr>
<tr>
<td></td>
<td>+ 2 4</td>
</tr>
<tr>
<td>Fri 24.1.02</td>
<td>1. given the sums:</td>
</tr>
<tr>
<td></td>
<td>1. ( T0 ) 2 ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[3 6 2 8]</td>
</tr>
<tr>
<td></td>
<td>-12 - 2 4</td>
</tr>
<tr>
<td></td>
<td>3. ( T0 ) 4. ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[6 6 5 2]</td>
</tr>
<tr>
<td></td>
<td>-2 1 - 2 0</td>
</tr>
<tr>
<td></td>
<td>5. ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[3 6]</td>
</tr>
<tr>
<td></td>
<td>- 3</td>
</tr>
<tr>
<td></td>
<td>Rose will be able to add the above sums correctly.</td>
</tr>
<tr>
<td>Mon 27.1.02</td>
<td>1. Revision of addition of two digits, e.g.: ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[3 4 ] etc</td>
</tr>
<tr>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>2. Teachers work examples, e.g. ( 2 0 )</td>
</tr>
<tr>
<td></td>
<td>- 4</td>
</tr>
<tr>
<td></td>
<td>using stones, etc.</td>
</tr>
<tr>
<td>Tue 28.1.02</td>
<td>Child works the following sums using stones.</td>
</tr>
<tr>
<td></td>
<td>[1 ( T0 ) ( T0 ) ( T0 ) ]</td>
</tr>
<tr>
<td></td>
<td>[2 4 3 3 4 2]</td>
</tr>
<tr>
<td></td>
<td>[1 3 6 1 0 1]</td>
</tr>
<tr>
<td></td>
<td>( T0 ) ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[2 5 3 4]</td>
</tr>
<tr>
<td></td>
<td>[1 3 1 3]</td>
</tr>
<tr>
<td>Wed 29.1.02</td>
<td>2. Child works the following sums using stones.</td>
</tr>
<tr>
<td></td>
<td>( T0 ) ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[3 8 2 7 6 9]</td>
</tr>
<tr>
<td></td>
<td>- 6 - 6 - 8</td>
</tr>
<tr>
<td></td>
<td>( T0 ) ( T0 )</td>
</tr>
<tr>
<td></td>
<td>[5 8 8 6]</td>
</tr>
<tr>
<td></td>
<td>- 6 - 3</td>
</tr>
</tbody>
</table>
| 3. Child works sums with zero using stones. | T 0  T 0  
|                                           | 3 0  4 0  
|                                           | -1 0 -2 0  
|                                           | T 0  T 0  
|                                           | 7 0 4 8  
|                                           | -3 0 -3 0  
|                                           | T 0  
|                                           | 5 9  
|                                           | -5 0  
| 4. Child works sums from the board without stones. | 

| Teachers present sums in STO for child to work. | 1. T 0 2. T 0  
|                                                | 5 4 9 6  
|                                                | -3 -2 -8 5  
| 3. T 0 4. T 0  
|                                                | 8 6 6 4  
|                                                | -2 4 -6 2  
| 5. Child works sums for evaluation stated in STO without stones. | Fri.
| 1. T 0  
| 3 6  
| -1 2  
| 2. T 0 3. T 0  
| 2 8 6 6  
| -2 4 -2 1  
| 4. T 0  
| 5 2  
| -2 0  
| 5. T 0  
| 3 6  
| -3  
<p>| 31.02 |</p>
<table>
<thead>
<tr>
<th>Teacher works example without stones.</th>
<th>4. Child works the following sums with stones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 + 39 etc</td>
<td>1. 64 2. 36 3. 44 4. 35 5. 44 5. Child works evaluation sums stated in STO without stones.</td>
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<tr>
<td></td>
<td>1. 36 2. 24 3. 65 4. 28 5. 28 6. 25</td>
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<tr>
<td></td>
<td>2. 28 4. 44 5. 57 6. 59</td>
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<tr>
<td></td>
<td>18 18 18 18 59 59</td>
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<td></td>
<td>Thu. 6.2.02 Fri. 7.2.02</td>
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</tbody>
</table>
**LESSON 7**  
**SKILL = ARITHMETIC**  
**GOAL =** Child will be able to add two digit numbers without carrying (changing or rehaming).

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher’s Activities</th>
<th>Child’s Activities</th>
<th>Date Started</th>
<th>Materials</th>
<th>Results Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given the sums</td>
<td>Revise addition</td>
<td>Child works addition without renaming using stones, e.g. 1. T 0 2. T 0</td>
<td>Mon. 3.2.02</td>
<td>Stones, Sticks, Counters.</td>
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<tr>
<td></td>
<td>without renaming</td>
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<tr>
<td></td>
<td>using stones, e.g. T 0</td>
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<td></td>
<td>3 6</td>
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<td></td>
<td>+1 8</td>
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<td>T 0</td>
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<td>6 5</td>
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<td></td>
<td>+2 6</td>
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<tr>
<td></td>
<td>T 0 T 0</td>
<td>Work sums using stones, e.g. 1. T 0 2. T 0</td>
<td>Tue. 4.2.02</td>
<td>Flash cards place value box, abacus, etc.</td>
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<td></td>
<td>2 8 2 5</td>
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<td>+5 9 + 9</td>
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<tr>
<td></td>
<td>Ibrahim will be able to add the above sums correctly.</td>
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<tr>
<td></td>
<td>Revise addition</td>
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<tr>
<td></td>
<td>without renaming</td>
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<td></td>
<td>using stones, e.g. T 0</td>
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<td></td>
<td>2 6</td>
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<tr>
<td></td>
<td>- 8 etc</td>
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<td></td>
<td>T 0</td>
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<td>6 0</td>
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<td></td>
<td>+ 3 6</td>
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<td></td>
<td>Work sums using</td>
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<td>stones, e.g. T 0</td>
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<td>2 6</td>
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<td>- 8 etc</td>
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<td>6 0</td>
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<td></td>
<td>+ 3 6</td>
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<td></td>
<td>2. Child works the following sums using stones.</td>
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<tr>
<td></td>
<td>1. T 0 2. T 0</td>
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<td>4 8 2 4</td>
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<td></td>
<td>+ 9 + 8</td>
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<td></td>
<td>3. T 0</td>
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<td></td>
<td>5 4</td>
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<tr>
<td></td>
<td>+ 9</td>
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<td>4. T 0 5. T 0</td>
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<td>6 4 7 2</td>
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<td></td>
<td>+ 6 + 5</td>
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<td></td>
<td>3. Child works the following sums using stones.</td>
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</tr>
<tr>
<td>Teacher works example without stones.</td>
<td>1. 7 O 2. 7 O 4. 5 4. 9 + 2 5 + 1 9 3. 7 O 4. 7 O 5. 0 7. 0 + 2 4 - 4 6 5. 7 O 9. 0 - 8. 9 4. Child works the following sums with stones.</td>
<td>Thur. 6.2.02</td>
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<tr>
<td></td>
<td>1. 64 2. 36 28 18 3. 44 4. 35 28 57 5. 44 48 5. Child works evaluation sums stated in STO without stones.</td>
<td>Fri. 7.2.02</td>
<td></td>
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<tr>
<td></td>
<td>1. 36 2. 24 +18 + 18 3. 65 4. 28 + 26 +59 5. 28 6. 25 +59 + 9 4. Child works the following sums without stones:</td>
<td></td>
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<tr>
<td></td>
<td>1. 64 2. 35 25 28</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher works sums without stones.</td>
<td>3. 74 4. 64 47 28 5. 84 48</td>
<td>Thur 13.2.02</td>
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</tr>
<tr>
<td>5. Child works sums in the STO without stones.</td>
<td>1. 36 2. 32 18 8 3. 96 69 4. 60 5. 54 29 48</td>
<td>Fri. 14.2.02</td>
<td></td>
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</tr>
</tbody>
</table>
LESSON 8
SKILL = ARITHMETIC
GOAL = Ibrahim will be able to subtract two digit numbers with borrowing (changing or renaming).

<table>
<thead>
<tr>
<th>Short Term Objective</th>
<th>Teacher’s Activities</th>
<th>Child’s Activities</th>
<th>Date Started</th>
<th>Materials</th>
<th>Results Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given the following sums:</td>
<td>Revision of subtraction without renaming using stones, e.g. 62 - 13 etc</td>
<td>1. Child works subtraction without renaming using stones. 1. 34 2. 62 - 12 - 11 3. 30 4. 20 - 10 - 5 5. 78 - 56</td>
<td>Mon. 10.2.02</td>
<td>Stones, Sticks, Counters.</td>
<td></td>
</tr>
<tr>
<td>1. 36 2. 32 - 18 -8</td>
<td>3. 96 4. 60 - 69 - 29</td>
<td>2. Child works the following sums using stones. 1. 38 2. 18 - 9 - 9 3. 34 4. 56 - 7 - 8 5. 32 - 9</td>
<td>Tue. 11.2.02</td>
<td>Flashcards, place value box, abacus, etc.</td>
<td></td>
</tr>
<tr>
<td>5. 54 - 48</td>
<td></td>
<td>3. Child works the following sums using stones. 1. 35 2. 54 - 25 - 44 3. 40 4. 79 - 25 - 46 5. 90 - 89</td>
<td>Wed. 12.2.02</td>
<td></td>
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LESSON 9: WORD RECOGNITION

A practical problem could be that you carried out assessment and discovered your child cannot identify some letters of the alphabet using Reading Readiness assessment materials.

Here, what you do is to set a goal for the child on letter recognition.

For example: Joy will learn to identify the following letters of the alphabet, namely: Qq, r g p d h y x z t. You can now prepare your lesson note.

Include the following:

Subject:           Reading
Lesson Topic:      Letter recognition
Class:             3
Child:             Joy Audu
Sex:               Female
Number of class:   Individual instruction
Time/Duration:     40 minutes for 5 days each
Previous knowledge: Child can recognize some letters of the alphabet.
Short Term Objective:

When given the following letters of the alphabet Qq, r g p on flash cards, Joy will name each alphabet correctly within 3 seconds.
Teaching Materials:
The letters written on flash cards. Old newspapers, cardboard markers, scissors, glue.

Introduction:
Teacher asks Joy to write down her name also name the letters of her name “Joy”.

Presentation:
Activity I: Joy matches letters with those on cardboard.
Have a cardboard where these letters are written. Teacher asks Joy to match one letter after the other with those on cardboard. She names the letters as she matches them.

Activity II: Sorts out letters from the basket. Teacher mixes letters of the alphabet in the basket and Joy is asked to sort out a named letter and say it again.

Activity III: Circles all the “Q” “q” “r” in the newspaper. Joy is asked by the teacher to circle all the cursive, big, small letters of “g” “Q” and “” respectively.

Activity IV: Joy cuts out the circled letters. Teacher gives child a scissors and to cut out all the different sizes and designs of “q” “Q” and “r” from the newspaper. The child is given glue to glue such cut letters to a plain paper.

Activity V: Joy circles all the “g” and “ps” from the newspaper. All shape, sizes, cursive “g” and “p” are circled.

Activity VI: Joy cuts out from letters g and p from the newspaper.
Teacher provides child with scissors to cut out all the “g” and “p” from the newspaper.

Activity VII: Joy plays the game “find the alphabet game”.
Teacher plays a small game with Joy. Teacher mixes all the letters and asks Joy to find letter “g” or letter “p” etc. from the basket.

Activity VIII: Joy plays the game “write the alphabet”. Immediately the child finds the letter she is asked to write the letter down in her exercise book.

Activity IX: Joy plays the game “name the alphabet game”.
Teacher asks Joy immediately after cutting the letters, finding a letter. writing the letter. to name the letter.

Activity X: Joy plays “alphabet game competition”. Joy is asked to compare with Hassan who has the same problem and interest with her.

Each child puts all his letters in front of him. The teacher calls a letter.
For example, “p” and the child that finds the letter first and names it is the winner.
At the end of the competition, the child with more cards is the winner.

Activity XI: Joy engages in word game competition with Hassan. Joy and Hassan are asked to put letter together to form the word cup, books, cap, cat, mat, etc. or as many words as they can within 5 minutes. The child that forms the word correctly first is the winner. At the end of each word they write such a word against their corner. The child with more correctly formed words automatically becomes the winner. Remember to indicate against each activity the day you carried out such activity with the child.

Evaluation: You evaluate your objective after exhausting all the activities and report the result of your findings. For example, Joy was able to identify all the 5 letters “Q” “g” “r” “p” “q” within 5 seconds of presentation of each letter.
OR
Child was able to name only 4 out of the five words, namely, “g” “r” “p” “q” but could not name “Q” within 3 seconds of presentation.
Date of assessment – e.g. 7/5/02
Assignment: Joy is given the words she can name automatically at sight to form 5 new words at home.

Follow-up:
If after assessment the child can name all the 5 words at sight, you select new 5 words the next week and start teaching the child. On the other hand, if the child could name, for example, only 4 words correctly at sight during evaluation, you select 4 new words, add to the 1 word the child could not identify and teach them going through the same procedures again the following week.

LESSON 10:
VOCABULARY DEVELOPMENT
Introduction:
One of the most commonest problems children encounter in our primary schools is the inability to read.
Reading is more than just seeing words clearly, calling or pronouncing printed words correctly or even recognizing the meaning of isolated words.
Suppose you have a child referred to you as having reading problems and you discovered his problem to be inadequate vocabulary, that is, he cannot read up to 10 sight words.
You then have to help the child develop enough vocabulary to start to read. You know that “what to teach” the child is development of or building vocabulary, using language experience approach. You plan and prepare the instructional programme. Here you have to set a long term goal for the child on Reading.

E.g. Rose will be able to read five high interest words a week. You then prepare your lesson plan.

The following should be included in your lesson.

- **Subject**: Reading
- **Lesson Topic**: Building child’s vocabulary
- **Class**: 4
- **Child**: Rose John
- **Sex**: Female
- **Date**: 24/5/02 to 28/5/02
- **Time/Duration**: 40 minutes for 5 days each
- **Previous knowledge**: Child can recognize a few words at sight.

**Short Term Objective:** When given the words mother, plates, dress, baby, small from Rose’s story ‘My mother’ on flash cards. Rose will be able to read each word correctly within 3 seconds of presentation.

**Teaching Materials:** Flash cards with words “mother”, “plate”, “dress”, “baby”, “small” from the child’s story “My mother” on cardboard sheet. (These are called “interest words”.

Child’s running words from words from word bank: folktale. animals. elephant. lion. lizard. tiger. hare. totoise.

**Introduction:** Teacher tells the child a story while child sits and listens. Rose says the picture of folktale animals scattered on the table.

**Presentation:**

1. **Activity I:** Rose dictates a story while teacher writes down on cardboard paper or back of calender boldly.
2. **Activity II:** Rose reads her story and draws an action in her story. e.g. “Mother carrying a baby”.
3. **Activity III:** Rose learns to read her story along with the teacher and later learns to read the story alone.
4. **Activity IV:** Child plays “word matching” game. Here Rose is asked to match all the cards that have e.g. baby written on it. Rose matches word cards with such word in her story.
5. **Activity V:** Rose plays “word sorting game”. Rose sorts called words or sample words on the table from the basket containing so many other word cards.
Activity VI: Rose plays “word finding game”. Rose finds a called word among so many other words.

Activity VII: Rose plays “name the word game”. Rose names the word picked.

Activity VIII: Rose plays “non-sense sentence game”. Teacher makes non-sense sentences and asks child to explain why the sentence is not correct vice-versa.

Activity IX: Flash card competition between Rose and Adamu: Teacher have the two children play a game of who is first to find the word, match the called word, name the word, etc.

Activity X: Rose plays sentence building competition with Adamu: children are given their running words to form as many correct sentences as possible. The first to make more correct sentences within 5 seconds is the winner.

Remember to indicate each day you performed an activity with the child.

Evaluation:

You evaluate your objective and say what the child was able to do and what he could not do. For example. Rose was able to read 3 out of the 5 high frequency words within 3 seconds of presentation.

Rose could read mother, dress, baby but could not read plate and shall.

OR

Rose was able to read all the five words correctly. Date of assessment – e.g. 28/5/02.

Assignment: Rose’s story book and interest words are given to her to learn at home on a daily basis.

Follow-up:

If after assessment, the child can read all the 5 words correctly, you then set another goal and select 5 new words again.

If child reads e.g. only 3 words out of 5 correctly during assessment, you have the child tell you another story then you select 3 new words to add to the 2 he could not identify at sight and teach following the same steps again.

LESSON 11
LETTER RECOGNITION

A practical problem could be that you carried out assessment and discovered your child cannot identify some letters of the alphabet using Reading Readiness Assessment materials.

Here, what you do is to set a goal for the child on letter recognition, for example: Joy will learn to identify the following letters of the alphabet, namely: Q q r g p d h y x z t.

You can now prepare your lesson note. Include the following:

Subject Reading Readiness
Lesson Topic Letter recognition

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Class 3
Child Joy Audu
Sex Female
No. in Class Individual instruction
Time/Duration 40 minutes for 5 days each
Previous knowledge Child can recognize some letters of the alphabet.

Short Term Objective:
When given the following letters of the alphabet Q q r g p on flash cards, Joy will name each letter correctly within 3 seconds each.
Teaching Materials: Flash cards for letters Q q r g p on cardboard or large plain sheet. Could use cassava paste, old newspapers, cardboard, markers, scissors.

Introduction:
Teacher asks Joy to write down her names and name the letters of her name "Joy".

Presentation:
Activity I:
Joy matches letter cards with letters on cardboard. Have a cardboard where letters Q q r g p are written or large plain sheet or using local cassava paste. Teacher asks Joy to match one letter after the other with these on cardboard. She names the letters as she matches them, e.g. Q q r p g.

Activity II:
Joy sorts out letters from the basket. Teacher mixes letters of the alphabet in the basket and Joy is asked to sort out a named letter and say it again.

Activity III:
Joy circles all the "q", "Q", "r", in the newspaper. Joy is asked by the teacher to circle all the big, small letters of "g", "Q", and "r" respectively.

Activity IV:
Joy cuts out the circled letters. Teacher gives the child a pair of scissors to cut out all the "q", "Q", "r" of different sizes or shapes from the newspapers. The child is given paste to gum such cut letters to a plain paper.

Activity V:
Joy circles all the "g" and "p's" from the newspapers. Joy circles all gs and ps of various sizes and shapes.

Activity VI:
Joy cuts out letters g and p from the newspaper. Teacher provides child with scissors to cut all the g and p from the newspapers.

Activity VII:
Joy plays the game “find the letter game”. Teacher plays a small game with Joy. Teacher mixes all the letter cards and asks Joy to find letter “g” or letter “p”, etc. from the basket.

Activity VIII:
Joy plays the game “write the letter immediately the child finds the letter. She is asked to copy the letter onto a page in her exercise book.

Activity IX:
Joy plays the game “name the alphabet game”. Teacher asks Joy immediate after cutting the letters, finding a letter writing the letter. to name the letter.

Activity X:
Joy plays “alphabet game competition”. Joy is asked to compete with Hassan who has the same problem and interest with her. Each child puts all his letter cards in front of him. The teacher calls one letter, for example; “p”. The child who finds the letter first and names it. is the winner. At the end of the competition, the child with the most cards is the winner.

Evaluation:
You evaluate your objectives after exhausting all the activities and report the result of your findings. For example: Joy was able to identify all the 5 letters – “Q”, “g”, “r”, “p”, “q” within 3 seconds of presentation each.

OR
Child was able to name only 4 out of the five letters, namely: “g”, “r”, “p”, “q” but could not name “Q” within 3 seconds of presentation.

Date of evaluation: e.g. 4th November, 1995

Follow-up:
If after assessment, the child can name all the 5 letters at sight, you select new 5 letters the next week and start teaching the child. On the other hand, if the child could name, for example, only 4 letters correctly at sight during evaluation, you select 4 new letters, add to the 1 letter the child could not identify and teach them, going through the same procedure again the following week.
GUIDELINES FOR WRITING PRACTICUM REPORT

General Instructions:
1. You will write one report for each child you are responsible for in your practicum.
2. Submit your draft for approval. When it has been approved, then have it typed.
3. You will need at least 3 neat copies.
   i. Special Education Department;
   ii. Child’s regular class teacher (or parents, if special class).
4. You may want to make 2 extra neat copies:
   i. Child’s parents;
   ii. Yourself.
5. Use simple, straightforward English. Do not use technical terms such as auditory perception, alphabetical words.
6. Avoid generalization such as “The child is fond of”, “He never likes to”, “He is suffering from”, etc.
7. Your reports should be submitted before your examinations.
8. Submit your reports personally to the class teacher and try to go over it together with the class teacher.

FORMAT:
(Follow the following format as closely as possible).
The special class teacher will have to leave out the Section interviewing the child’s regular class teacher.
1. Background:
   a) Description of child (name, age, sex, class in school, why child was referred for special help, etc.)
   b) Parent’s Comments:
Include only instructionally relevant information the parents may have given you. Leave this Section out if you haven’t met them. If the
parents tell you the child doesn’t like to go to school or the child enjoys
drawing pictures or that they tell the child he is lazy because he doesn’t
do as well as his younger sister that is instructionally relevant. If the
parents tell you the child was born in Jos and had a difficult birth, or
had measles at age of 6, that is not instructionally relevant.
c) The child in the regular class:
1) Tell about your own observations when you watched
in the class. Do not comment on what the class teacher was
doing. Only report instructionally relevant information about
what you saw the child doing.
If the teacher told the child to take out his English exercise book and he took out
his Maths, that is instructionally relevant. If the child’s hair and dress was neat.
that is not instructionally relevant.

1) Include the regular class teacher’s comments about
the child here. What are the child’s particular areas
of difficulty in school?
What can the child do well? Don’t include
teacher’s opinions about the child’s parents.

2. Initial assessment and goals:
a) Tell what areas you assessed the child in and summarise what
you found out.
b) List the goals you set in each area.

3. Remediation:
a) Describe briefly the work you have been doing with the child.
If you found a method or activity that was very successful tell
about it. If you found a method of activity that didn’t work
well with that child. tell that too. Tell if the child worked
better alone or in a group.
b) Tell what the child can do now in each area, e.g. his sight
word vocabulary is now 27 words. He can recite some
nursery rhymes, out, but can’t recognize words that rhyme.
She can cut os’ with scissors. She can write l’s t’s with a
pencil, but not O’s and n’s.

4. Recommendations:
A. For Class Teacher/Special Education Resource Teacher
a) Tell what skills the child is ready to learn next.
Suggest activities the child can do in a class and/or at home to develop
those skills. For example, you may suggest practice in naming n/m c/d with
his flashcards and the help of the teacher or parent.
b) If you have any other suggestions to make based on your experience
with the child, tell them here. For example, if you found the child is less
distractable if he faces the board and there are no books and paper scattered
around, suggest the child face a wall in the classroom as well.
(Be careful not to 'lecture the class teacher here'). Don't tell him to "Try harder" or "Be patient". Give only very specific practical suggestions.)

B. For Parents:

Parents should make it a point of duty to:
- Take the child to State Library.
- Read to the child at home often.
- Check his exercise book when he comes back from school at least once a week, etc.
REFERENCES


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Dr. Charity Ashelo Andzayi graduated as the best student in B.Ed. Special Education from University of Jos in 1988, winning three prizes: University of Jos Prize for the best graduating student, another prize for the best graduating student in education, and the third prize for the best graduating student in Special Education, all in the same year. She obtained her M. Ed. In 1991 and Ph.D in Special Education (Reading) in 2001 from the University of Jos. Presently, she is a senior lecturer in the Department of Special Education, University of Jos and Coordinator of B.Ed. Part-Time Programme, Institute of Education, University of Jos. She has published widely in both local and international Journals. She is also a trainee in an International Project (CLE) sponsored by the Rotary Club International, USA in collaboration with the Rotary Club of Jos and the South African “Read Programme for Literacy in Reading in Primary School sponsored by Shell Petroleum Development Company. She is a member of the International Reading Association (IRA), International Development in Africa (IDC) and Reading Association of Nigeria (RAN).

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