


Reading Can Take You Anywhere


Reading Made Easy


6 Steps to Enjoying Reading



1. Comfortable reading posture
Center reading material at a slight slant
Keep reading material about 16" from eyes

2. Interesting Material
Student's favorite area of interest...
Sports? Horses? Hunting? Friends?







3. Build Vocabulary
Define words prior to seeing them.
Use new word in a sentence.
Then show the written word.

volcano, eruption,
lava, devastating


4. Silent Reading
Avoid lip reading.
Ask questions after first paragraph.
Watch eyes move along print.





5. Upside Down
Minimizes the habit
of sounding
out each word.

6. Describe...
Characters in detail.
What might happen next.



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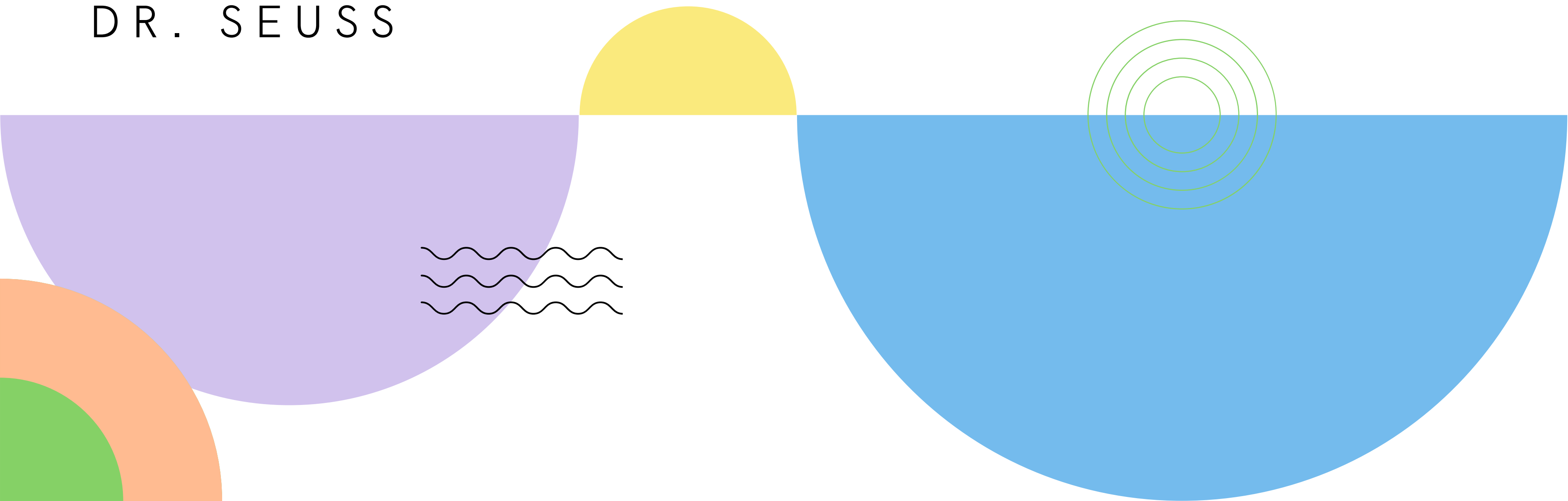
VISUAL SECRETS FOR READING

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**The more that you read, the more
things you will know. The more that
you learn, the more places you'll go.**

D R . S E U S S



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Visual Secrets Reminder Cards

The Art of Beautiful Handwriting

Handwriting Made Easy

6 Steps to Better Handwriting

1. Proper Position Includes
Feet flat
Proper desk and chair height
Slanted work surface

2. Pencil Grip Includes
Pointer and thumb pinching pencil
Soft grasp

3. Up and Over
Make letters round
Move pencil up and over

4. Breathing
In through the nose
Out through the mouth
No holding the breath while writing

5. Feather Touch
Don't push hard
Write as lightly as possible
No broken pencil tips

6. Eyes Guide Hand
Look ahead of pencil tip
Grasp pencil so you can see tip

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Learn to Spell Well

Spelling Made Easy

6 Steps to Better Spelling

1. Vowels
a e i o u
sometimes y,
th, sm
a e i o u sometimes y
At least one per syllable

2. Syllables
Each one has a vowel.
How many in word?
How many letters in each?

3. Letters in Word
How many total letters?

4. Assign Number to Letters
What is first letter?
Last letter?
What is #4?
What is #2? etc.

5. Spell Word
Forward
Backward
With no hesitation

6. Practice Test
Give test like it's done in class
Relearn ones not in right sequence

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The Art of Writing

Composition Made Easy

6 Steps to Better Composition

1. Stop Correcting...
Grammar
Spelling
Penmanship

2. Telling Stories
At bedtime
Have child add to story
Be creative

3. Define...
Verbs
Nouns
Adjectives
Adverbs

4. Fun Writing Materials
Attractive Journal
Wide Ruled Paper
Comfortable Chair & Desk
Smooth Writing Pen

5. Describe...
What an apple looks like.
How do you set the table?

6. Writing Space
Where is your favorite spot to sit?
Make the space creative and relaxing.

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Understand the Language of Math

Math Made Easy

6 Steps to Mastering Math

1. Count Steps
Space between numbers is equal.
Foundation for understanding math.
Engineers like to count steps.

2. Number line
Visual representation of how far apart each number is.

3. Count By Sets
Do 2s, then 5s, then 10s
Next do 3s, 4s, 6s,
7s, 8s, 9s

4. Fractions
Which is larger, 1/3 or 1/2?
How big are the pieces if you are sharing with 7 friends?
How about with 3 friends?

5. Measuring
How high is the door? = Height
How wide is it? = Width
How big if it was cut in half?
Calculate the area (Height x Width)

6. Timed Tests
Avoid flash cards. Learn sets first.
Do verbal call out.
Ex. Multiples of 6.
Say 1, answer is 6
Say 3, answer is 18

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Successful Reading

INVOLVES MANY
VISUAL SKILLS

Reading ability is affected when students have underdeveloped visual skills; thus, reading is one of the more difficult academic subjects to improve.



Several Approaches to Teaching Reading

W H O L E W O R D

More visual based

P H O E N E T I C S

More auditory based

C O M B I N A T I O N

Incorporates both auditory and visual processing.



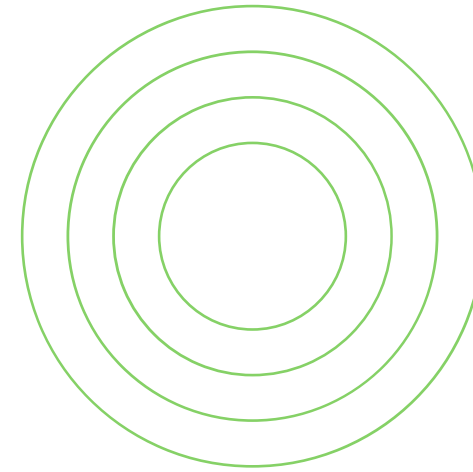


Unsuccessful Readers

HIGH LEVEL OF
FRUSTRATION

Leaves students with much anxiety about reading. This teaches the brain it is an unpleasant experience.

Unsuccessful Readers



HAVE A SMALL
"VISUAL DICTIONARY"

Located in the mid-temporal area of the brain.
Research shows that this area of the brain is
much larger for good readers than it is for
poor readers.



21 Visual Skills for Reading

1. FIXATION

Ability to keep the eyes on the target

2. SACCADDES

Accurate shifting of fixation from one target to another

3. ACCOMMODATION

Keeping an image in focus when viewed up close

4. BINOCULARITY

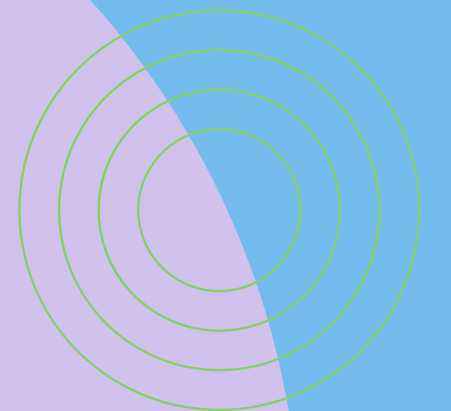
Two eyes sending equal messages to the brain at the same time

5. LATERALITY

Correct understanding of one's right and left side

6. DIRECTIONALITY

How you relate to the objects around you
& how they relate to each other



21 Visual Skills for Reading

7. VISUALIZATION

Seeing pictures of previously viewed objects

8. VISUAL MEMORY

Recall a viewed image over a longer period of time

9. VISUAL SEQUENTIAL MEMORY

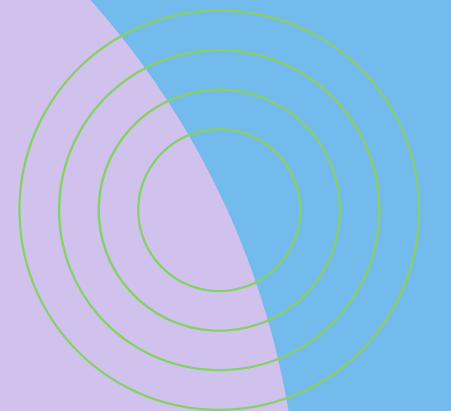
Remember the correct sequence of letters and words

10. VISUAL ASSOCIATION

Relate common objects and/or ideas

11. VISUAL CATEGORIZATION

Organize similar objects and concepts



21 Visual Skills for Reading

12. VISUAL FIGURE GROUND

The ability to stay focused on a figure or an object gazed upon, even when the background information may be confusing and extensive

13.-15. VISUAL IDENTIFICATION OF SIZE, SPACE, AND SHAPE

Recognize and name what is seen

16.-18. VISUAL MATCHING OF SIZE, SPACE, AND SHAPE

Noticing similarities

19.-21. VISUAL DISCRIMINATION OF SIZE, SPACE, AND SHAPE

Noticing differences



21 Visual Skills for Reading

1. FIXATION

- If eyes cannot stay in one spot it is difficult to take in the needed reading information.
- This is often misdiagnosed as an attention problem.



21 Visual Skills for Reading

2. SACCADDES

- If eyes make too large a shift, a word may be skipped.
- If the shift is too small, student will read the same word twice.
- This problem interferes with comprehension.
- Another sign of a problem during saccades is word reversals such as was for saw and god for dog.
- This is often misdiagnosed as dyslexia.



21 Visual Skills for Reading

3. ACCOMMODATION

- When the text blurs in and out during reading, it becomes difficult to pay attention to the task.
- When pushed to finish the task, headaches, eye-rubbing, and eyestrain are common results.
- Eyes are not supposed to hurt when reading.



21 Visual Skills for Reading

4. BINOCULARITY

- Mild eye teaming problems cause the most trouble because the print on the page goes in and out of double vision.
- When a small suppression(one eye not processing what is read) exists it can create more problems with fatigue, since only 10 percent of the visual cortex cells are processing information.



21 Visual Skills for Reading

5. LATERALITY

- When a mnemonic is used to know which is right and left, it interferes with the proper development of knowing right and left.
- When laterality is poorly developed, letters b, d, p, and q are often reversed.
- This makes knowing a word confusing and difficult. Letters b, d, and p are in many words that a new reader is required to learn.



21 Visual Skills for Reading

6. DIRECTIONALITY

- Directionality is required for understanding the meaning of a sentence that incorporates directional words such as up, down, in, out, over, under, north, south, east, and west.
- When there is directional confusion, the student forgets the meaning of directional words when they are used for instruction.



21 Visual Skills for Reading

7. VISUALIZATION

- Helps remember words that are newly learned or sounded out.
- Good visualizers can read a book as if they are watching a movie.
- Subvocalization or auditory reassurance can interfere with visualization.
- This occurs when saying the words in one's head while reading, which creates a slower reading.



21 Visual Skills for Reading

8. VISUAL MEMORY

Difficulty remembering a word seen on page 3 that was just sounded out on page 1 is a sign of a problem with visual memory.



21 Visual Skills for Reading

9. VISUAL SEQUENTIAL MEMORY

- Helps in understanding what is seen and for good comprehension.
- Difficulty with grammar rules and spelling errors are common in students with poor Visual Sequential Memory.



21 Visual Skills for Reading

10. VISUAL ASSOCIATION

Being able to relate parts of the story to each other.



21 Visual Skills for Reading

11. VISUAL CATEGORIZATION

Being able to put together similar ideas to improve comprehension of what the reading material is communicating.



21 Visual Skills for Reading

12. VISUAL FIGURE GROUND

- The smaller the print and the closer the words are together, the higher level of figure ground discrimination needed.
- Problems with figure ground can be identified when the student has lost his place when reading and cannot find it again because all of the words around it create a confusing background.



21 Visual Skills for Reading

13.-15.

VISUAL IDENTIFICATION OF SIZE, SHAPE & SPACE

Difficulty with this skill creates problems with letter and word recognition.



21 Visual Skills for Reading

16.-18.

VISUAL MATCHING OF SIZE, SHAPE & SPACE

- The words mountain and mountains are very similar in appearance and meaning.
- Knowing the "s" simply indicates more than one is important for understanding what is being read.



21 Visual Skills for Reading

15.

VISUAL DISCRIMINATION OF SIZE, SHAPE & SPACE

This is helpful when trying to differentiate and read words that are similar, such as this, that, the and then.



Reading Coaching Tips

The background features a large, stylized graphic on the right side composed of overlapping semi-circles in yellow, blue, orange, and green. On the left side, there are three L-shaped blocks in blue, purple, and green. At the bottom center, there are four concentric green circles.

Student can point to unknown words rather than sounding them out and, if needed, parent can tell and explain what the words are.

Reading Coaching Tips

The background features a large yellow semi-circle on the right side. On the left, there are three L-shaped blocks in blue, purple, and green. At the bottom, there are more geometric shapes including a yellow semi-circle, a blue rectangle, and an orange semi-circle. A series of concentric green circles is located at the bottom left.

New text, point to 5 random words.

If unknown the material is too advanced. Need to teach vocabulary recognition before reading it.

Reading Coaching Tips

The background features a collection of abstract geometric shapes. On the left, there are three stacked L-shaped blocks in blue, purple, and green. On the right, there is a large yellow quarter-circle and a green L-shaped block. At the bottom, there are more L-shaped blocks in purple, blue, and orange, along with a yellow quarter-circle. In the bottom center, there are four concentric green circles.

Forced reading teaches the brain
that reading is not fun.

A decorative graphic on the left side of the slide. It features a white square in the top-left corner containing four concentric green circles. Below this square is a purple rectangle. To the right of the purple rectangle is a large blue rectangle. Below the purple rectangle is a yellow rectangle, and below the yellow rectangle is a green rectangle. A white quarter-circle is located at the intersection of the yellow and blue rectangles, containing three horizontal black lines.

Reading Materials

Begin with interesting reading materials, which may be different for young female versus young male students.

Girls tend to enjoy fiction books, therefore cute animal stories or fantasy topics are more interesting.

Boys tend to like non-fiction books, humor, or stories about what many women may find gross.

A decorative graphic on the left side of the slide. It features a white square in the top-left corner containing four concentric green circles. Below this is a purple square. To the right of the purple square is a large blue square. Below the purple square is a yellow square, and below the yellow square is a green square. A white quarter-circle is located at the intersection of the yellow and blue squares, containing three horizontal black lines.

Reading Materials

Examples of books boys may enjoy are Captain Underpants or books about poisonous frogs.

It may be better if Dad or big brother helps select reading materials for boys.

It is important to know the student's interests and find a book about that subject.

A decorative graphic on the left side of the slide. It features a white square in the top-left corner containing four concentric green circles. Below this is a purple square. To the right of the purple square is a large blue square. Below the purple square is a yellow square, and below the yellow square is a green square. A white quarter-circle is located at the intersection of the yellow and blue squares, containing three horizontal black lines.

Reading Materials

Based on clinical experience it takes
1 - 4 books read for fun for a non-reader to
become a reader.



Font: *Serif* vs. *Sans Serif*

The type of font used can
affect reading.

Serif fonts have feet added
to letters. These feet, tails,
flourishes, and curves
(serifs) simulate how we
write by hand. They trick
our brain to seeing it as
handwriting.



Font: *Serif vs. Sans Serif*

Example of Serif Font

By understanding the complexity of vision and having the love of inspiring and helping patients improve their lives, Dr. Brenda Montecalvo teaches her readers how to use vision more efficiently.

By understanding the complexity of vision and having the love of inspiring and helping patients improve their lives, Dr. Brenda Montecalvo teaches her readers how to use vision more efficiently.



Print Size

Your eye doctor can help determine the best font size for easy reading, measure the efficiency of reading different-sized sentences, from large to small print.



Bold Print

Making print bold gives better
contrast against the white
background.

Boldface font enhances
identification, making reading
easier.

Some don't improve with bold, so
check to see which creates better
performance.



Building Reading Skills Visually

WORD RECOGNITION

Build vocabulary so there's less need to sound out words. Having to sound out each word interrupts the thought flow and reduces comprehension.

Step 1: Choose a specific subject.

Step 2: Make a list of 25 words related to that subject.



Building Reading Skills Visually

WORD RECOGNITION EXAMPLE

The list may look like this: volcano, molten, rock, stratovolcano, shield, cinder, dormant, active, eruption, lava, mountain, earth, core, rupture, ash, crust, tectonic plate, mantle, hot, soft, gasses, vent, fragments, surface, Alaska, California, Mexico, Hawaii, Washington.

Access a news story about volcanoes and show the student pictures of an eruption.



Building Reading Skills Visually

WORD RECOGNITION

Part I

Step 1: Ask, “Do you know what lava is?” Let the student attempt to define the word. If accurate, have him use the word lava in a sentence. Have him say the word softly, then very loudly.

Step 2: Now he is ready to see what the word looks like. Show him the word embedded in a paragraph. Have him pronounce it while looking at it.

Step 3: Next, take the paragraph away, then show it again to see if he can find the word lava. If lava is used more than once in the paragraph, ask him to see if he can determine how many times it is used.



Building Reading Skills Visually

WORD RECOGNITION

Step 4: Repeat this procedure with other difficult words in the paragraph. It may sound tedious, but once the student has an image or picture in his mind of what the written word represents, he is more likely to easily recall it, know it, and not need to sound it out when he sees it next time.



Building Reading Skills Visually

WORD RECOGNITION

Part II: Practice the new words.

Step 1: Once a student has learned 20 new words, type them several times randomly in bold, 14-point Times New Roman font. Have the student read the words quickly without hesitation. Time him on how long it takes. Ask him to read them again to see if he can beat his time. Give a reward if he does. (Yes, gold stars still work for most students).



Building Reading Skills Visually

WORD RECOGNITION

Step 2: Turn the paper upside down and see if he can still read the words.

Time him to see if he can read them as fast upside down as he can right side up. This will build automaticity of knowing the words every time he sees them in a text.



Building Reading Skills Visually

THIS/THAT CONFUSION TECHNIQUE

Reducing confusion for similarly spelled words such as this, them, that, there, then, etc.

Once the brain creates confusion between two or more words and mixes them up, the confusion is reinforced. So when seeing one of the two words, the brain thinks, "I wonder which one it is. I'm not sure. I know it is one of these two words."

To stop the confusion, the brain needs to override it with accurate, first-time recall of the correct word. To accomplish this, repetition is key to creating automatic recognition.

The eye-brain process must recall the word accurately at least 15 times to override confusion.



Building Reading Skills Visually

THIS/THAT CONFUSION TECHNIQUE

- Step 1: For this activity make a list of all the similar-sounding and similar-looking words. Put all the "th" sight words on one list, all the "wh" sight words on a different list.
- Step 2: Take one list and type out a chart using the words repeatedly and randomly. Be sure the words are in large font, bold, lower case Times New Roman font.
- Step 3: Have the student call the words out as rapidly as possible. When a word is misspoken, point back and forth between the two mis-called words until they are called out accurately.



Building Reading Skills Visually

THIS/THAT CONFUSION TECHNIQUE

An example is, “This, that, this, that, this, that,” if there is no miscalling. When the student is beginning to figure out correct calling, you may hear “This, that . . . tha–this . . . that . . . tha–a . . . is.” This can be frustrating for the student, so make it fun with rewards, cheering and smiles.

Don't say, “No, you are wrong.” Simply point to the word until it is correctly called. Or say, “Almost!” Let the student discover how to catch and fix an error. It is very important to keep this very positive and make it feel like a game. Laughter is good, too.



Building Reading Skills Visually

THIS/THAT CONFUSION CHART

this	that	them	then	their
there	then	that	their	this
that	this	their	there	them
then	them	that	this	there
them	this	then	that	their



Building Reading Skills Visually

EXPRESSIVE READING

Teaching expressive reading requires reading out loud.

Reading aloud in the classroom can be embarrassing for the poor reader.

Expressive reading is more likely to build reading skills than reading fast with no expression.





Building Reading Skills Visually

EXPRESSIVE READING

Choose reading material slightly below the student's reading ability. The goal is to read without having to sound out any words.

Have the student take a good look at the first few words, then look up while saying them. The student only says the words when looking up.

Have him listen to what he is saying so that he can use the correct expression that relates to the words being read.

Looking at oneself in the mirror can substitute if the student does not want to look at someone. This is referred to as reading to the mirror.





Building Reading Skills Visually

NEW WORD RECOGNITION: WORDS

"McDonald's" is easier to learn to read than the word "the" because it has visual meaning.

Part I

Step 1: Make ten signs to be placed on ten objects in the home. Let the student choose the objects. The signs should be large (48 point), bold, lowercase, Times New Roman font. The signs stay on the objects for three days.

Step 2: The student is told that, in three days, the signs will be removed. So he looks at them each day.

Step 3: On the third day, remove all of the signs and have the student place them back. Repeat and see if he can reduce the time it takes to put the signs back.





Building Reading Skills Visually

NEW WORD RECOGNITION: WORDS

Step 4: After he is 100 percent accurate, take the signs and stack them in a pile face down. Have him flip them over and say each word. Time him. Repeat and see if he can beat his time. Then turn the words upside down and repeat flipping them over and saying them. The goal is to say them as fast upside down as right side up. Next, label ten different objects and repeat the above procedure, except when stacking the signs use all of the learned words. Try to build up the stack of words to 100 words.





Building Reading Skills Visually

NEW WORD RECOGNITION: SENTENCES

Part II

Step 1: Sentences require more than just nouns.

Have the student take the stack of words from the word recognition activity, and on a large surface (like the dining room table), ask him to make a sentence.

Step 2: When the student needs a verb or a sight word, make a sign for those words. "The table and chairs are in the dining room." The underlined words are already learned, so he would need to make signs for the words the, and, are, and in to complete the sentence. Now the sight words have some meaning and connection. Also there is more interest in using and learning them. Repeat this activity using several sentences.





Building Reading Skills Visually

NEW WORD RECOGNITION: SENTENCES

Step 3: After the student recognizes new verbs and sight words, have him do the “flip and time” activity as described above. Time him both upside-down and right-side up. Fast recall ensures better automaticity in knowing the words. Later on, this will help with faster reading while achieving excellent comprehension.



Practice Reading

SILENT READING

When are we, as adults, asked to read very quickly out loud?

Encourage silent reading. It's faster, with no change in comprehension.

Evidence suggests that very good readers do not read every word, and when they are asked to read out loud, they must work hard to slow down.



Practice Reading

SILENT READING

Ask questions about what the student has read, and ask the reader to describe the subjects of the reading.

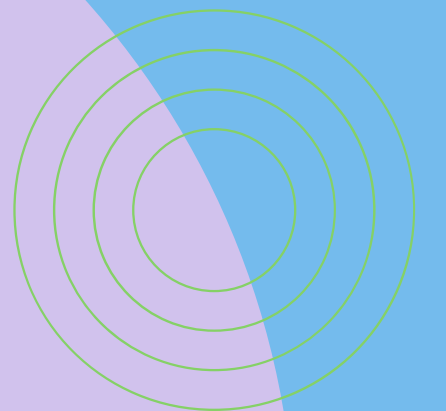


Practice Reading

PRE-SELECT WORDS

Pre-read a chapter that the student will read. Choose five words that are found in the chapter. It is okay if they do not appear to relate to each other. Ask the student to determine how the words may relate to each other prior to reading the chapter. Can he make up a story using the five words?

Then have him read the chapter and indicate how the words actually relate to each other. This helps to improve interest while reading.



Practice Reading

P R E - A S K Q U E S T I O N S

Step 1: Choose an interesting, enjoyable subject for the student to read...one that creates curiosity.

Step 2: Pre-read the first chapter, and create five questions about the chapter.

Step 3: Ask the student the questions before he reads the chapter. Have the student answer the questions even though he has not done the reading required to answer the questions.

Step 4: Once the student reads the chapter, re-ask the exact same questions. Let him discover if his answers were correct or not. The curiosity about the real answers helps increase interest while reading.



Practice Reading

LAP - READING

Step 1: For smaller students, have them sit on the lap while reading. If too big to fit on the coach's lap, sit next to them while reading. The arms of the coach and student should be touching. The message that this gives is so positive. Students will feel connected because the coach is fully engaged. For the entire time students are reading, they know they have the coach's fullest attention. Do not say much; just be there. This gives the student a positive sense of connection before beginning to read.



Practice Reading

L A P - R E A D I N G

Step 2: If and when the student gets to an unfamiliar word, have him point to it and simply tell him what it is without making him sound it out. After the student hears it, he should continue reading.

Step 3: Let the student know that if he doesn't know a word, he should ask what it means. Once defined, have him reread the sentence instead of just going on, to be sure there is comprehension. Use a comfortable chair that allows for good posture.



Practice Reading

READING UPSIDE DOWN

When phonetics has been over-emphasized for several years to teach poor readers to read, the student can get “stuck” in phonetic reading and have difficulty converting to silent reading.

When trying to read silently, the lips will be moving. This is referred to as “lip reading.”

When this occurs, have them read while holding the book upside-down. Use reading material about two grade levels below their level.

Most students enjoy the challenge, and are surprised that it can be done.



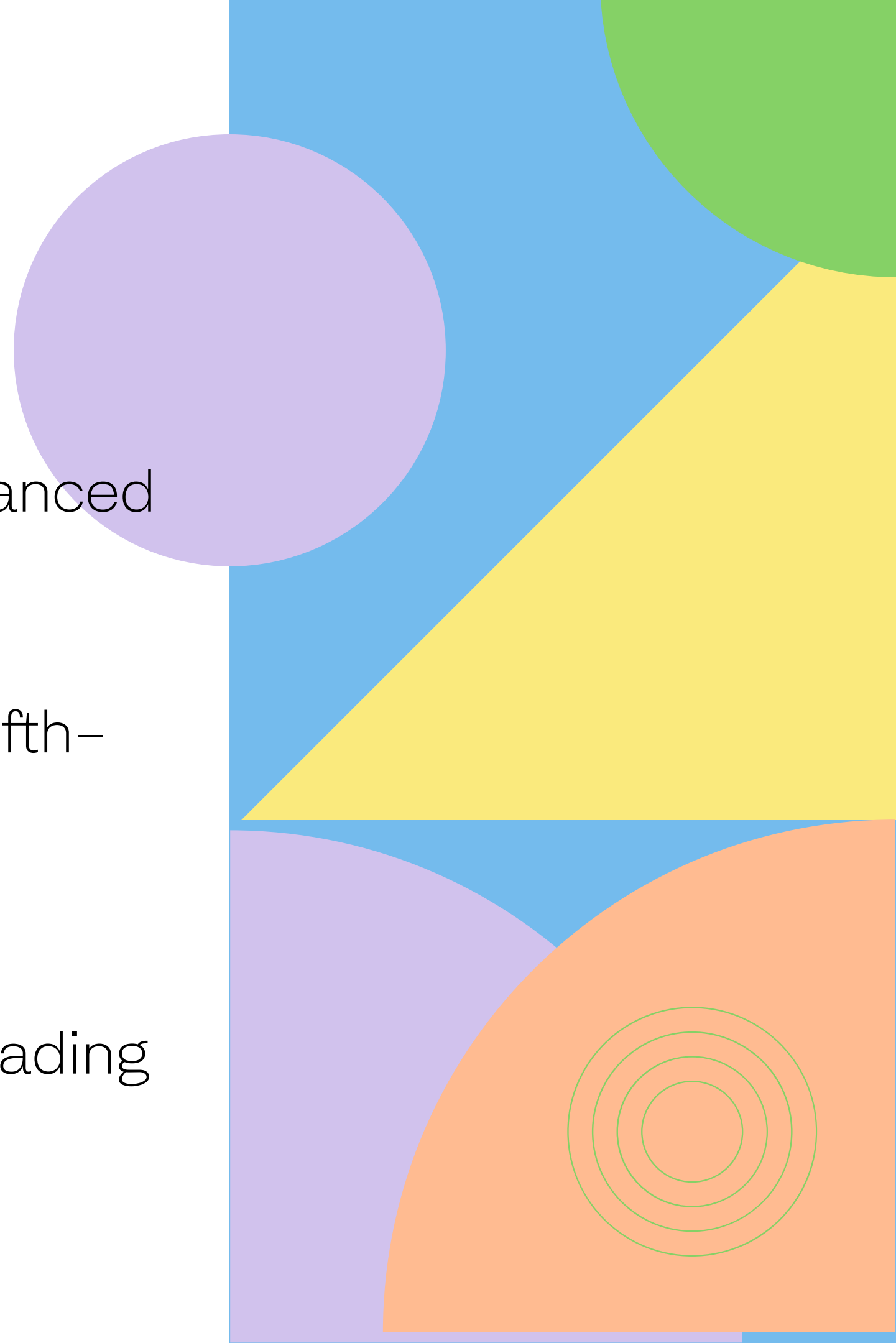
Practice Reading

B I G W O R D S

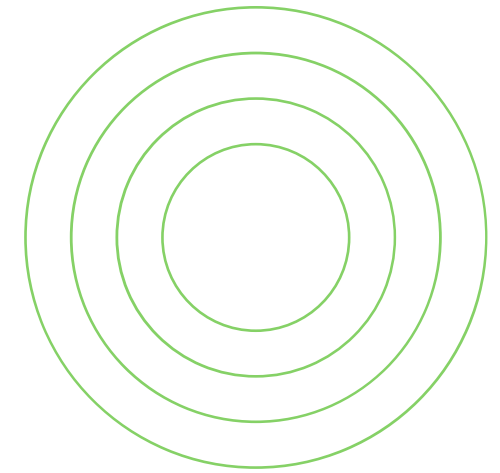
Building confidence is often achieved by showing students they can actually read larger, more advanced words.

Pick a subject the student enjoys. Find some twelfth-grade words related to the subject.

Use the Word Recognition Technique described above. Emphasize that the student is probably reading words no one in their class knows how to read.



Thanks for being here!



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