

This is a beginning reading task. Participants must associate visual symbols with sounds to identify words and comprehend the story. The task simulates the difficulty students have when they cannot remember associations between symbols (letters) and their corresponding sounds; these symbol-sound associations are necessary for decoding (identifying new words).

PROCEDURE

1. Seat participants in a circle.
2. Pass out one copy of the *SPECIAL PRE-PRIMER* to each participant.
3. Tell participants to turn to page 1 for a review of “words” previously learned.
4. Teach as a “typical” elementary reading lesson.
5. Participants take turns reading aloud, going around the group until the story is completed. Teacher walks around looking over shoulders of participants.
6. Ask comprehension questions.
7. Discuss the skills needed for this task.
8. Present the debriefing questions.

STORY TRANSLATION

- Page 2: Are you in all these books?
You are busy elves.
- Page 3: We are busy elves!
We are in all these books.
- Page 4: Do you like all these books?
Do you like being in them all?
- Page 5: I do! I do! I do!
We all like being in them.
- Page 6: I am not like the other elves.
I don't like being in these books.
- Page 7: You don't like being in these
books?
Why not?
- Page 8: I am the giant in all the books.
But I don't like being a giant.
- Page 9: Why? Don't you like giants?
- Page 10: I like giants.
But I don't like *stilts!*

SUGGESTED SCRIPT

STATION LEADER: “*You all remember that we learned these words in our reading group yesterday: WIZARD, ELVES, BOOKS.*”

I know we will have some good readers today because you have all studied these words.

Remember: You are not allowed to look back at a page after we have read it.”

As participants read, ask some readers to “*hurry up*” and others to “*wait for their turns.*”

If someone has difficulty recognizing a word or symbol, say: “*Oh, you should know that one.*” **OR** “*Try to remember your words.*”

If a participant stumbles and falters, say to the group: “*Raise your hand if you know that word.*” **OR** give the word, but shake your head and say: “*We had that word weeks ago!*”

(COMPREHENSION QUESTIONS ON NEXT PAGE)

COMPREHENSION QUESTIONS

STATION LEADER: *“Well, I can see that some of you have learned the words. Others need to try harder. Now let’s see who can answer some questions about what we’ve read.”*

“Who are the characters?”
(elves, wizards)

“What is this story about?”
(elves and a wizard; most elves like being in the books, except one who doesn’t like being on stilts)

“How was the problem solved?”
(problem was NOT solved)

If no one comes up with the answer, say:

“Well, I want all those who didn’t get the answer to the questions to go back and read the story again and tell me the answer before recess.”

<i>Modality</i>	<i>Skills/ Classroom Tasks</i>	
<ul style="list-style-type: none"> ▪ Cognitive ▪ Visual ▪ Auditory ▪ Visual-Auditory ▪ Oral Motor ▪ Visual-Auditory-Kinesthetic 	<ul style="list-style-type: none"> ▪ Visual Tracking ▪ Sequencing ▪ Abstract Reasoning ▪ Symbol Recognition ▪ Symbol-Sound Association ▪ Decoding Strategies ▪ Word Identification 	<ul style="list-style-type: none"> ▪ Listening/Language Comprehension ▪ Receptive/Listening Vocabulary ▪ Reading Vocabulary ▪ Reading Comprehension

DEBRIEFING QUESTIONS

Discuss how comprehension of the story is lost due to the effort needed to identify the words and how hard it was to remember the words by sight only.

1. "How did you feel when you didn't recognize the words?"
2. "Did you have a strategy for "figuring out" the words?"
3. "How did you feel when your efforts were not encouraged?"
4. "In a reading group, what kind of behavior would be exhibited by a student with this problem? How would a student having difficulty behave?"
5. "What strategies did you use to survive when you were experiencing difficulty?"

A Special Primer

Please return to the facilitator



◀UΘ+7U (Wizard) 8VAΘL (Elves) Π≠≠JL (Books)



+7⊙ (Are) YOU IN +VV (all) AC⊙L⊙ (these) ן#=#JL?
YOU +7⊙ ן-12(busy) .⊙VA⊙L.



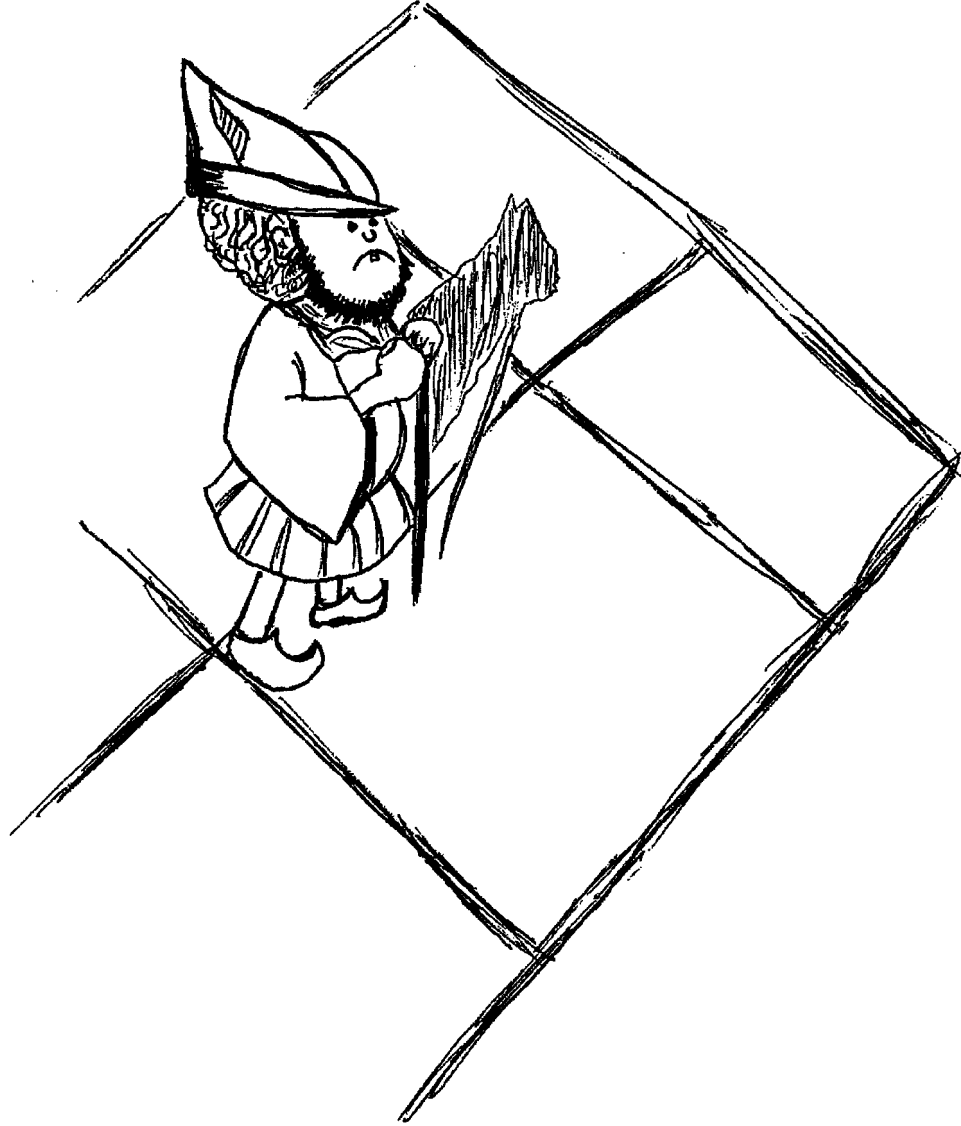
WE +70 N-12 0V001!
WE +70 IN +VV AC010 N#JL.



ל# (כן) YOU VUכ# (like) +VV אכ#ל# ח#כ#?
 ל# YOU VUכ# ח#ש#ח# (being) IN אכ#? (them) +VV?



וּ שְׂמֵחִים וּ שְׂמֵחִים וּ שְׂמֵחִים!
WE +VV VUJΘ ΠΘUδRM IN ΛCΘ?.



I +? (am) NOT VUJ@ THE #AC@7 (other) @VA@L.
I .L#&'A (don't) VUJ@ P@U@M IN AC@L@ P##JL.



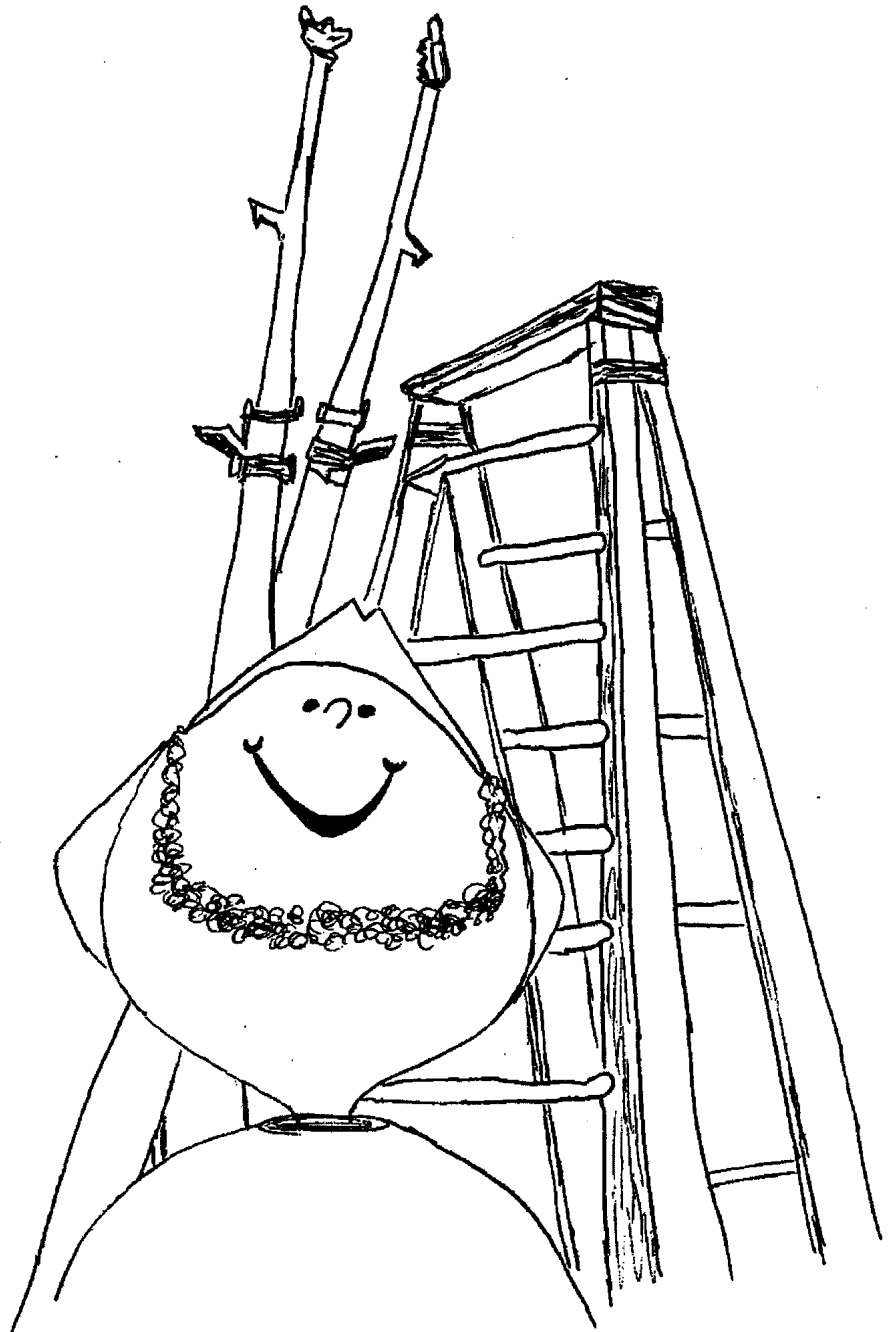
YOU ן#&׳ װ#⊕ ן⊕⊕⊕⊕ IN א⊕⊕⊕ ן#&׳?
◀⊕⊕ (Why) NOT?



I +? THE מוּתָא (giant) IN +VV THE פּוּבּוּ.
פּוּבּוּ (But) I מוּתָא'ל VUכּוּ פּוּבּוּמ א מוּתָא.



◀C2? U#&'A YOU VUJ38 MU+6A.L?



וְכַסֵּי מַלְאָכָה.
וְכַסֵּי מַלְאָכָה וְכַסֵּי מַלְאָכָה!