

This is a reading task that focuses on visually similar letters that are often confused: *b, d, g, p, q*. Participants are asked to read a mirror image of a poor quality photocopy of a story.

PROCEDURE

1. Participants should sit in a circle.
2. Give each participant a copy of the story. Instruct participants to keep copies face down until given instructions to begin reading.
3. Review the letter flash cards (*g, d, b, p, q*).
4. Ask participants to name the letter as each card is shown.
5. Ask each participant to read one sentence, or part of a sentence, from the story—round-robin style. Teacher walks around looking over shoulders of participants.
6. As participants read aloud, add stress by making comments.
7. Ask comprehension questions.
8. Discuss the skills needed for this task.
9. Present the debriefing questions.
10. Collect the stories.

STATION LEADER'S TRANSLATION OF THE STORY

Once, many years ago, a fiddler came to the village. He stood in the village square and played and sang until the people came to listen and to dance. A jolly butcher danced with the milkmaid. A small boy skipped through the crowd, with his dog nipping at his heels and yapping loudly.

After the fiddler stopped, the people tossed coins into his hat, and brought him milk and cookies for his trouble. It had been a long, weary day, and the fiddler was glad of a rest in this pleasant village.

SUGGESTED SCRIPT

STATION LEADER: *“Today we are going to read a **great** story. Keep your stories face down until after we have reviewed our letter cards. Remember these letters?” “Who can tell me the name of this letter?” (Hold up letter flashcards, choosing individuals to respond.) “I know you won’t have trouble with these letters. They are just lines with bumps. Let’s look at our story now and begin reading. I want each of you to read a sentence. Since we know our lesson so well, we won’t need to help each other. No calling out when it isn’t your turn. Don’t worry. You’ll do fine on the test at the end of the story.”*

SUGGESTED COMMENTS

As each participant reads a sentence, say any of the following to add stress:

“Have you lost your place again?”

*“That’s one of our **review** letters (or words)”*

*“Read a little **faster**, please.”*

*“Remember the letter with the **bump**?”*

“That word may look like the one you said, but check the lines and bumps again.”

*“Read that again in **smooth** phrases.”*

*“Try not to read **one word** at a time.”*

*“Read a little **louder**. I can’t hear you.”*

*“Put those words **together** so they make **sense**.”*

*“Well, I can **see** that **some** of you really know your lesson.”*

*“**Some** of you need to **study harder**.”*

If a reader stumbles over a word, choose someone else to say the word.

Say: **“Great! You are a good reader.”**

COMPREHENSION QUESTIONS

Ask comprehension questions, such as these:

“Who were the characters in this story?” (milkmaid, fiddler, dog, boy, butcher, people)

“What did the boy do?” (skipped through the crowd)

“When did this story take place?” (many years ago)

“What did the people do?”

(tossed coins into the fiddler’s hat; brought the fiddler milk and cookies)

Modality	Skills/ Classroom Tasks	
<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 ▪ Symbol Recognition ▪ Symbol-Sound Association ▪ Word Identification ▪ Decoding Strategies ▪ Orthographic Memory 	<ul style="list-style-type: none"> ▪ Listening/Language Comprehension ▪ Receptive/Listening Vocabulary ▪ Reading Vocabulary ▪ Reading Comprehension

DEBRIEFING QUESTIONS

Discussion should be centered on the reading difficulties of people with dyslexia.

1. "Was the flashcard review helpful? Why? Why not?"
2. "What kind of problems did you experience as you read this story?"
3. "Why was it hard for you?"
4. "Did you have a strategy for identifying words?"
5. "Were you able to think about the story as you were reading?"
6. "In a reading group in the typical classroom, what kinds of behavior might you expect from a student with this kind of reading problem?"

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Station #4: Lines with Bumps
Letter Flash Cards

b

d

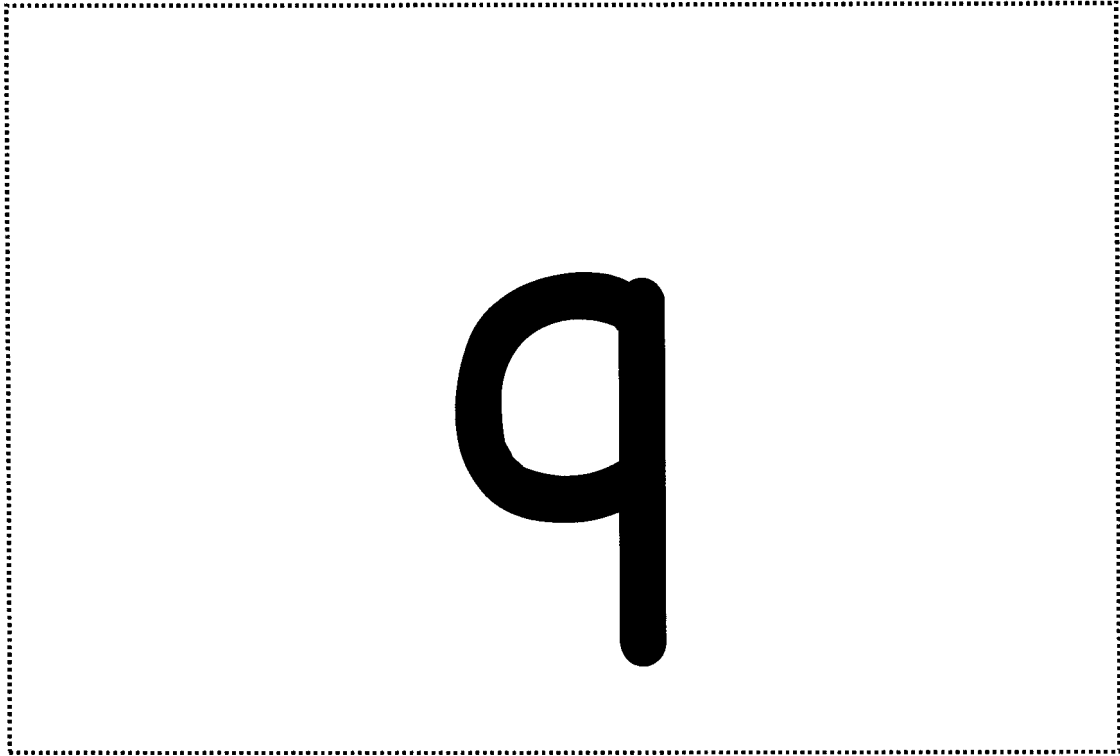
Station #4: Lines with Bumps

Letter Flash Cards (continued)

g

p

Station #4: Lines with Bumps
Letter Flash Cards (continued)



q