

A Note to Parents and Teachers

It is estimated that one in every four children have some degree of a visual training deficiency according to Parents Active for Vision Education (P.A.V.E.)*. The story in "I See Words" illustrates how this condition, through no fault of their own, can impact the life of a child.

The key to a child becoming a reader is that they perceive themselves as successful at every step in the process. If a child consistently has problems with word recognition or phonetic sound recognition for individual letters you should consider the possibility of some level of a visual training problem. Consult a Developmental Optometrist, sometimes known as a Behavioral Optometrist, certified as a Fellow of the College of Optometrist in Vision Development (COVD).

*For more information visit www.pave-eye.com or type in the key words Developmental Optometrist or Behavioral Optometrist in your web browser.



My name is Mary
and I like to read.

*Please read anything that
appears in a box like this
to the learning child.*

New Words:

4

name Mary and read

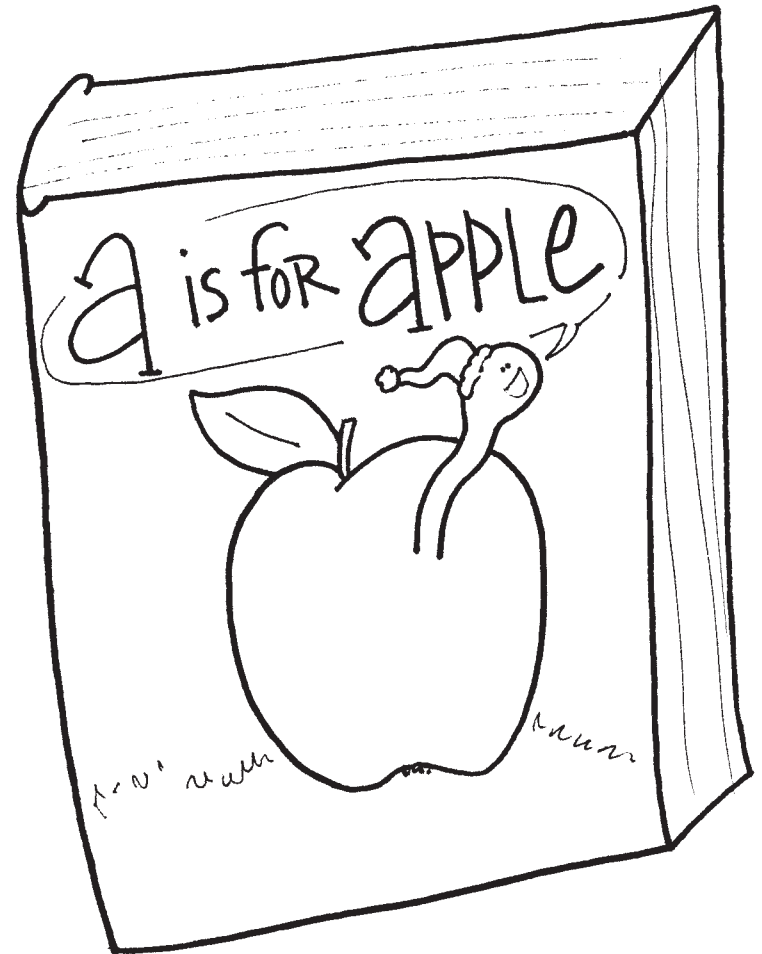


I like to read books.

New Words:

books

5

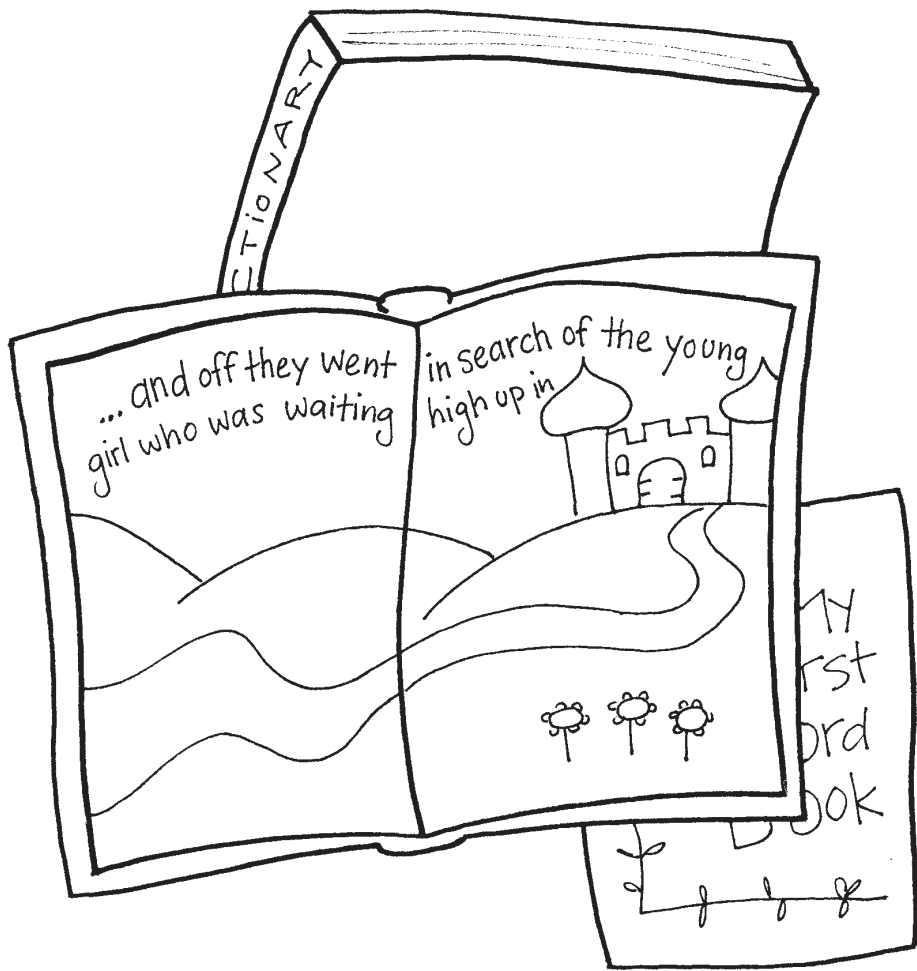


Books have words.

New Words:

Books words

6



Some books have lots of words.

New Words:

Some

7



Some books are full of words.

New Words:

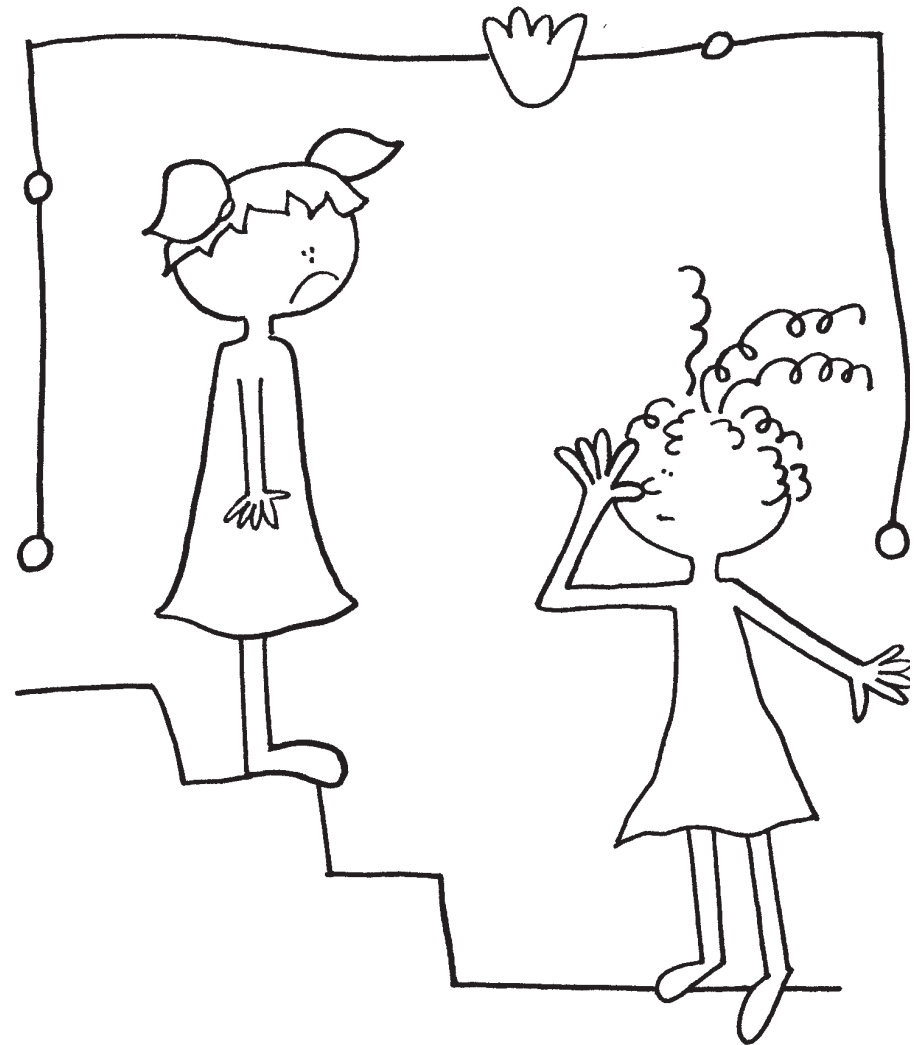
are full

8



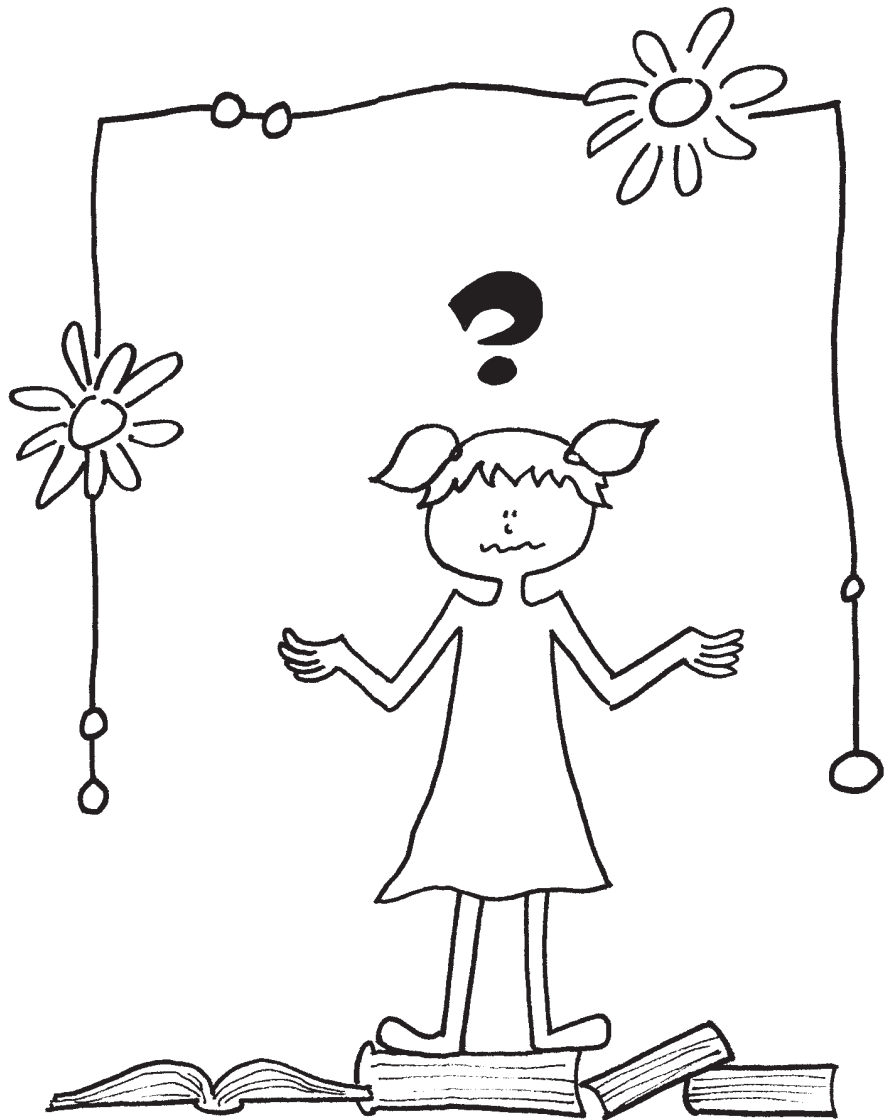
This is my friend Jane.
We like to read together.

New Words:
This friend Jane We together 9



Before we were friends
I made fun of Jane.

New Words:
Before we were friends made fun
10



She could not read.

New Words:

She could

11



One day we were in
the bathroom

New Words:

day bathroom

12



There were words
over the sink, but
she just stood there.

New Words:

There over sink but she
just stood there

13



"Read the words,"
I said.

New Words:

Read said

14



"I can not read the words," Jane said.

No New Words:

15

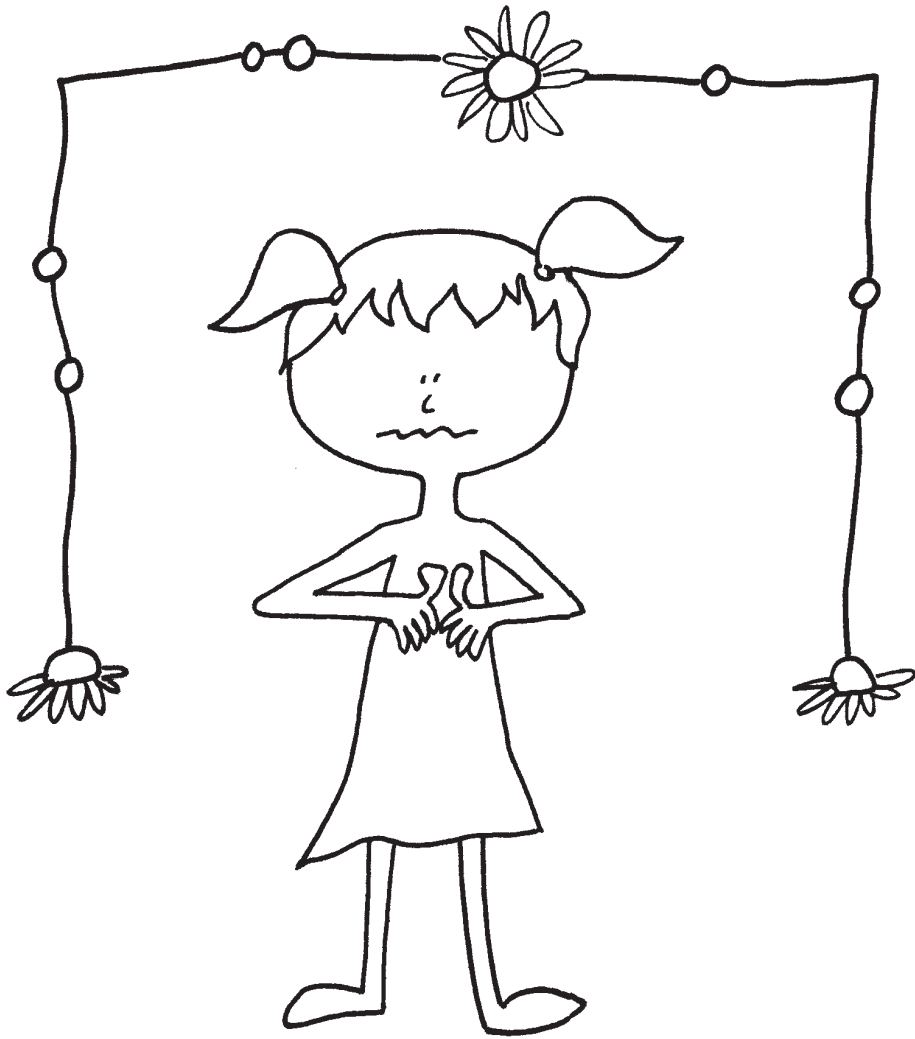


"They are easy words," I said.

New Words:

They easy

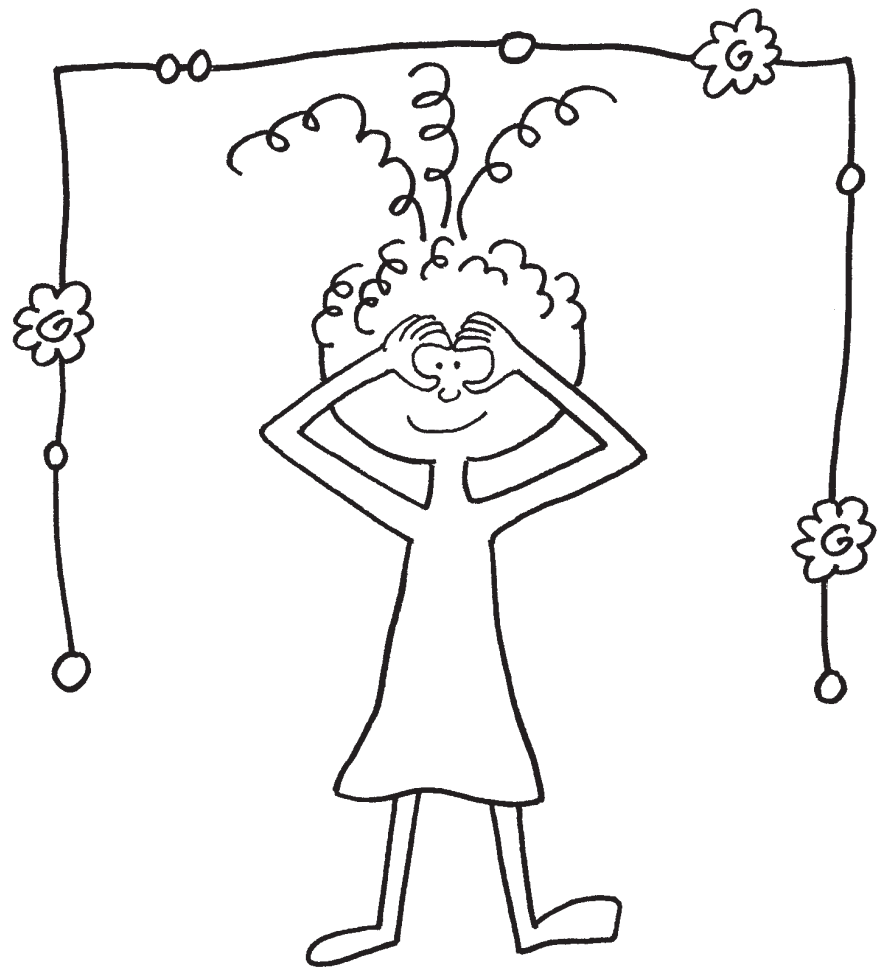
16



"They are not easy for me," said Jane.

No New Words:

17



I said, "Just look at them with your eyes. You must be dumb."

New Words:

Just look at them your
eyes must be dumb

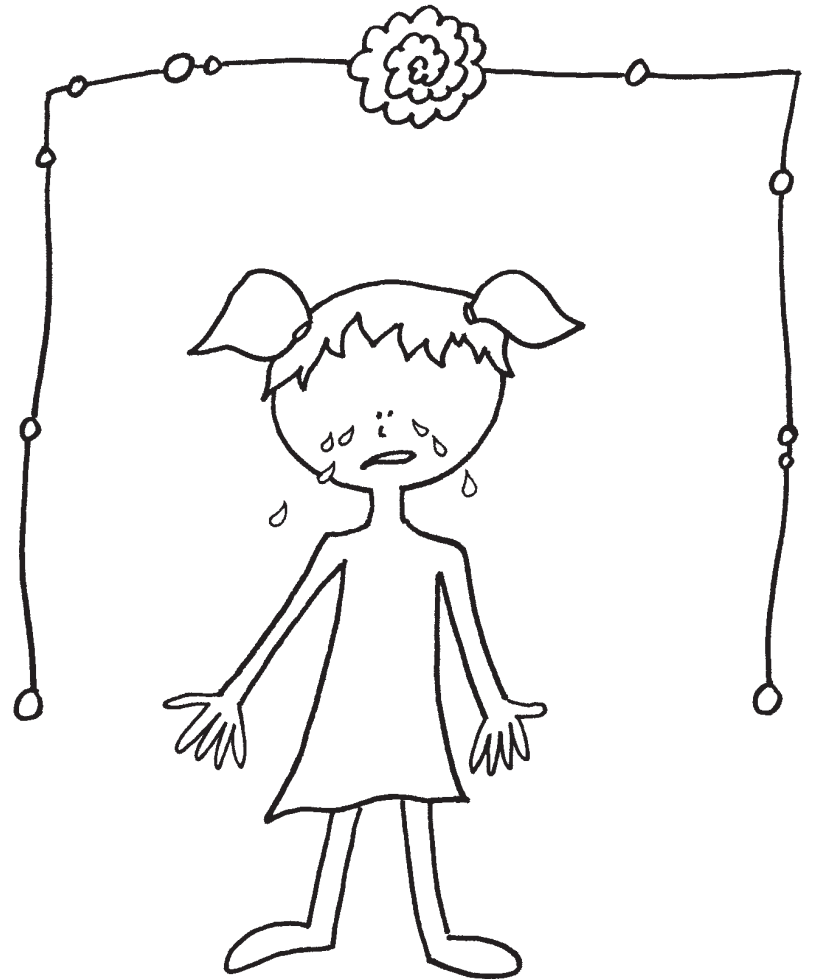
18



What I said hurt Jane's feelings and she began to cry.

New Words:
Jane's feelings began cry

19



"I am not dumb," cried Jane. "I just can't see the letters."

New Words:
cried can't see letters

20



"The letters
are easy to see.



W-A-S-H spells wash.



Y-O-U-R spells your.



H-A-N-D-S spells hands,



I said."



New Words:

spells wash hands

21



"Let me show you what
the letters look like to
my eyes, said Jane."



Jane took me to a chalk
board and showed me
what the words looked
like to her eyes.



New Words:

Let show you took chalk board
22 showed looked her

WASH
YOUR
HANDS



"I can not read those words," I said to Jane.

No New Words:

23

New Words:

those

24

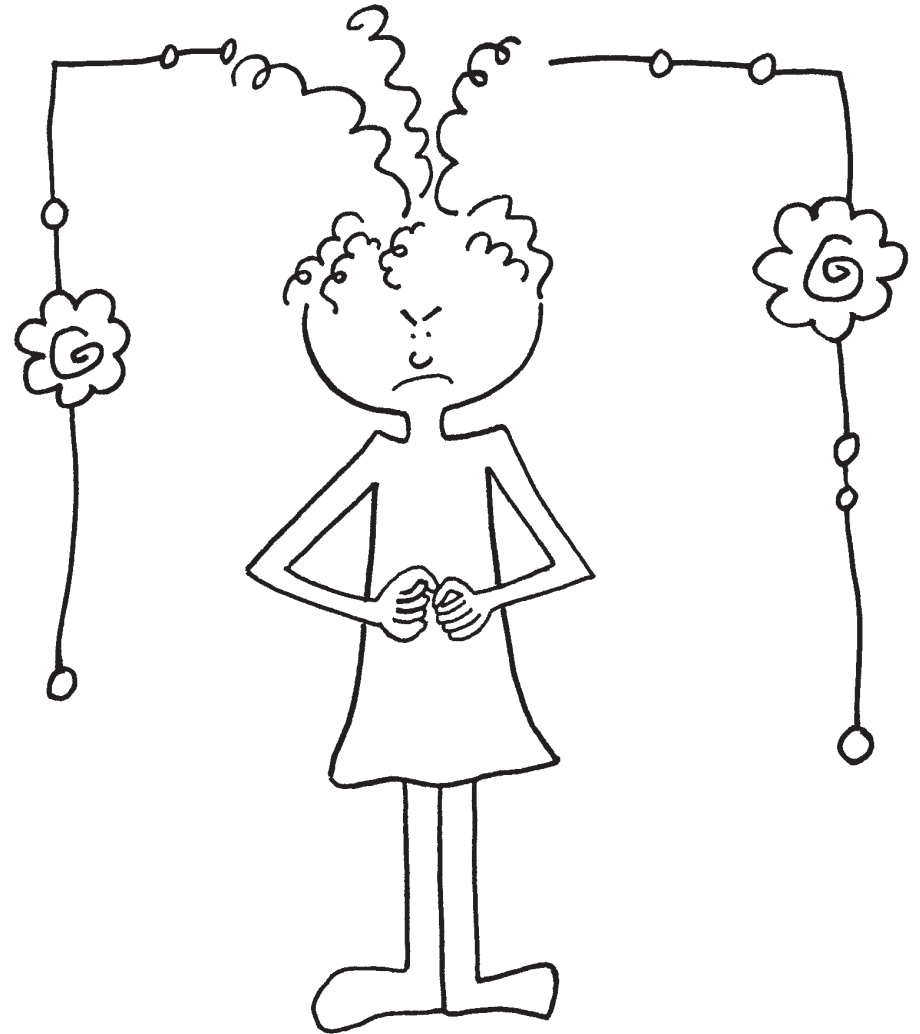


"Then you must be dumb too," said Jane.

New Words:

Then

25

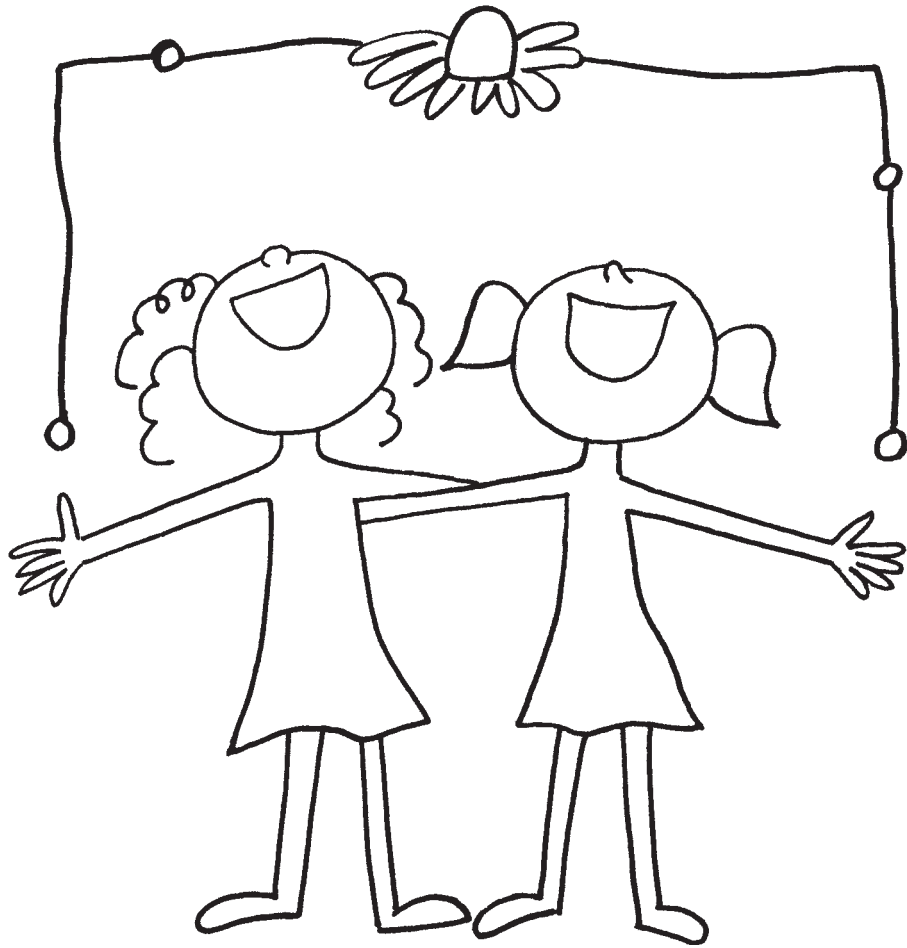


When she said that it made me mad.

New Words:

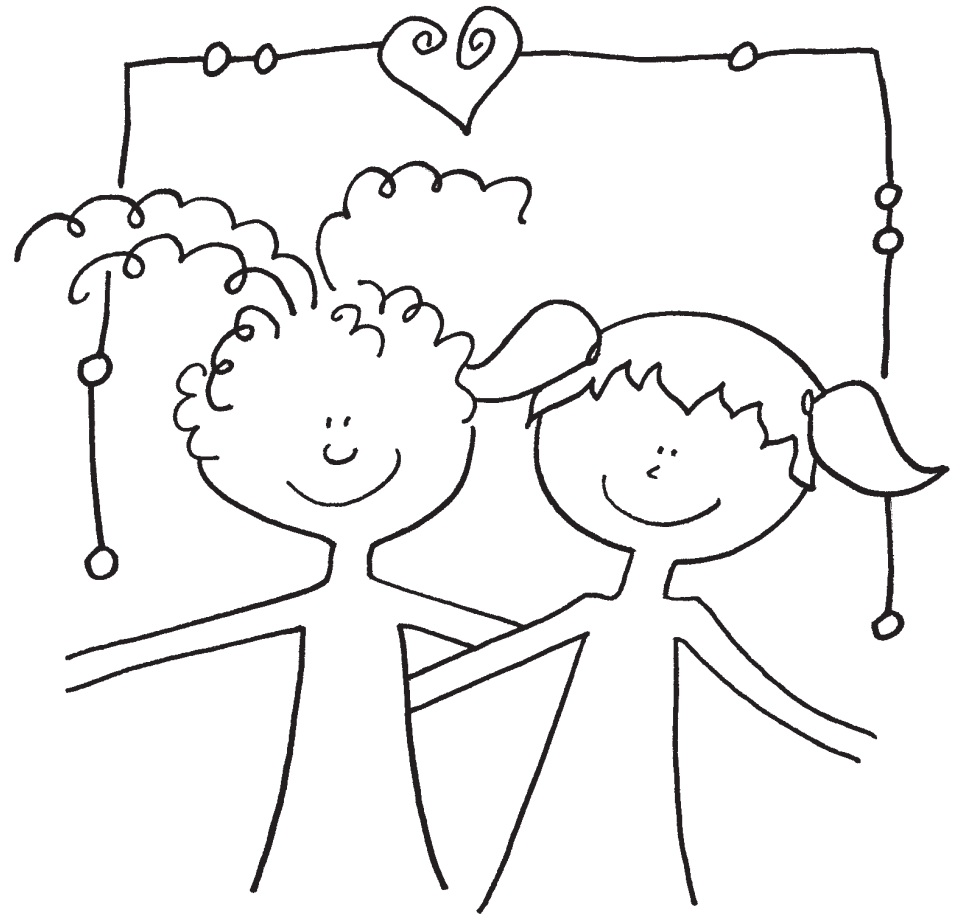
When that mad

26



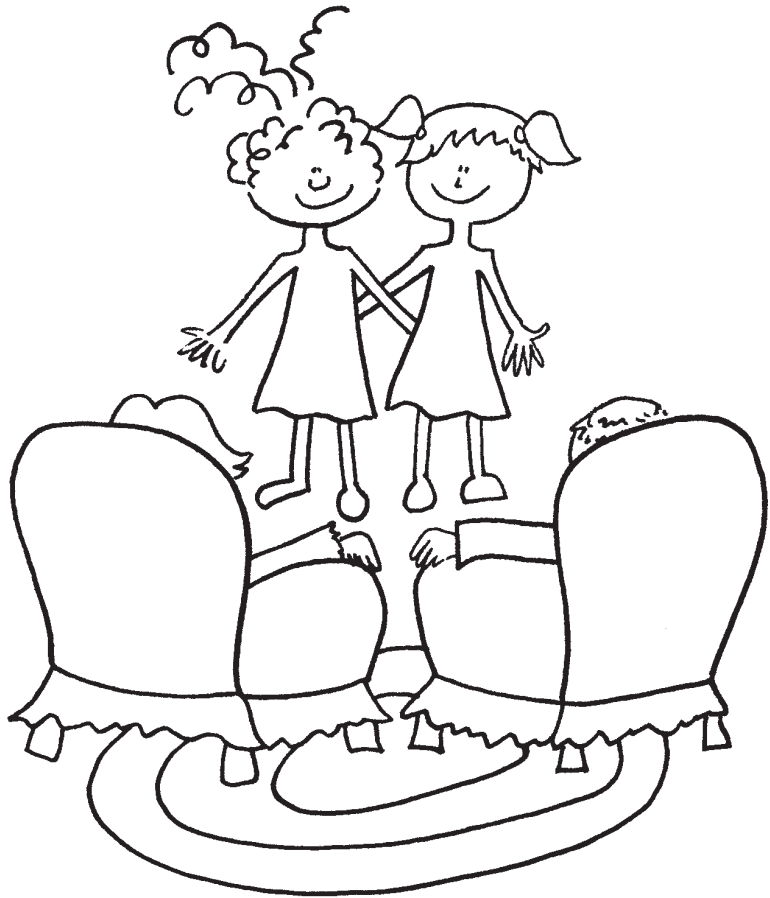
But then I knew she
was just kidding and we
laughed and laughed.

New Words:
But then knew was kidding laughed
27



From that day on we
were best friends.

New Words:
From best
28



We told Jane's
mom and dad that she
could not see the words
with her eyes.

New Words:

told Mom Dad

29

They took Jane to a
person with words that
even I could not read.

*Developmental
Optometrist*

Jane came home with
new glasses to help her
see the words.

New Words:

person even came home
new glasses help

30



Now we read books
together all the time.

New Words:

time

31

Vocabulary words from "I See Words" Level 1-C

and	even	looked	them
are	eyes	mad	then
at	feelings	made	Then
bathroom	friend	Mary	There
be	friends	mom	there
Before	from	must	They
began	full	name	This
best	fun	new	those
board	glasses	over	time
books	hands	person	together
Books	help	read	told
but	her	Read	took
But	home	said	was
came	Jane	see	wash
can't	Jane's	she	we
chalk	just	She	We
could	Just	show	were
cried	kidding	showed	When
cry	knew	sink	words
dad	laughed	Some	you
day	Let	stood	your
dumb	letters	spells	
easy	look	that	

"I See Words" concludes the Simple Steps Reading Series available FREE from the LORD Co. website. Comments or testimonials detailing your experiences with this program will help us develop a more complete series of reading books for publication. However, LORD Co. plans to continue to make the on-line introductory set available for any child, teacher or parent.

LORD Co. manufactures and distributes solid hardwood children's furniture for schools and homes. We appreciate your support of this early reading program by considering LORD Co. furniture and equipment line for your home or school use.

www.lordequip.com

Or write to us at 103 Methodist St., Cecilia, Ky. 42724
or email us at lordequip@aol.com

"I See Words" helps children understand that those around them aren't so different after all. It is based on the Bible parable found in Matthew 6:4-5: "Or how can you say to your brother, 'Let me remove the speck from your eye'; and look, a plank is in your own eye? Hypocrite! First remove the plank from your own eye, and then you will see clearly to remove the speck from your brother's eye."

Simple Steps Reading Program

Coaching Children to Become Successful Readers

PHONICS AND SIGHT WORDS, two great tools that work great together

Phonetics teaches with a “sound it out” approach. The right way to learn the word “mom” would be to say “mmm...ah...mmm”. The “sight word” approach does not replace phonics as a learning to read theory, but to build on it’s foundation. Any program that helps a child acquire phonetic awareness is time well spent. Phonetic readers are plentiful, and usually apparent in titles such as “Max the Fat Cat”. LORD Company offers a set of over 185 large colorful phonetic word cards starting with 2 letter words and builds up to 9 letter phonetic words. (visit www.lordequip.com, part #620 in the “Language Extensions” section). The price of the phonetic cards is about 50 cents per card or approximately \$90 for all 185 cards. Here are some sample words if you would like to make some cards for yourself. On, it, up, yes, end, cup, stop, rest, silk, trust, spend, solid, talent, invent, respect, majestic and confident. Be sure to teach the letters as pure sound. “F” is “fff” and not “fuh.” “N” is “nnn” and not “nuh.” If you are not careful the word fun will like fuh-uh-nuh to the child instead of fun. We recommend a foundation of phonics work along with the “sight words” procedure which is the focus of the Simple Steps Reading Program outlined below.

The Simple Steps Reading Program supports the child’s reading success at every step. Trying to put together sounds to form a word that is not phonetic can be frustrating for children. When a word is not phonetic present the word by saying “This word LOOKS like _____.” The “sight word” approach allows children to associate pictures with words until they are familiar with what the word looks like. Most of the new vocabulary words in this series of books are chosen because they are not easily formed by phonics. What follows is a procedure for coaching a learning reader, designed to maximize his or her success.

FAMILIARITY, It’s never too early to start

Read these books at bedtime or book time to infants and toddlers. These comfortable book sharing experiences familiarize the very young with the stories and introduce them to new and interesting words. Revisiting the books as preschoolers, children will easily associate words they see on the page. When children pretend to read by themselves, holding the book and making up the story, they are telling you they are ready to become novice readers.

SIMPLE STEPS READING PROGRAM, It’s as easy as 1, 2, 3

1. When you find a new word say, “This word LOOKS like _____,” and then say the word,

The rule for step 1 is to give the child the word. New words will be located at the bottom of each page in the “new word” section. Call it to the attention of the child and ask them to “Look at the whole word.” If the word is a noun take the child to the “dictionary page” at the beginning of the book for another look at the “whole word”. This offers repetition as well as the opportunity to focus on that word along with a picture isolated from the context of the story. As the child moves through a few pages watch for the possibility of failure and take quick action to turn it into success. If you need to re-present a word you might revisit earlier pages that have the same word saying, “This word looks like ‘apple’. I think I saw ‘apple’ back toward the front of the book. Oh yes, here it is on page 3. See it here? It looks like ‘apple’. I found it!” It is this type of interaction and repetition that ensures the success from which the child will develop an appetite for more. As a rule if you believe the child will fail in his or her attempt to read the word, then give them the word. As the child becomes familiar with new words, advance to step 2.

2. Ask the question “Can you find _____?”

The child’s task is to point to the word spoken. It is easier for the child to recognize a word that he or she has been exposed to several times than it is to actually “read” the word. This is actually a game that is played with the child to eliminate the hardship or work of learning to read. Failures should be ignored and all successes praised. Remember that any failure on the part of the child is a signal to the coach to return to step 1 to spend more time “giving” the word. As described above, go through through the whole book looking for instances where the word is used and make sure the child is looking at the word as it is given.

At each new page the coach looks for “new words” and says something like, “Oh look, we get to learn two new words on this page.” Then pick one of the words, point to it and say, “Look carefully at this word right here. It says ‘the’. Can you find ‘the’ anywhere else on the page?” If “the” is written more than once on the page you might continue the game by saying, “I think I see another ‘the’. Can you find it too?” Remember it’s a game. Sometimes you should take a turn. If there were 2 of the “new word” on the page you might find the first then let the child find the second one. This is especially important if the child is experiencing problems.

3. Point to a word and say “What is this word?”

If the child is beginning to recognize words unaided then he or she is ready for step 3. It starts with being able to read words that you have been recently working on and ends with the ability to turn the pages and read all the words of the story. This program is designed to slide back and forth between the three steps as the child needs. Once the child has achieved success in reading these books, they may exhibit a desire to coach other children to the joy of success in reading. By all means encourage and provide opportunities for this activity and don’t forget to make a big deal when a child has read “the whole book all by yourself.”