

The PREP Program



Every Child A Reader (ECAR) Program Handbook

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

- Dr. Seuss, "I Can Read With My Eyes Shut!"



2010-2011

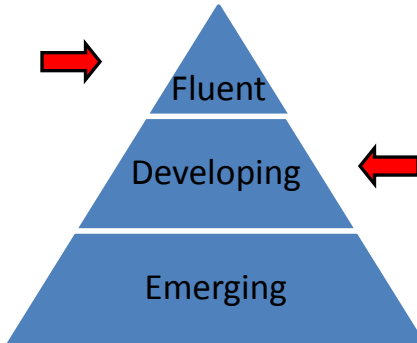


The Every Child A Reader Program (ECAR) Program Overview - 2010-2011

We believe that every student with Down syndrome can learn to read.

- ECAR Goals:**
- 1) Give Emerging and Developing readers the skills to develop into Fluent readers.
 - 2) Provide parents with the tools to foster their child's reading development at home.

*Students can read a variety of texts independently.
They demonstrate good comprehension skills and can
decode unknown words.*



*Students are building on their sight vocabulary
and expanding their knowledge of story content.
They use picture cues and decoding skills
to improve their reading independence.*

*Students learn the connection between
the illustration and text in a story and
begin to recognize sight words.
They start to discover the relationship
between letters and the sounds they
represent.*



Eligibility Requirements:

- Student is registered in PREP 3.
- Parents commit to fulfilling their responsibilities.

Sessions:

Students receive individualized one-on-one instruction for 45 minutes once a week for 11 weeks.

Session Framework:

Please refer to the Emerging & Developing Readers Program Information.

Materials Fee:

The materials fee for the 2010-2011 school year is \$35.00. This fee is used to help offset the costs of photocopying, materials, books and other supplies. The fee is non-refundable after registration.

Program Departure:

Students typically complete a full reading block; however there are circumstances where the ECAR coordinator reserves the right to discharge a student before the block is finished. These include: inappropriate behaviour, poor attendance, incomplete homework and/or lack of parent involvement. The ECAR coordinator meets with the parents to determine what is in the best interest of the student. Early discharge does not preclude the student from enrolling at a more appropriate time in the future.

Funding:

CIP – Community Spirit Donation Grant Program

**Government
of Alberta** ■



"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo

Frequently Asked Questions

1) My daughter is currently not reading; can she be in ECAR?

A- Yes, your child's program will focus on pre-reading readiness skills.

2) My child is frequently sick and may not be able to attend many sessions. What is your recommendation?

A- Children learn best with consistent instruction and benefit the most when they are feeling well and able to attend every session. It is recommended that you wait until your child has the stamina to participate on a weekly basis. Continue to read and practice skills at home when your child feels well. Once a month fee for service consults can help you to stay on track at home. You can enroll in ECAR the following year when your child's health is better.

3) Our family is too busy right now, if I don't enroll this year will my son be eligible for next year?

A- Yes, as long as your son remains registered in a PREP 3 SHP funded therapy time. To support your busy schedule, PREP offers fee for service reading instruction which lets you pick a reading time that fits in with your schedule.

4) How much time can I expect to spend on homework every week?

A- The amount of homework depends on your child's reading level. Reading daily is strongly encouraged, thus 30 minutes a day should be enough time to complete all assigned homework and give you lots of opportunity to practice with your child. It is recommended that parents schedule a regular time for homework and incorporate it into your child's weekly routine. If you find you are getting too much homework and do not have the time to complete it, talk to your child's reading instructor.

5) I work full time and cannot make it to PREP to participate in my daughter's reading session. Can her nanny or grandparent participate in my place?

A- We recognize that grandparents and nannies play an important role in your daughter's life and we welcome their participation. The person who is committing to assist your daughter with her homework and reading at home is the person who should be observing in the sessions. If this person cannot be a parent, then it is their responsibility to communicate all information from sessions to the parent. It is imperative that the reading instructor has regular communication with the person assisting at home. This helps the reading instructor to know how things are going with the homework and to ensure all future lessons are targeting the skills your daughter needs help with. All situations where a parent cannot regularly observe in the sessions need to be discussed with the reading instructor and ECAR Coordinator. An alternative plan will then be determined.



"Reading is a basic tool in the living of a good life." – Mortimer Adler

The PREP Program
Every Child A Reader Program (ECAR)
Parent Involvement Policy
2010-2011

Students with Down syndrome need their parents and families to mentor, support and teach them. The PREP Program strives to help parents become their child's best teacher and advocate.

When you register your child for the ECAR program you are committing to regularly participate in your child's reading sessions. Time invested in extra reading practice at home pays off in your child making further gains in their reading skills.

Outlined below are the components of the ECAR Parent Involvement Policy.

A. Attendance of Student

- 100% attendance is expected.
- Excused absences (e.g. illness, medical appointments or family emergencies) can be rescheduled at a time that is convenient for the instructor.
- Unexcused absences can not be rescheduled. If there are more than 2 unexcused absences, your child may be required to withdraw from the program.
- Notify your child's reading instructor as soon as possible regarding any absences. E.g. unavoidable specialist appt, vacation, family emergency.

B. Parent Participation

- Parents are expected to participate regularly in reading sessions to become familiar with methods and materials used. We ask that you attend a minimum of two full reading sessions per month. Reading involves a parent and child partnership, when you invest your time in the reading sessions your child will see how valuable it is. Participation is your opportunity to observe, share, learn and ask questions.

C. Homework

- It is an expectation of ECAR that assigned homework be completed on a weekly basis and returned for use in the next reading session. Homework is preparation for your child's next reading session. Assisting your child with their homework ensures that they will be ready for their next session. It is your responsibility as a parent to help your child with their homework and to check that they understand what they are reading and are completing assignments correctly.

D. Behaviour

- In reading sessions, students are expected to be courteous and cooperative. Reading instructors use positive reinforcement for effort and students are encouraged to try their best. Materials and lessons are individualized to each student so that they can succeed and have a positive reading session.
- Reading instructors will speak to parents regarding any behaviour concerns. It is the instructor's decision whether parents need to attend on a more frequent basis.



"Children are made readers on the laps of their parents." - Emilie Buchwald

Emerging Readers Program Info 2010-2011

Prerequisites

Students are ready for a reading program when they can:

- match and select pictures
- recognize differences in detail of simple line drawings
- sort objects by size, shape and colour
- recognize their name in print
- sit and attend for 45 minutes

Program Goals

The Emerging Readers Program is based on a Language Experience Approach that teaches children sight words and stories that are meaningful to the child and can be put into immediate use.

The goals of this group are:

- 1) to develop a sight word base of 15 words
- 2) to develop pre-reading skills (i.e. how to hold a book, how to follow print)
- 3) to label the letters in their name and recognize the initial sound of 4 familiar names
- 4) to increase memory span by 1 (object, digit, picture)
- 5) to confidently read pattern books and leveled readers (PM Readers or Reading A-Z Book)
- 6) to develop and share an excitement and joy for reading

Program Focus

The focus of Emerging Readers will be to develop a sight word base that will be used to develop experience based books that will build confidence, success and interest in reading.

Sight word acquisition follows 3 levels:

Level 1- Matching word to printed word

Level 2- Selecting a word on verbal request

Level 3- Naming the word

Once the child has acquired a sight word, activities are designed to develop skills in fluency (recognizing the word with some degree of fluency), transfer (recognizing the word in different contexts and fonts) and generalization (recognizing the word in any context).

Letter sounds are taught after meaningful sight word success.

Lesson Plan Format

Each lesson will include activities to enhance the following skills:

1. Leveled Reading- Reading A-Z, PM Readers & Reading Milestones Series
2. Sight Word Acquisition- Dolch sight word list
3. Short Term Memory Building – Visual & Auditory
4. Phonemic Awareness- 'Reading Reflex' by Carmen McGuinness and Geoffrey McGuinness.
5. Comprehension Building- leveled readers & other activities
6. Computer Applications- *Simon Sounds It Out* by Don Johnston & *Classroom Suite* by IntelliTools.

Homework will consist of a home reading program, sight word review, mini-book review and sometimes worksheets relating to the lesson.

Materials

Each student enrolled in *The Every Child a Reader Program* will receive a plastic envelope. This envelope will transport the student's home reading book, home reading log and any other homework from the Emerging Readers program. It is the responsibility of the parent to ensure the envelope is returned each week with all homework completed.

Developing Readers Program Info 2010-2011

Prerequisites

Developing Readers are comprised of students who are expanding their reading skills and have already acquired a limited sight word base.

Prerequisites for this group are:

- a sight word vocabulary of 15 words or more, including their name
- a digit span of 3 or more (short term memory)
- an introduction to phonemic awareness (letters as sound pictures)
- an introduction to print concepts (reading left to right, top to bottom)
- can sit and attend for 45 minutes

Program Goals

The goals of this group are:

- 1) to expand sight word vocabulary base by a minimum of 15 words or more
- 2) to develop phonological awareness
- 3) to develop sound-spelling correspondence
- 4) to increase memory span by 2 (objects, digits, numbers)
- 5) to segment words and identify the phonemes
- 6) to confidently read leveled readers (Reading Milestones or Reading A-Z)
- 7) to develop and share an excitement and joy for reading

Sight word acquisition follows 3 levels:

Level 1- Matching word to printed word

Level 2- Selecting a word on verbal request

Level 3- Naming the word

Once the child has acquired a sight word, activities are designed to develop skills in fluency (recognizing the word with some degree of fluency), transfer (recognizing the word in different contexts and fonts) and generalization (recognizing the word in any context).

Many skills and concepts can be taught using leveled readers. Comprehension and vocabulary building are the main skills that will be acquired.

The Phono-Graphix program teaches children how to match sounds to sound pictures (letters) which will help the student decode words while reading.

Lesson Plan Format

Each lesson will include activities to enhance the following skills:

1. Leveled Reading- Reading A-Z, PM Readers & Reading Milestones Series
2. Sight Word Acquisition- Dolch sight word list
3. Short Term Memory Building – Visual & Auditory
4. Phonemic Awareness- 'Reading Reflex' by Carmen McGuinness and Geoffrey McGuinness.
5. Comprehension Building- leveled readers & other activities
6. Computer Applications- *Simon Sounds It Out* by Don Johnston & *Classroom Suite* by IntelliTools.

Homework will consist of a home reading program, sight word review and mini-book review.

Materials

Each student enrolled in *The Every Child a Reader Program* will receive a plastic envelope. This envelope will transport the student's home reading book and worksheets from the Developing Readers program. Every student will receive a reading log to be filled out daily by the parents or the school. It is the responsibility of the parent to ensure the envelope is returned each week with all homework completed.