

A woman with long dark hair, wearing a light blue top, is smiling warmly as she reads a book to a young child. The child, with light hair, is looking down at the book with interest. The book has a bright orange cover. The scene is set in a bright, cozy environment, possibly a living room, with a soft-focus background showing a white chair and a brown teddy bear.

# Teach your child to read

Pamela Lim

Day 2

# Agenda

A woman with long dark hair, wearing a light blue sweater, is smiling and reading a book to a baby. The baby is sitting on her lap, looking down at the book. The book has a dark cover and orange pages. The background is softly blurred, showing a white surface and a brown teddy bear.

- The last four stages of reading
- Practical Aspects
- Motivation for reading
- Learning hierarchy
- Reading Lists

A woman with long dark hair, wearing a light blue sweater, is sitting and reading a book to a baby. The baby is wearing a white shirt and is looking down at the book. The woman is smiling and looking at the baby. The book has a dark cover and orange pages. A teddy bear is visible in the background on the left.

# Learning Management System

# Pamela's 10 Stages of Learning to Read

- Bonding between Teacher and Child
- Conducive Environment
- Training the Visual Pathways
- Recognizing symbols and meanings
- Read-to-me
- Visual recognition
- Independent Reading
- Reading for purpose
- Reading for pleasure
- Reading for academic reasons

# Teaching Tools – muchness

- Enthusiastic Voice
- Showing materials at a fast speed
- A mountain of new material
- Joyous manner

# Intellectual Happiness and Health



- Something new and exciting EVERYDAY
- No Drilling – 20% of 1000 is better than 100% of 20
- Ensure child cannot learn 100% of what you give
- Be flexible and willing to change
- Do not let the child second guess / predict what you have in mind
- Good night = Good bye

# Organization and Consistency

- Have a system in place
  - Flash Card for non-readers – at least a month's worth ahead
  - Books/articles for readers – plan a month ahead
- Be Highly Organized and Prepared everyday – You are a professional
- Do not be over ambitious
- Aim to deliver
- Take a break once in a while
  - Days
  - Weeks
  - Months
- Do not go back. Continue.
- Never show the same materials again and again

# Material Preparation

- To start, at least 200 Flash Cards (4 inches wide)
- 0 – 3 months old : Black felt-tipped pens
- Red Felt-tipped pens
- English (below 3.5 years old)
  - Letters are 3 inches high, all small caps except for Proper Nouns
  - Letters must be VERY BOLD
  - No cursive writing
  - Border of ½ inch around the word
- Chinese ( all ages)
  - Cards are 10 inches x 10 inches
  - Words are 8 inches high
  - Border of ½ inch around

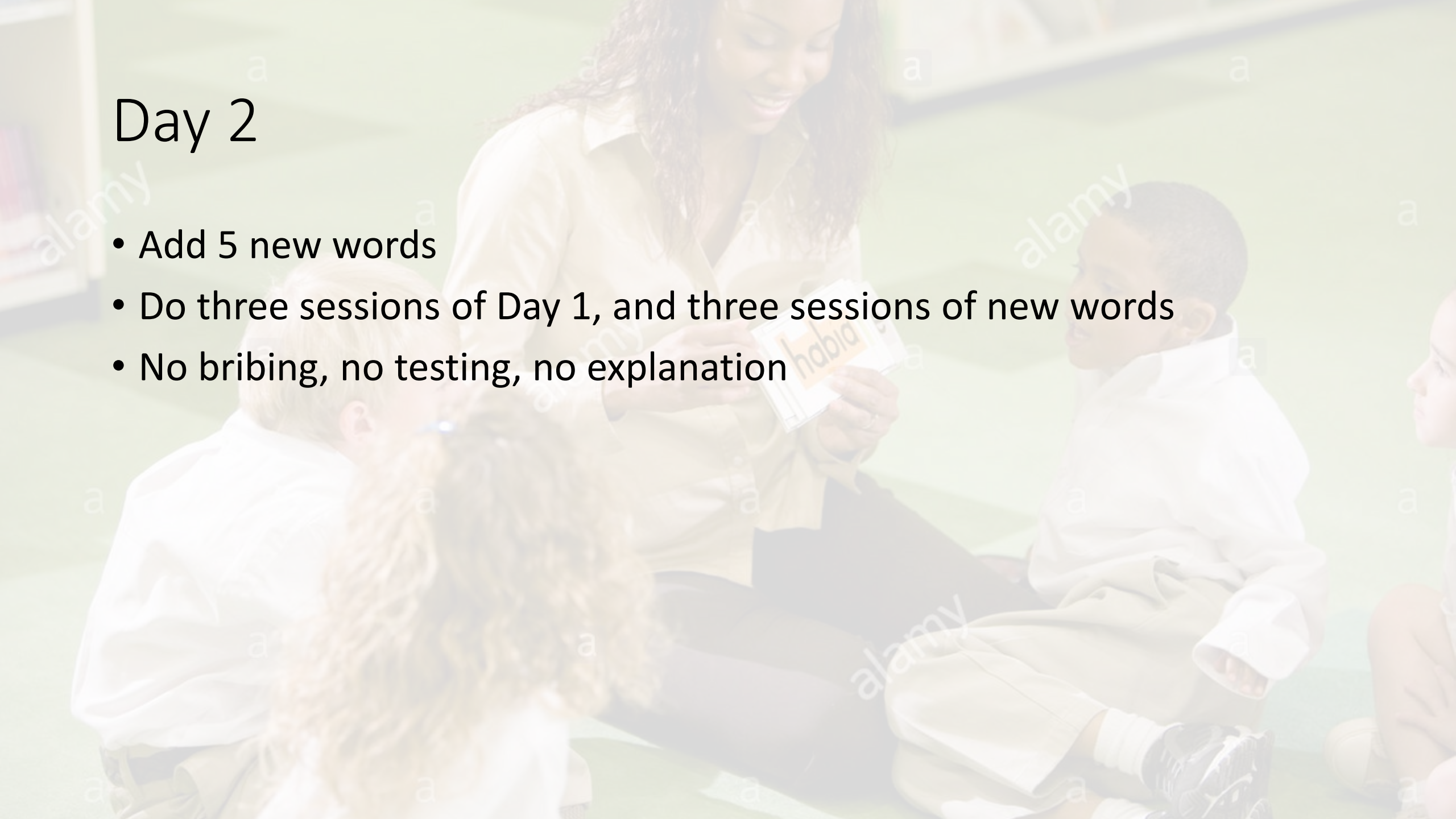


# Teaching session Day 1

- Have the first set of 5 words, write today's date behind each card
- No visual or auditory distraction
  - No music
  - No posters or TV
- Hold the first word out just beyond his reach and say, "This says, Mommy".
- Show for less than 1 second
- Next, hold out the second card and say, "This says, Daddy"
- Do three more words
- Kiss kiss, hug hug, dance dance and go and do something else
- Do this three times a day.

# Day 2

- Add 5 new words
- Do three sessions of Day 1, and three sessions of new words
- No bribing, no testing, no explanation



# Day 3

- Add 5 new words
- Add three new sessions with these new words
- You now have a total of 9 sessions, each 5 seconds long

## First 15 words

- Names of immediate family, relatives, family pets, favourite food, objects in the house, favourite activities, toy etc

# Day 4/5

- Add self words

Hand, hair, leg, shoulder, knee, toes, eye, bellybutton, foot, ear, mouth, finger, head, arm, elbow, teeth, nose, thumb, lips, tongue, cheek, neck etc etc

- Add one set on Day 4
- Add one set on Day 5
- You have a total of 5 sets and 25 words, and doing 15 sessions each day

A teacher with long dark hair, wearing a light-colored button-down shirt, is sitting on a green carpeted floor in a classroom. She is smiling and looking down at a small book she is holding. Three young children are sitting around her, looking at the book. One child is a young boy with short dark hair, another is a young girl with long curly hair, and a third child is partially visible on the right. The background shows bookshelves filled with books. The text "One week done" is overlaid in the center of the image.

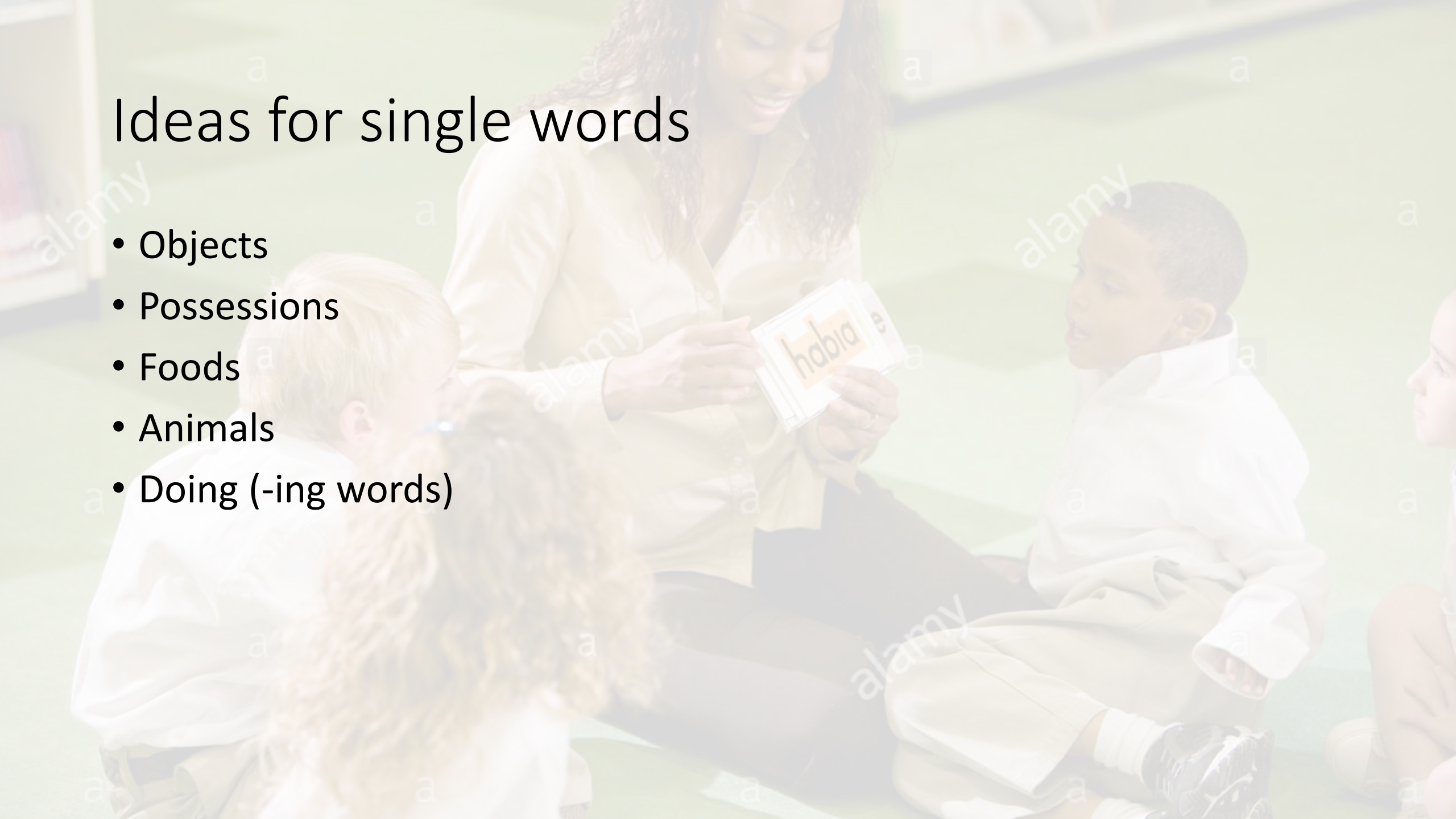
One week done

# Week 2

- Day 1 – Retire one word from Set 1 and replace it with a new word
- Day 2 – Retire one word from Set 1 and 2 and replace them with new words
- Day 3 – Retire one word from Sets 1, 2 and 3 and replace them
- Day 4 – Retire one word from Sets 1,2,3 and 4 and replace them
- Day 5 – Retire one word from every set and replace them
- Repeat Day 5 until your child has a vocabulary of at least 200 word.  
Different speeds for different families

# Ideas for single words

- Objects
- Possessions
- Foods
- Animals
- Doing (-ing words)



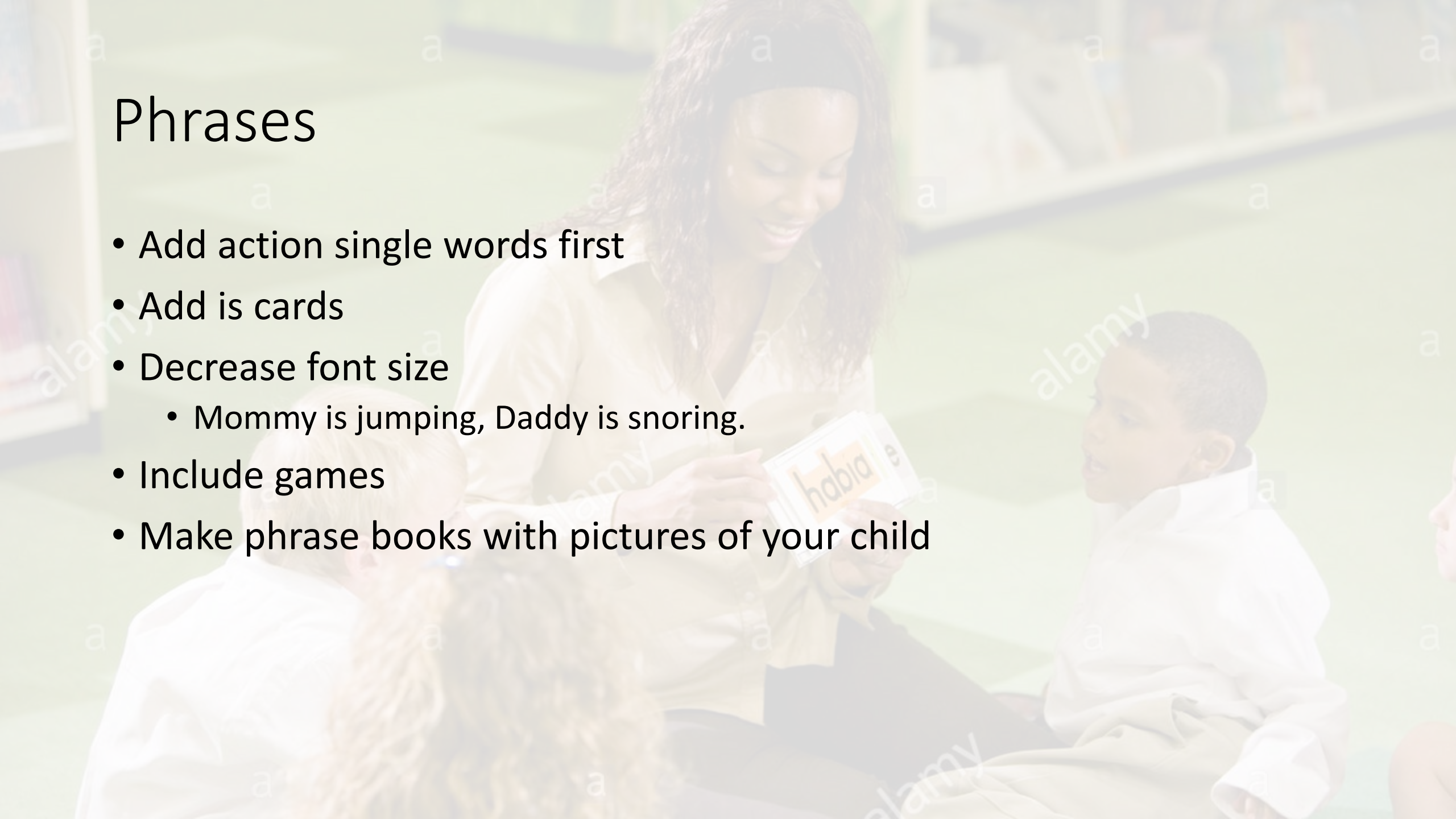
# Move on to couplets

- Two words combination
- Strategy of using old words
- Add adjectives: colors, shades, size
  - Big, little, long, short fat, thin, right, left, clean, dirty, happy, sad, smooth, rough, empty, full, pretty, ugly, dark, light
- E.g. white lychee, blue sky, yellow duck, pink ribbon, blue tricycle, red nails, yellow sun, white clouds, yellow banana, clean shirt, full cup, little chair, short hair etc



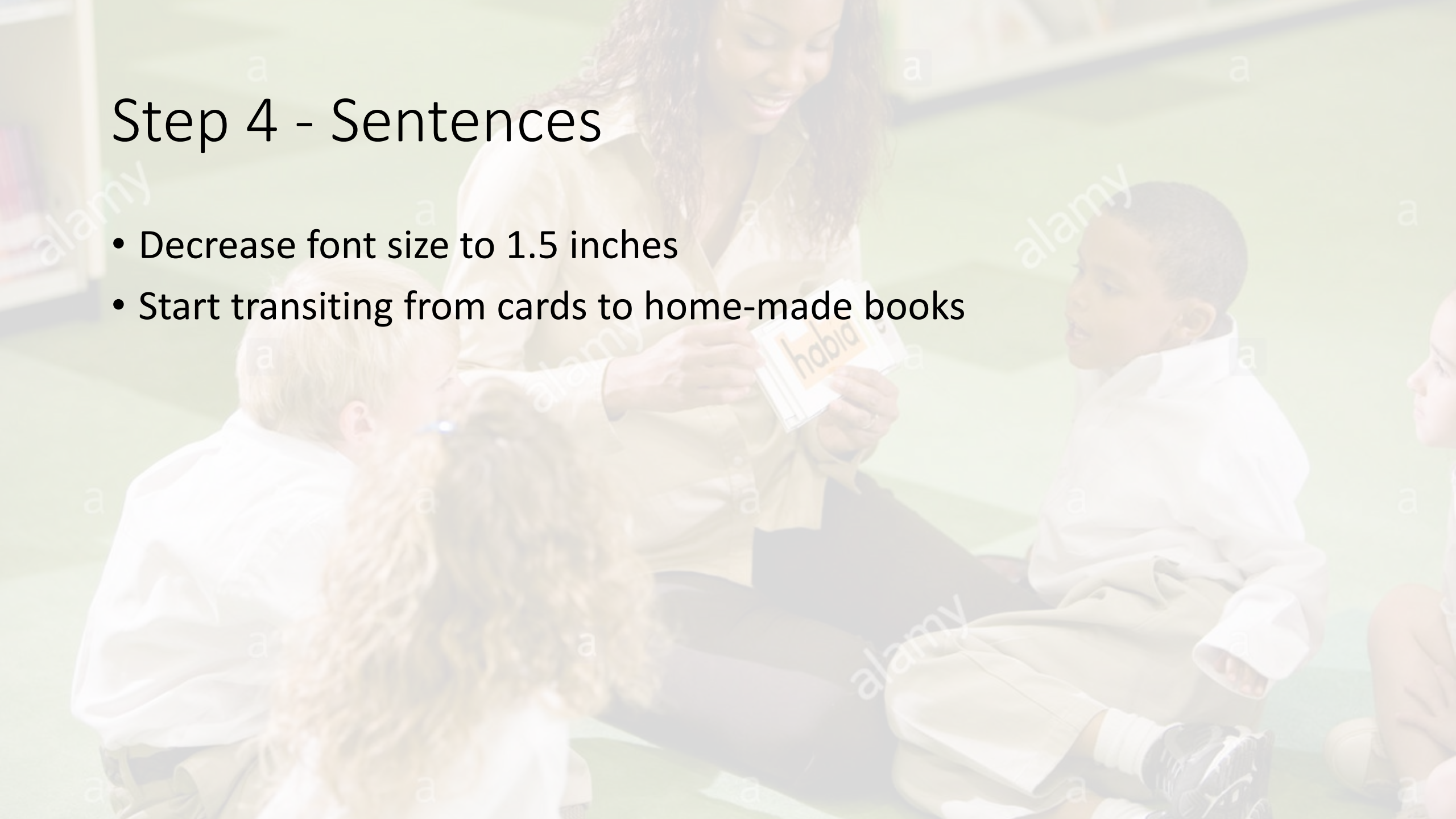
# Phrases

- Add action single words first
- Add is cards
- Decrease font size
  - Mommy is jumping, Daddy is snoring.
- Include games
- Make phrase books with pictures of your child



## Step 4 - Sentences

- Decrease font size to 1.5 inches
- Start transiting from cards to home-made books



# Step 5 - books

- Children's first books are made at home



# Help!

- We have done all the work for you!
- Word lists etc are available on our Teach your toddler to read program at <https://bit.ly/33yoG8u>
- It is now at 50% to those who are enrolled in this course.
- If you are on scholarship for this course, please write to us at [info.allgifted@gmail.com](mailto:info.allgifted@gmail.com)



# What do I do with the list?

- Use directly from the screen or
- Transfer the words to the cards \*preferred
- Do whatever is easier (! Remember !)



apple  
apfel

A young child with short brown hair and glasses is lying on their stomach on a bed, reading an open book. The child is wearing a light blue short-sleeved shirt. The background is a bright, slightly blurred room with a window. The text is overlaid on the image.

# Not Reading by 5 years old or Children with Dyslexia

Read to the child one sentence to short paragraph books until they can read work towards being able to read 10 books a day

# Testing – The Opposite of Learning

- An attempt to know what the child doesn't know
- You do not believe unless he proves to you
- Decrease learning and the willingness to learn
- Do not allow anyone to test your child

# Problem Solving Opportunities

- Test vs Problem Solving
  - Is there Right or Wrong?
- Giving him 2 cards to choose from
- Asking him to pick up something that the word represent



drums



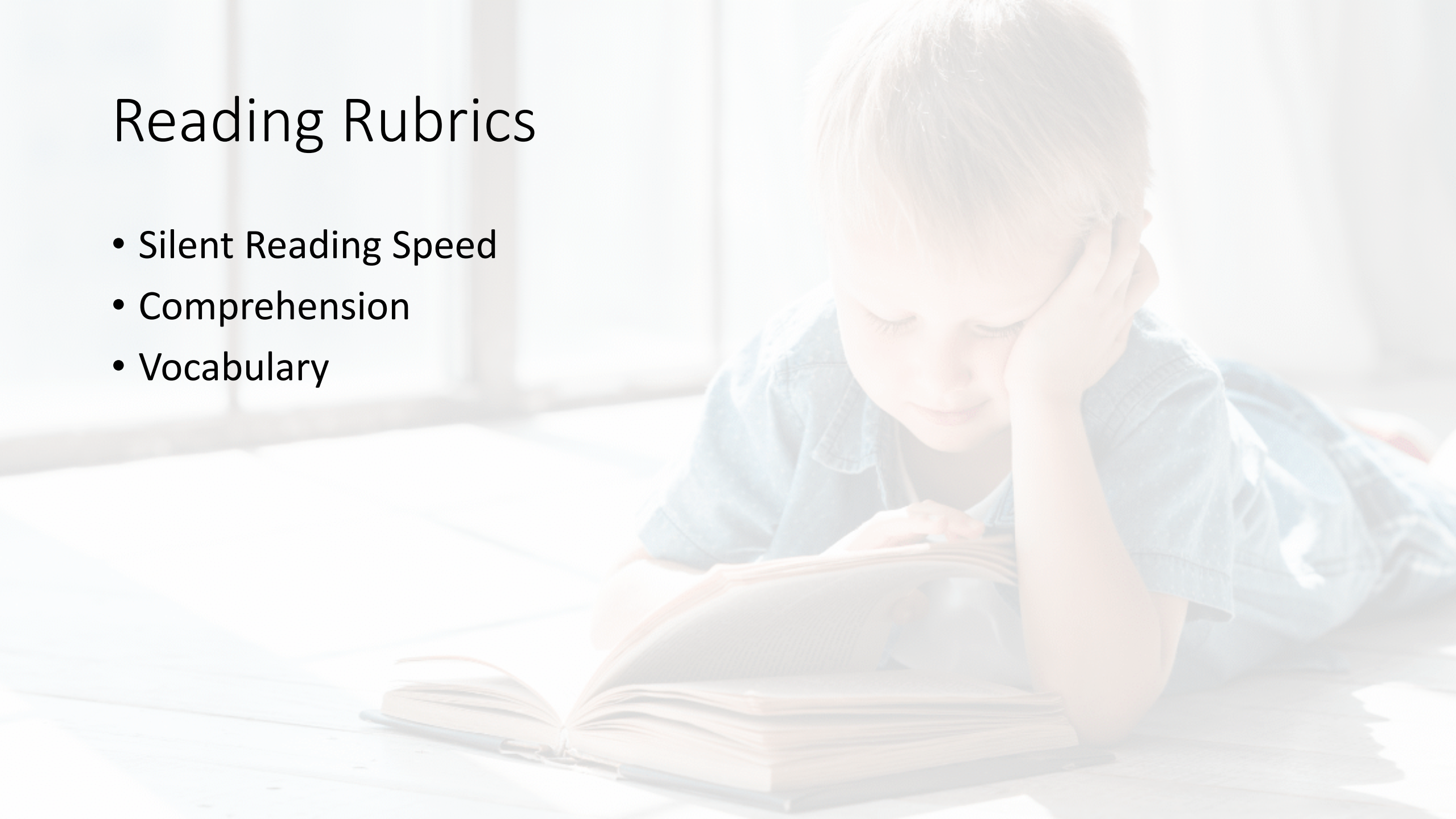
A young child with light brown hair is lying on their stomach on a bed, reading an open book. The child is wearing a light blue short-sleeved shirt and has their head resting on their right hand. The scene is brightly lit, likely from a window, creating a soft, warm atmosphere. The background is slightly blurred, showing the white bedding and a window frame.

# When my child already reads

Extend the Reading Capabilities

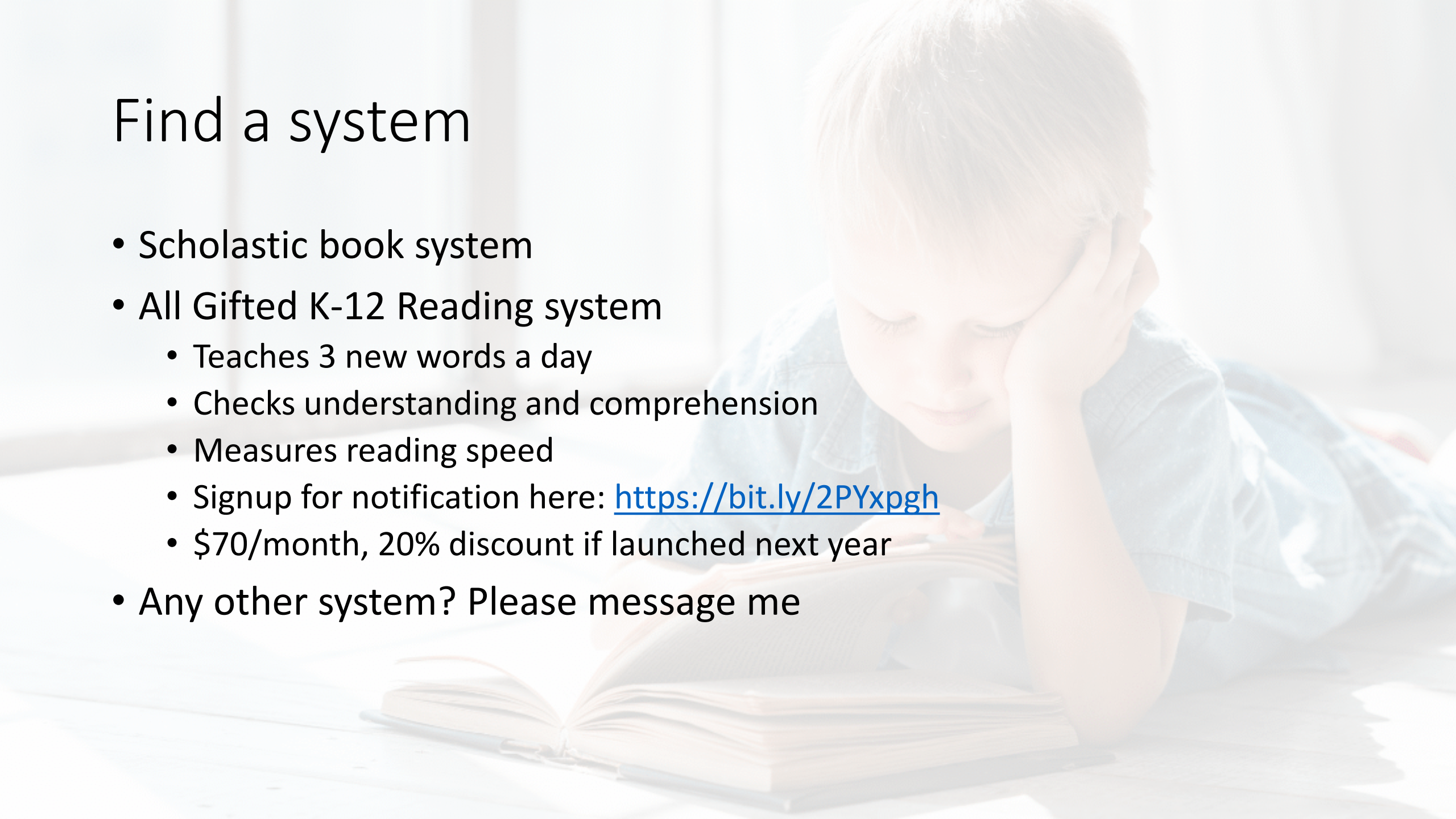
# Reading Rubrics

- Silent Reading Speed
- Comprehension
- Vocabulary



# Find a system

- Scholastic book system
- All Gifted K-12 Reading system
  - Teaches 3 new words a day
  - Checks understanding and comprehension
  - Measures reading speed
  - Signup for notification here: <https://bit.ly/2PYxpgh>
  - \$70/month, 20% discount if launched next year
- Any other system? Please message me



# Teaching alphabets and phonics

- Suitable when kids are already reading at least 50 to 100 words or 10 books a day
- Otherwise it might slow down and confuse kids
- Use words they already know, you have already covered
- The fastest way to expand their vocabulary
- Improves spelling

# How to teach phonics

- Watch Sesame Street
  - Alphabet songs
  - Phonics songs
- Read out loud – Speech and Drama
- Sing songs
- Watch movies with English subtitles



123

SESAME STREET

60M

FULL EPISODE







SING-ALONG

123  
SESAME STREET

SONGS

# How to teach spelling

- Games
- Read and write
- Mark your work
- Mark himself
- Picture matching
- etc

The background features a collection of white rectangular tiles with large, colorful letters. The word 'SPELLLING' is prominently displayed in the center, with each letter on its own tile. Other visible letters include 'R', 'E', 'D', 'N', 'G', 'U', and 'A', scattered around the main text. The tiles are slightly tilted and have soft shadows, giving them a three-dimensional appearance.

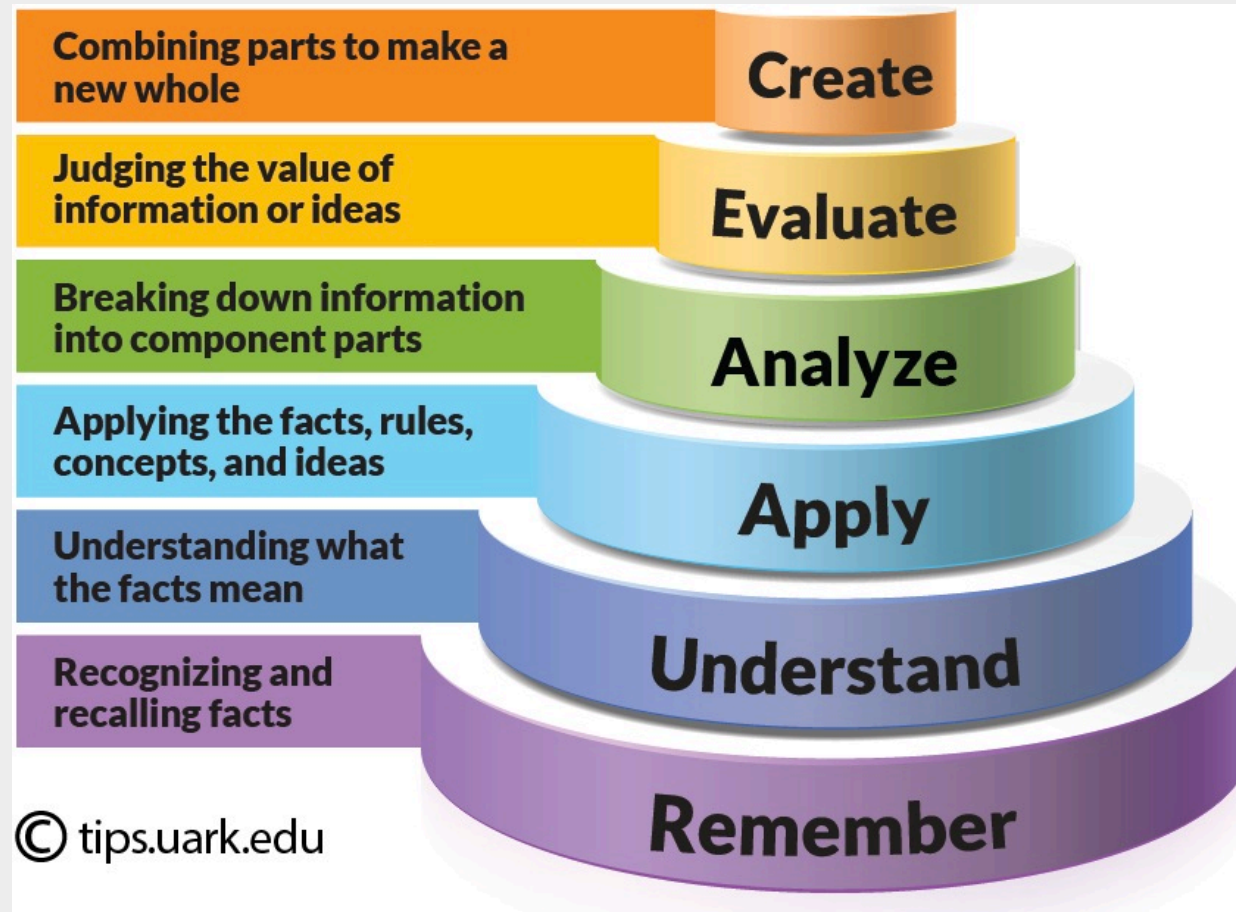
# Activate Interest!

Case Study of Dyslexia Boy in ITE

# Learning Objectives for Educators

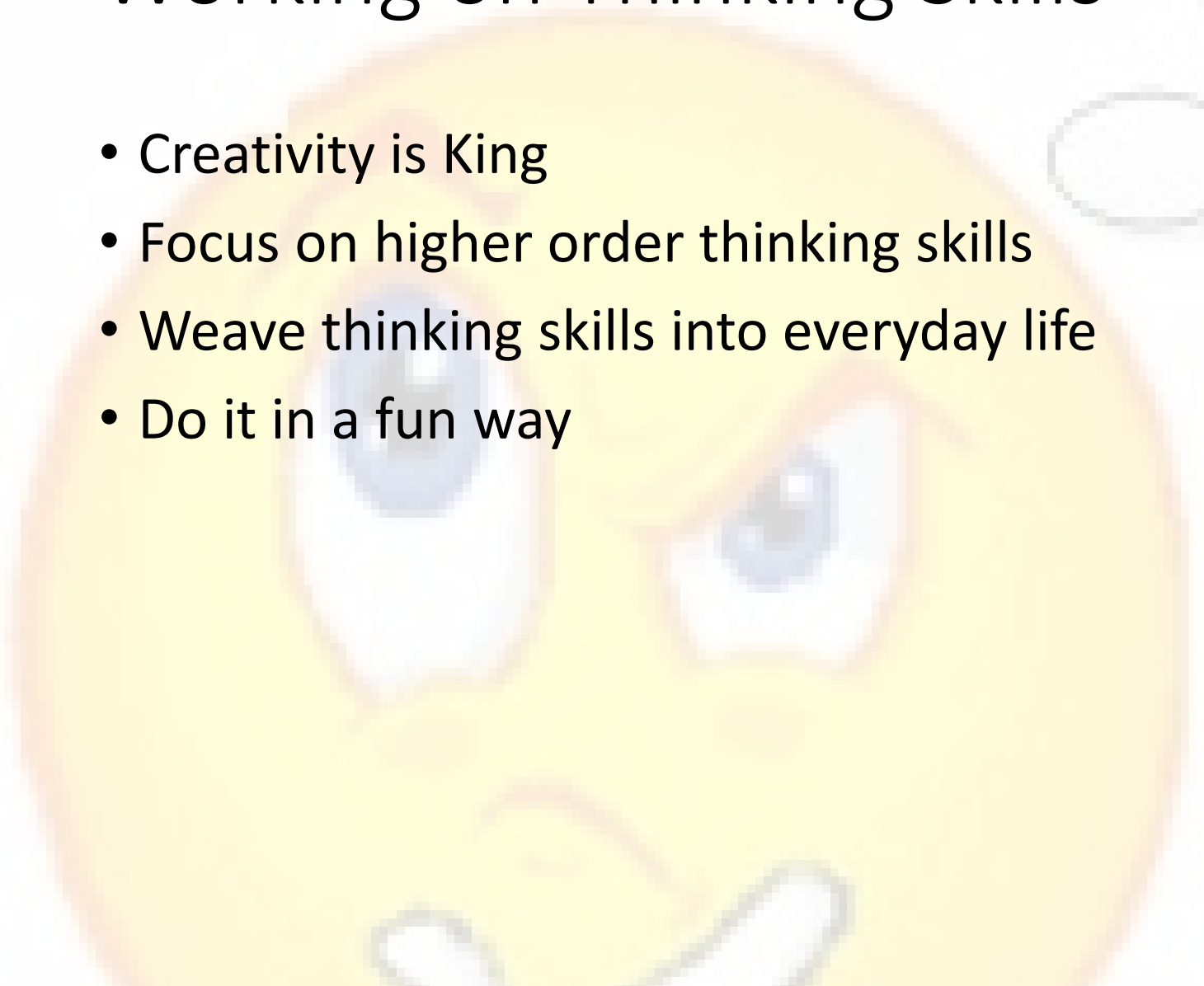
Bloom's Taxonomy

# Bloom's Taxonomy of Learning



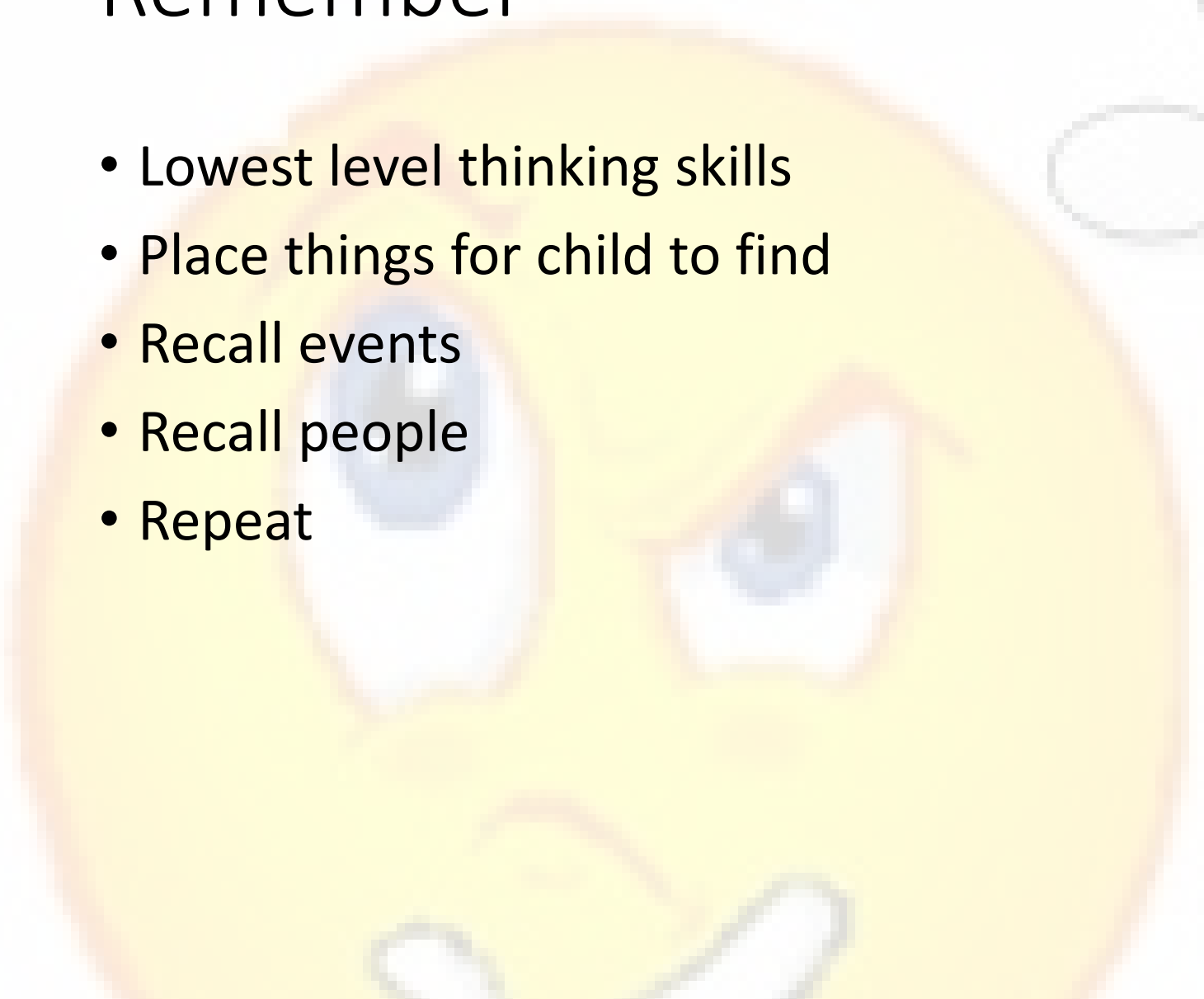
# Working on Thinking Skills

- Creativity is King
- Focus on higher order thinking skills
- Weave thinking skills into everyday life
- Do it in a fun way



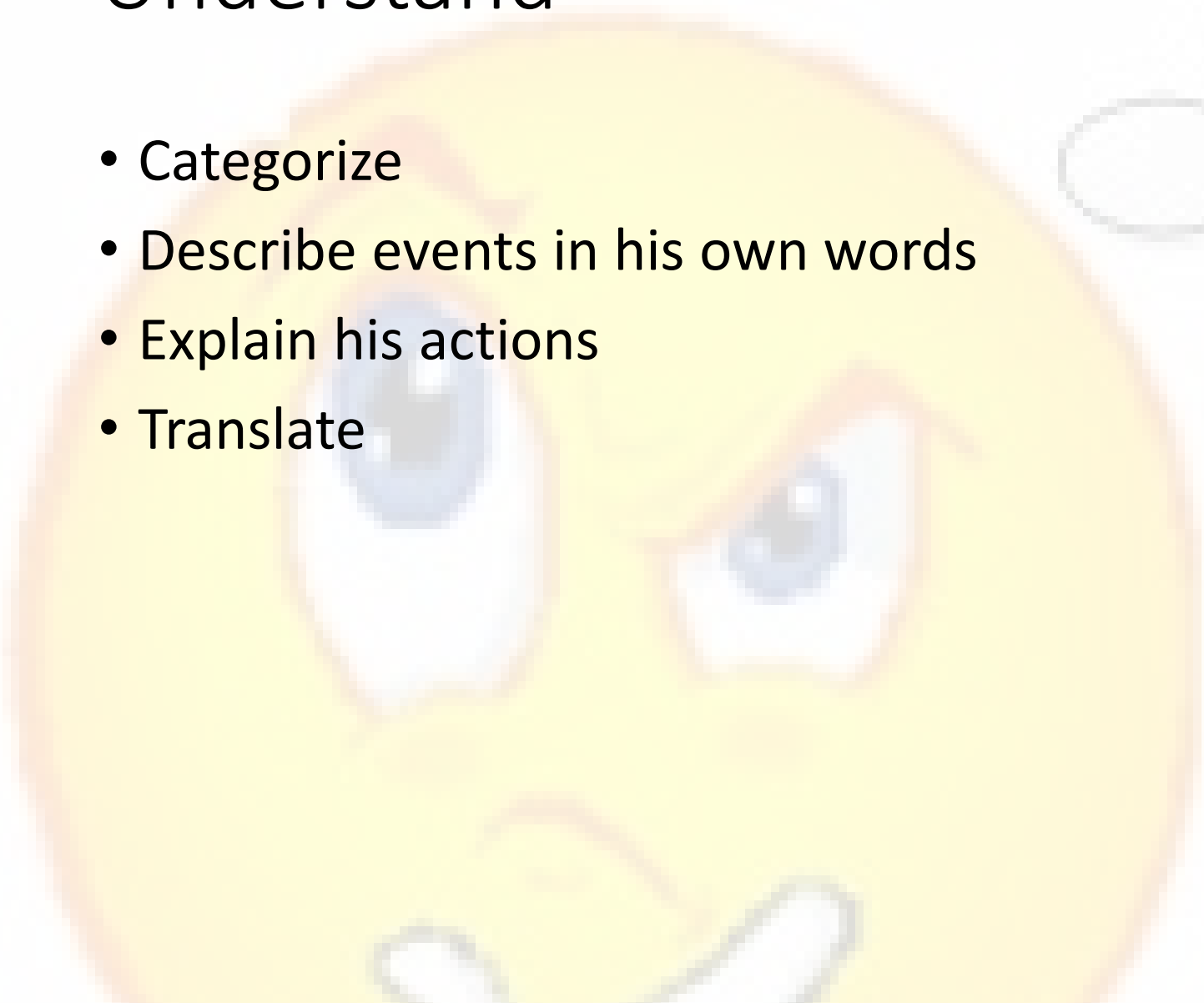
# Remember

- Lowest level thinking skills
- Place things for child to find
- Recall events
- Recall people
- Repeat



# Understand

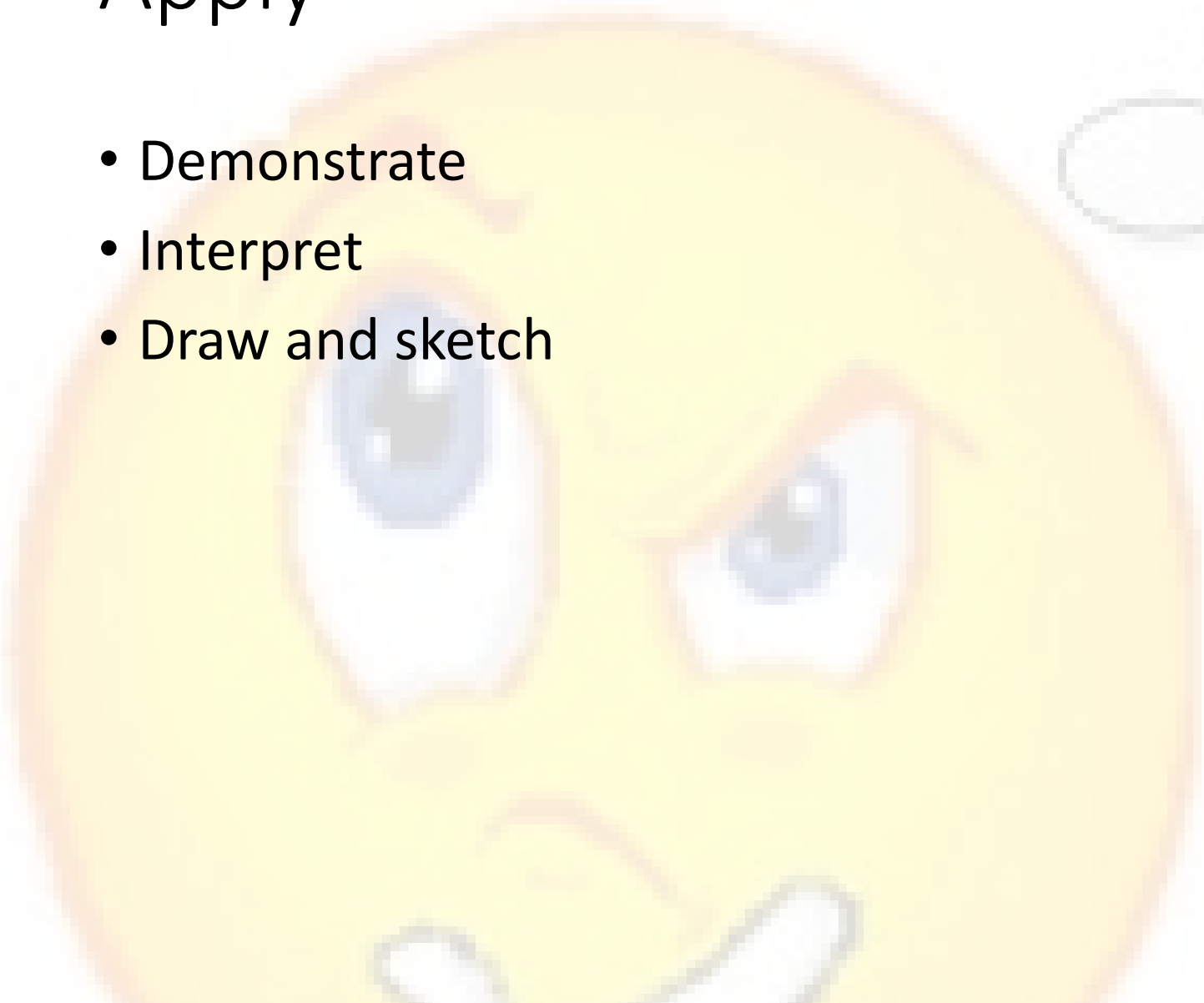
- Categorize
- Describe events in his own words
- Explain his actions
- Translate





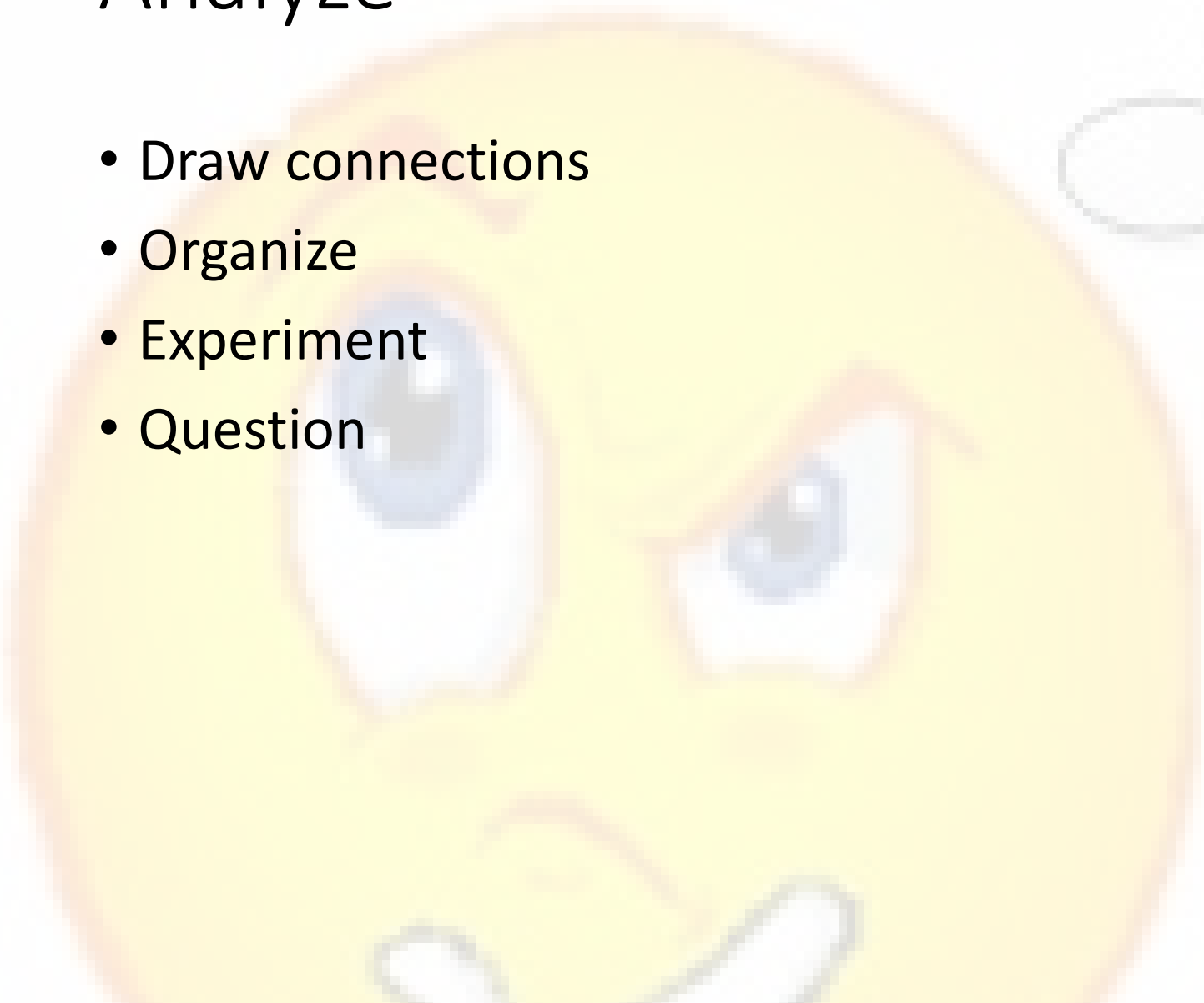
# Apply

- Demonstrate
- Interpret
- Draw and sketch



# Analyze

- Draw connections
- Organize
- Experiment
- Question



# Create

- Design
- Build
- Construct
- Formulate



# Other Seminars and Programs

- January Parents' Seminar
  - How to ensure your child is academically gifted
    - What is my child's gift?
  - Alternate Pathways
- Reading Program for Toddler (under 3.5 and not reading)
- Reading Program K-12 (beginning readers)
- Entrepreneurship Program
- All Gifted High School
- All Gifted Kindergarten/Day School
- Please indicate interest here:



Ma, today we are going to Cameron.



Q&A