

# Reading For Living

## INTRODUCTION

The *Reading for Living* program is a multimedia series of 36 lessons designed to provide highly individualized help for remedial reading students at the junior- and senior-high level. The program consists of three units of 12 lessons each. The lessons employ audio media, articles (also called story cards or story booklets) and student activity sheets. This combination of media allows students to work independently and to experience the kinds of small successes which the remedial reading student needs in order to build a positive self-image.

Each audio-directed lesson begins with a "situation" which sets the stage for the living skill developed in the lesson. This is followed by a vocabulary building exercise of "life" words the students will encounter in the story or article. Then the narrator guides the students in reading the article. These articles have been carefully selected to be relevant to the lives of readers at the junior- and senior-high level. Lively pictures add excitement and aid comprehension. Following completion of the article, students are guided by the narrator through written exercises found on the activity pages in the student workbook. These activities are designed to increase comprehension of the article, reinforce word-study skills, and provide additional reading practice.

All lessons are self-directing and self-correcting, which allows students to work through the lessons at an independent rate and to evaluate their performances privately. This approach also frees you, the teacher, to work with others in the classroom in need of individual attention.

## THE AUDIO

The audio lessons in *Reading for Living* employ a variety of motivational techniques which are designed to capture and hold the interest of students who have experienced reading failures. Each audio begins with music, special audio effects, or a short vignette played out among story characters. The student is then carefully guided through the entire lesson by a narrator who uses a friendly, positive approach to reading instruction. Motivation for reading each section of the story, immediate evaluation of student responses, additional instruction for difficult concepts, and further practice foster confidence in reluctant readers.

Timed pauses are programmed into the audio to allow the student to read specific paragraphs of the article, or to complete brief responses on the activity sheets. However, when more than a few seconds are needed to complete a response, an electronic tone signals the student to stop the player. Students should be reminded that they may pause the player whenever additional response time is needed, or if they wish to hear any of the material again.

The use of headsets is recommended to avoid distracting other students in the classroom and to reinforce the interaction between student and narrator.

The running times of the audio average approximately 15 minutes. The average working time of each lesson is about 25 minutes. It should be remembered that this time is only an approximation. Since the student stops and starts the player several times during the course of each lesson to read part of an article or to complete exercises, the actual time needed will depend on the student's working speed.

## THE ARTICLES

At the beginning of each lesson is an article or story which correlates to the audio. The paragraphs in each article are numbered. The paragraphs are used by the narrator when referring to specific sections of the story and in correlating many of the skill activities on the response sheets.

The reading levels of the stories in **Unit 1** progress from 2.0 to 3.9 - **Unit 2** progresses from 3.0 to 4.9 and **Unit 3** progresses from 5.0 to 6.9, thus allowing students to read selections of increasing difficulty as they progress through the program.

## THE ACTIVITY SHEETS

Two activity sheets (or response sheets) follow each lesson article. All activities are completed by the student as the audio presentation progresses. The response of these activities are checked and corrected by the narrator.

Students are asked to put a mark next to any mistakes they have made. At the conclusion of a lesson, it is recommended that you review the students' work on the activity sheets. Doing so will allow you to see the reading skills with which they are having difficulty. As added reinforcement, you may wish to direct students to fix their mistakes.

\*\*\*Following this introduction are individual summaries of the lessons for all 3 Units. Each summary lists the skills developed in the lesson, a list of the vocabulary words presented, a synopsis of the story, a description of each activity, and reproductions of all student activity pages with correct answers overprinted.

\*\*\*Following the lesson summaries you will find comprehension charts, word study charts, and/or vocabulary skills charts. These charts will aid you in quickly locating the exact spot at which a specific reading skill is taught in the Units.

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