



Adaptable Curriculum

Foundational reading can be difficult to teach to children. By following the *Link And Read Adaptable Method*, your children will learn the foundational building blocks of learning, assuring their reading success. This easy method will also transform your teaching and simplify your child's learning.

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Reading Skills Taught In The *Link And Read Adaptable Curriculum*

Level 1 Reading Skill

- The Alphabet (letter recognition with sound association)
- Letter Changing Activity For Word Creation
- Phonics awareness-letter sound association
- Orthographic Mapping (Phonemic Awareness)
- Consonants (Hands-on Activities)
- Handwriting (Manuscript Letters)
- Reading Comprehension (Picture Reading)
- Simple Stories (Verbal Storytelling)
- Spelling Scrambler (Orthographic Mapping)
- Word Attack Skills (Word Building Activities)
- Sharp Skills To Ensure Reading Security

Level 2 Reading Skills

- Consonant Blends
- Vowels (word building exercises)
- CVC, CVCC, CCVC Words
- Digraphs With Word Builder Exercises
- Vowel Pairs (word building techniques)
- Spelling Scrambler (orthographic mapping)
- Syllables Counting (identifying and counting syllables)
- Trigraphs With Word Builder Exercises
- Orthographic Mapping For Reading Fluency
- Handwriting (Lowercase And Uppercase Letters)
- Capitals And Periods
- Writing Sentences
- Prefixes And Suffixes
- Writing Stories
- Illustrating My Stories
- Reading Comprehension Skills
- Skills Review (Circus-Go-Round)
- Reading Fluency
- Making My Own Books
- Writing Book Reports
- Building My Home Library
- Sharp Skills To Ensure Reading Security

Level 3 Reading Skills

- Digraphs
- Reading Comprehension
- Vowel Pairs
- Spelling Skills (Orthographic Mapping)
- Syllables Scramble (counting syllables)
- Consonant Blends
- Vowels (word building exercises)
- CVC, CVCC, CCVC Words
- Trigraphs (word builder exercise)
- Orthographic Mapping (Phonemic Awareness)
- Word Bingo And Orthographic Mapping
- Handwriting (lowercase and uppercase letters)
- Composing Sentences
- Capitals And Periods
- Prefixes
- Suffixes
- Writing Stories
- Blends, digraphs, trigraphs (word endings)
- Making My Own Books
- Writing Book Reports
- Writing Stories For My Library
- Creating My Home Library
- Sharp Skills To Ensure Reading Security

“Guide your children into a love for reading using the *Link and Read Method!*”

Link & Read Curriculum

Because children learn through play, teaching the *Link And Read Method* will turn reading into fun while building a solid educational foundation for learning! Helpful points to remember while teaching are:

- Find a comfortable place to teach.
 - Teach at your child's own pace.
 - Play with your child during each lesson.
 - Include your own teaching items.
 - Relax as you teach the lessons.
 - Schedule a regular Book-Nook time.
 - Sing, laugh, and play with your child while teaching!
- Your child may or may not be ready to begin reading lessons at age three. If you see an interest for playing with manipulative letters, try a lesson or two. If you need to wait for six months or a few years, that's fine. When your child is ready, you'll see an interest. I've taught fluent readers from the age of three up. I've also taught children age five who didn't know their letters. Every child begins at a different age. Watch for when your child seems interested, but do not push your child!
- Lower case (small) letters are taught first because they are the majority of the letters that we use in reading. The upper case (capital letters) will be used in the lessons as your child learns to create sentences.
- Your child will learn at his or her own pace. Don't worry if one child advances faster than the other. The key is to be consistent in teaching your daily lessons. If your child gets tired, take a break and teach later or on another day.
- Children learn using repetition. To set a repeated learning pattern, our simplified guide uses the same format for each lesson. Even though the letters, concepts, and hands-on activities are different in each session, the lesson guide is the same format to ensure repetition of the concept being taught.
- Children learn well using a hands-on approach. In the lessons, we've included the *Link & Read* simplified guide lesson format, Orthographic Mapping, a craft or game to reinforce the daily reading concept being taught.
- Instructing your children to read and write early can teach them to learn and practice good study skills. It also guides them into positive, successful learning habits that will be used throughout their lives.

Using Storytelling To Hold Your Child's Interest


Storytelling is a very effective way to get your child interested in any lesson. Including storytelling with your instructions will help your child stay focused and on target while you teach. If you plan to include storytelling, we've listed steps below for creating and using compelling stories during your teaching.


- Introduce a question early that needs to be answered in the lesson.
- Use purposeful conversation with your child during your lesson.
- Weave your question and discussion into the lesson as you teach.
- Create suspense by asking your child about possible outcomes relating to your question.
- Refer to possible answers as you teach.
- Conclude by helping your child find the answer to the question.


Foundational Building Blocks Of The *Link And Read Adaptable Curriculum*


The *Link And Read Adaptable Method* is an active, hands-on program that transforms your child's learning to bring understanding and advancement in reading in an exciting way. The building blocks of reading are used in each lesson to ensure that reading concepts are successfully taught. Below are the points of the *Link And Read* foundational blocks used for each reading skill.


The *Link And Read Adaptive Method* will:

-  **1. Simplify your child's learning by:**
 - Following the teacher's simplified guide.
 - Teaching the easy steps written for each skill.
 - Guiding your child through the hands-on reading lessons.

-  **2. Provide for your child's individual needs by:**
 - Adjusting your lesson format to target and support your child's specific needs.
 - Pacing your child's lessons to match his or her learning speed.
 - Utilizing your child's learning styles as you go through each lesson.

-  **3. Secure your child's skills for successful reading by:**
 - Reinforcing each reading skill using the outlined *Link & Read Simplified Guide*®.
 - Implementing Orthographic Mapping for learning new words and increasing reading fluency.
 - Guiding your child through the process of word building, sentence writing, and story creation.

-  **4. Develop your child's critical thinking skills by:**
 - Implementing contextual teaching using meaningful conversation with your child.
 - Asking multilevel questions to engage your child's critical thinking process.
 - Practicing various reading skills with your child during multisensory and hands-on activities.

-  **5. Evaluate Your Child's Progress by:**
 - Keeping an accurate account of your child's accomplishments on your progress sheet.

At the end of each session, you will find an evaluation checklist that is quick and easy to use but very accurate. You may easily mark and follow the lesson evaluation symbols to decide whether to advance your child to the next reading skill or to reteach the current reading skill.

Remember, repetition is needed in every lesson.

Reteaching is always profitable!

Link And Read Adaptable Lessons

Providing for your child's individual needs is crucial for successful learning. The *Link And Read Method* is adaptable to support your child's specific needs using an adjustable, hands-on learning process. In the curriculum, the reading lessons are organized by skill sets. The components of each skill contains the building blocks needed for your child to become secure in that reading skill. At the beginning of each skill set, you will find foundational blocks showing the three main foundational steps to follow.

Components Of A *Link And Read* Adaptable Lesson

☐ **Student Focused Lessons:**

Each lesson can be adjusted and targeted to meet the individual needs of your child.

☐ **Adjustable Learning Pace:**

Because children learn at different speeds, you may easily pace each lesson.

☐ **Lesson Context Questions:**

Questions are used to create lesson interest and to implement a contextual teaching process.

☐ **Multisensory Approach:**

The major modes (styles) of learning are provided for by using active hands-on lessons.

☐ **Foundational Blocks Of Learning:**

All lessons follow a sequential order while providing steps for reading advancement through phonics, decoding, vocabulary, spelling, writing, comprehension, reading strategies, and reading fluency.

☐ **Incremental Lesson Steps:**

New lesson concepts build on previous concepts by connecting known knowledge with new knowledge.

☐ **Simplified Evaluation, Review, And Reteaching:**

The evaluation process is simplified for easy assessment of your child's learning progress.


**The *Link & Read Curriculum* is an active program
where we let children be children!**


The *Link And Read* Process Overview


By following the easy *Link And Read Method*, it isn't necessary to buy expensive teaching materials to teach your child to read or write because the most important part of any lesson is you, the teacher! To help you successfully lead your child through these foundational reading lessons, we created a parent led simplified process where we wrote every step of the lesson for you. Physically linking letters together during an activity reinforces the concept that the connected sounds of the letters blend together to create new words. During the hands-on letter activities, let your child use his or her own manipulative letters. Your child should quickly learn this "link and read" concept and move forward in reading as you teach the hands-on literacy lessons.


The Link And Read Method Is Easily Taught Through Hands-on Learning


The *Link And Read Method* utilizes five of the main learning styles in the hands-on lessons. Children understand and remember better during a physically active reading lesson rather than a directed lesson based on listening. During the *Link And Read* activities, your children will learn new words by experimenting with letters, pictures, and contextual clues. The *Link And Read Method* follows these five easy steps:

 **1. Look** at your new letters and words: What shapes are seen in the letters? Do you see circles, lines, or rounded shapes? Now, look at your words. Do you see shapes across the tops of your words? Use your eyes to look and find patterns, lines, and shapes in your new letters and words.

 **2. Touch** the letters and words with your finger: Trace over the letters to feel the shapes. Next, trace over the tops of the letters to learn the shapes of the tops. Later: Use a crayon or a pencil to trace around the shape of your letter on paper. You may also practice writing the letter on your paper.

 **3. Link** the letters together by putting each letter on the baseline link. Physically linking letters reinforces the concept that the connected sounds of the letters blend together to create new words.

 **4. Read** the letters. Say the sounds for each letter. Link the letters together to form the new word. Now, read the sounds of the letters together to pronounce the new word.

 **5. Tell** the meaning of the word that you read. Saying or telling what you learned out loud reinforces reading, understanding, and comprehension.

Play is the serious daily work of a child. It is how your child learns.

If you link play with your lessons, your child will easily learn!

Teaching In Context

Engaging in contextual conversation with your child during each lesson is done by using a starter question or comment. During your lesson, you will refer to your beginning comment as you discuss it with your child. We use a teaching in context approach because it is important for your child to learn to transfer the new knowledge into daily life events. If your child does not know how to apply the new concepts learned, he or she will not be able to use their new knowledge to solve problems or resolve new situations. During the reading lesson, we encourage purposeful conversation linked to each reading skill, hands-on activity, or game. Reading should be fun. Remember to laugh and enjoy this time with your child.

Supporting Your Child's Individual Needs

Targeting and supporting your child's individual needs is crucial for successful learning. The easy *Link And Read Method* is tailored to support your child's personal needs by using an adaptable, multi-sensory, hands-on learning process. To ensure success in teaching each reading skill, we included steps for adjusting your child's lesson. In that process, you will target any needs that will support and help your child during the lesson. After targeting those needs, follow your adjusted plan in addressing and supporting your child's areas of difficulty or areas of high interest.

Understanding A Lesson Goal

- A lesson goal describes what a student is expected to learn by the end of your teaching. It is the standard used to measure your child's progress.
- When planning a lesson goal, ask this question: Can the results I'm expecting my child to achieve today be observed and measured (evaluated)? Below is an example of an observable and measurable goal.

Goal: Sara will pronounce and write the word "bread" correctly during today's lesson assignment.

Evaluation: You can hear Sara say the word and you can see her write the word correctly during the lesson.

***The Link And Read Simplified Guide*®**

Active hands-on reading lessons are crucial for successful learning. To meet this need, we created the outlined, *Link And Read Simplified Guide*® to help your child successfully learn the foundations of reading. Children learn well using a hands-on approach. For each skill, the word builder activities are used to reinforce the daily reading concept being taught. Physically linking letters together reinforces the concept that the blended sounds of the letters create new words. Letter linking is a fun, foundational process using the simplified guide. Your child should quickly learn this easy "link and read" process and move forward in reading. Learning by doing brings greater understanding to children. Children understand and remember better during a physically active, hands-on lesson, because all children learn through play. It is a serious learning activity, and planned play should be included in every lesson!

The Link And Read Simplified Guide®

The *Link And Read* method utilizes the simplified guide for teaching hands-on lessons. During the reading lessons, your children will learn by using an active, hands-on approach on the printed simplified guide. The Orthographic Mapping method for teaching new words is also used. The simplified guide like the small, labeled copy below is used for most lessons. Before teaching, you may view the tutorial video until you feel comfortable in using the guide. On your copy of the simplified guide, you will have blank sections with lines along with the titles for the five lesson steps across the bottom. When you are ready to begin teaching, print your copy of the simplified guide found in the curriculum resource section.

The Simplified Guide will provide an active hands-on teaching tool to use for your lessons instead of worksheets.

Orthographic Mapping: Teach your Orthographic Mapping (word building) in this section.

Sound Labels: This area is used to label the number of sounds heard in a word.

Holding Spot: Keep your lesson letters, words, pictures, and manipulatives in this space during your teaching.

Hands-on Lesson: Teach the foundational reading skills and sentence construction here.

Baseline: The linked baseline is used for letter linking and building words.

Labels: Put labels in this section under the letters and words during the lesson.

1. Adapt your child's lesson

2. Connect new knowledge with known knowledge

3. Watch video • Complete lesson steps

4. Complete hands-on activity and word mapping

5. Score your evaluation

Below Are The Five Easy Steps On The Simplified Guide To Follow In Completing Your Lessons

1. Adapt Your Child's Lesson
Quickly adjust your lesson for your child's learning needs following the easy, simplified guide.

2. New Knowledge To Be Taught
Review old knowledge.
Next, connect the old knowledge with the new knowledge.

3. Steps To Complete The Lesson
Watch the skills video:
Next, follow the points on the easy, lesson guide to complete the lesson.

4. Hands-on Reading Activity
1. Follow the directions for the reading lesson activities.
2. Complete Orthographic Word Mapping.

5. Evaluation And Promotion
Mark the level of your child's completion on your evaluation scale.

Observe a class using the *Link & Read Simplified Guide* at this website URL: www.linkandread.com/class

Five Questions To Help You Discover Your Preferred Teaching Method

When you discover what talent you like to use most, it makes your teaching very enjoyable. In my career, I used storytelling as my vehicle for teaching. Not only was it fun, but the children remembered the lessons! Below are five questions to help you discover your own mode of teaching. After answering them, write what talent or skill you plan to use in your teaching. Remember, what you really like to do is what you will do best!

1. What is easy for you and doesn't wear you out? _____
2. What do you really like to do? _____
3. What do you absolutely not like? _____
4. Is there a topic that you love? Can it be used in your teaching? _____
5. What are some comments from friends about your gifts and talents? _____

Considering your answers, what do you believe is your best teaching method? _____

Learning Styles

In my many years of teaching, I used a variety of curricula, and I always made adjustments to those lesson plans. Why? Because, one size does not fit all! I was teaching children with different personalities, interests, and learning styles, so I took the lessons and customized them to meet the learning needs of my children. In this simplified reading method, I will teach you how to make lesson adjustments for your children. Using the adaptable method, you will find guiding questions to help you customize your lesson components. Adjusting a lesson to help you connect with your child depends on the identification of your child's learning styles and interests. To help in identifying those, we included a section below on the different learning modes or styles.

Learning styles were described as early as 334 BC by Aristotle who said that each child possessed specific skills and talents. A broad definition of learning styles is the patterns, behaviors, and attitudes that help a child to learn. While a child is growing up, his or her brain changes as it develops; therefore, a child's learning style can change as he grows and matures. Your child's learning modes and interests now will probably be very different in a few years.

Identifying My Child's Learning Style

During a hands-on lesson, how will you know your child's preferred way of learning? Watch what your child does? What behaviors are you seeing used over and over? What keeps your child's attention? When you notice those, you will see his or her preferred way of learning! Once that is known, it will be easy to tailor your learning activities to match your child's learning preferences.

Don't worry about identifying your child's learning style.

Your child's actions will show you his or her preferences!

Learning Styles

Four Of The Sensory Receivers Used In Learning Styles

First, let's talk about four of the sensory receivers. They are:

Visual  Seeing • Auditory  Hearing • Kinesthetic  Touching • Reading  Writing

1. Visual Seeing

Visual learning is a style in which a child learns through seeing. A visual learner is very interested in shapes, colors, flash cards, forms, designs, graphic organizers, images, outlined pages, photos, videos, and more.

Q. In a lesson, does your child seem to rely on visuals for understanding? If so, write about one example that you noticed.

2. Auditory Hearing

Auditory learning is a learning style in which a child learns through listening. An auditory learner depends on hearing and speaking as a main way of learning and is extremely interested in sounds, sound patterns, music, songs, instruments, language patterns, rhymes, books on tape, peer assisted reading, paired reading, and more.

Q. Does your child listen attentively or show an interest in hearing sounds repeated? If this describes your child, write what you observed. _____

Learning Styles

3. Kinesthetic Touching

A kinesthetic-tactile learning style requires manipulating or touching of materials to learn. Kinesthetic-tactile techniques are used in combination with visual and or auditory study techniques, producing multisensory learning. Some of their likes are: sand trays, raised lines on paper, textured objects, textiles, finger paints, puzzles, clay, sculpting, manipulative materials, hands-on art forms, and more.

Q. During learning, does your child manipulate objects throughout the lesson? If you observed this behavior, describe how the objects were handled and how often. _____

4. Reading Writing

A reading / writing learner loves reading and shows that great interest during a lesson. He or she will write detailed comments and descriptions in their lesson notes that were learned from the text read. A reading / writing learner writes lists, outlines, commentaries, detailed notes, and composes their own text in all formats.

Q. During a lesson, does your child like to read the text, and then write their own report or understanding of what was learned? If so, write about one lesson that you noticed: _____

Other Learning Styles

Let's look at several other learning styles that children use. They are:

Verbal ☺

•

Social Learning With Others ☺☺

•

Solitary Learning ☺

1. Verbal: ☺

The verbal learning style requires both the spoken and written word. A child who uses this style will be able to express himself well verbally and in writing. A verbal learner uses words well for expression when talking with others. A child who is a verbal learner loves reading and writing, rhymes, limericks, tongue twisters, and loves to search for the meaning of new words.

Have you noticed this learning style in your child?

2. Social Learning With Others: ☺☺

A social learner communicates well with others and prefers to have a setting where friends or family members are present during learning. They enjoy sharing ideas and discussing their thoughts with others in their group setting as part of their learning experience. Social learners like working through their ideas with others, and they tend to continue their discussion after the learning session is over. They are often good at team sports like: hockey, volleyball, basketball, baseball, soccer, or football.

Does this learning style describe your child?





3. Solitary Learning: ☺

One who likes to learn alone uses a solitary learning style, and is independent in his or her work. A solitary learner likes to find a quiet place to complete lessons and work through problems. He or she concentrates well, plans and sets goals, focuses their thoughts on the current project or assignment, and continues to work through to find the correct solution. Choosing to stay away from crowds, the solitary learner often has personal hobbies, keeps a diary, keeps a log of personal thoughts, and records details of important events.

Does your child like to learn alone in a quiet place?

After looking at the different learning styles, which style have you observed your child using? What learning style(s) does your child favor? Write your observations below.

Successful Hands-on Multisensory Teaching

The multisensory teaching technique is where all five senses and many of the different learning styles are used in the teaching process. It is a technique that encourages a child to use movement, touching, and exploration for learning. To use this technique in your lessons, use teaching aids to focus on facilitating the different learning patterns (styles) along with items that can be smelled and tasted. When using the multisensory technique, encourage your child to participate in all the multisensory activities as much as possible. The symbol for smell is (SM), and the symbol for taste is (TA). If possible, use all of the following learning styles and senses when teaching.    (SM) (TA) 

Successful Hands-On Learning

Learning by doing brings greater understanding to children. Educational studies show that children understand and remember better during a physically active lesson rather than a directed lesson based on listening. During hands-on lessons, children learn to experiment, correct their mistakes through trial and error, think of new solutions, and create new procedures. Learning through play is how children of all ages learn, and it should be used in every lesson!

During a hands-on lesson, how will you know your child's preferred way of learning? Watch what your child does? What behaviors are you seeing used over and over? What keeps your child's attention? When you notice those, you will see the preferred way of learning! Once that is known, it will be easy to tailor your learning activities to match your child's preference. Use the lines below to write three of your child's repeated behaviors that you have noticed during play.

1. _____

2. _____

3. _____

Building Blocks Of A Learning Foundation

Statistics show that children who lack a solid learning foundation fall behind in reading and rarely catch up. In the *Link & Read* lessons, your children will easily learn the foundational building blocks of learning, assuring their reading success.

In Rebecca Joy Stanborough's research, she states that "milestones are tasks that a child can do by a certain age. Most children develop skills and abilities in roughly the same order, but the time frames involved aren't exact. They vary from child to child, just as hair and eye color do."¹

While there are many components in building a child's solid learning foundation, we have listed four main developmental areas below that will be targeted in the *Link & Read* lessons.



Cognitive



Physical Development (Purposeful Play)



Language Development



Social-emotional Development

Orthographic Mapping For Reading Fluency

Orthographic Mapping is the process where we remember words by linking the phonemes (individual sounds) with the graphemes (letters). Letters are the written or graphic representation of sounds. This process of linking the smallest individual sounds (phonemes) together with letters is called Orthographic Mapping. Because this process is how children learn to read, it is the most successful teaching method that teachers can use in their reading lessons.

The steps in the Link & Read Orthographic Mapping exercise below are:

1. **Identify the word:** Say the word out loud after hearing it read.
2. **Snap the sounds in the word:** Snap the individual sounds heard with your fingers.
3. **Map the word:** Put a purple dot above each phoneme as you hear the sound.
4. **Graph the word:** Write the letter(s) for each sound (phoneme) heard
5. **Read the word:** Next, write the whole word, and then read the word out loud.
6. **Conversation:** Guide your child into a purposeful conversation using the new word.
7. **Storytelling:** Help your child use today's word to create and tell a very short story.

Example Story Starter Question: If you were captain of this ship, where would you be going?



1	2	3
•	•	•
sh	i	p

Did you hear and snap the sounds?

How many dots did you need?

ship

Write the word, and then read it.

Successfully teach new words using Orthographic Mapping!

1. Rebecca Joy Stanborough, MFA. How To Monitor Child Development Ages And Stages. December 9, 2019

Parent Modeling

Children follow their parent's leading. If you show a love for reading before your children, then they will follow you and learn to love reading, also. Good parent modeling is crucial as you create a love for reading in your children.

Below are some very helpful pointers to use daily while showing good reading habits to your children:

- Read to your children daily.
- Allow your children to see you reading. Children copy their parents.
- Choose a variety of books to read to your children.
- Establish the I read, we read, you read pattern as you read to your children.
- Ask your child questions at the beginning, middle, and end of the story.
- Teach the sounds of a few letters as you read.
- Encourage your children to repeat letter sounds after you.
- Teach your children to associate objects and sounds.
- Practice memorizing a letter sound or a word each day.
- Teach building blocks of learning early.
- Nurture your child's God given abilities.
- Make your reading time with your children joyful and fun!
- Listen for the teachable moment

Critical Thinking Skills

Using questions in your teaching is necessary to foster different levels of learning, thinking, and understanding. Educators have used a system of verbs that were listed or ordered by a team of cognitive psychologists led by Dr. Benjamin Bloom at the University of Chicago. The list of words was named *The Taxonomy Of Educational Objectives*.² The classification or taxonomy of verbs created a system for developing critical thinking skills. By using verbs from the different levels on the Blooms list to create your questions, you will encourage your child to develop and use critical thinking skills. It is not necessary for you to learn the *Blooms Taxonomy* word list or scale. In the curriculum, you will be guided on how to take verbs from the list to compose questions for different levels of critical thinking. The question, answer, and discussion process is very powerful in developing your child's critical thinking skills. Use questions in your communication with your child often!

2. Benjamin Bloom. *Taxonomy of Educational Objectives. The Classification of Educational Goals*.
David McKay Co., Inc, January 1, 1971

Critical Thinking Skills

Below is a shortened form of *Bloom's Taxonomy*. It is not necessary for you to learn the Blooms scale or word list; however, we will take a few moments to look at some of the verbs from the list, and then we will select a few of them to compose questions for different levels of thinking. Again, learning to skillfully question your child using words from different levels on the Bloom's scale is very powerful in developing your child's critical thinking skills. Remember to use the question discussion process often in your communication with your child!

The Blooms list below is scaled from the lowest level of learning (1) to the highest level (6). We have condensed the list for this study.

The graduated levels are:

Level 1. Remember: Recognizing and recalling facts

Level 2. Understand: Understanding what the facts mean

Level 3. Apply: Applying the facts, rules, concepts, and ideas.

Level 4. Analyze: Breaking information into parts for study.

Level 5. Evaluate: Judging the value of information and ideas.

Level 6. Create: Combining parts to make a new whole.

Below are some of the verbs to use in creating questions for different levels of thinking.

1. Remember: list, recite, outline, define, name, match, quote, recall, identify, label, recognize.

2. Understand: describe, explain, paraphrase, restate, summarize, contrast, interpret, discuss.

3. Apply: calculate, predict, apply, solve, illustrate, use, demonstrate, model, perform, present.

4. Analyze: classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.

5. Evaluate: support, relate, determine, defend, judge, grade, compare, select, contrast, argue, justify.

6. Create: design, formulate, build, invent, create, compose, generate, derive, modify, develop.

How To Write A Question To Encourage Critical Thinking

Let's practice writing questions.

Level 1. Remember	Level 2. Understand	Level 3. Apply
list	describe	calculate
recite	explain	predict
outline	paraphrase	apply
define	restate	solve
name	summarize	illustrate
match	contrast	use
recall	interpret	perform
identify	discuss	present

Several verbs from the lists above were used to create questions for levels one, two, and three:

Level 1. The first level question was created using the verb 'name.'

Q. What is the name of your project?

Level 2. The second level question was created using the verb 'explain.'

Q. Will you explain how you made your project?

Level 3. The third level question was created with the verb 'use.'

Q. How do you plan to use your completed project?

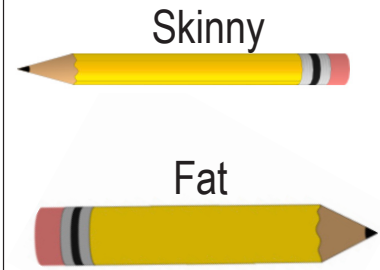
These are three examples of how to develop critical thinking skills using different levels of questions. It's really easy. Just select the verb that you want to use, and then turn it into a question for your child. As your child is responding, you will see his or her brain working hard to answer you! The questioning process is a powerful tool to help develop different levels of thinking, learning, and understanding. If possible, use it daily to develop your child's critical thinking skills!

Using a verb from level 1, write a question to ask your child.

Using a verb from level 2, write another question for your child.

Handwriting

In the *Link And Read Method*, your child may use either size pencil for writing depending on which is more comfortable.

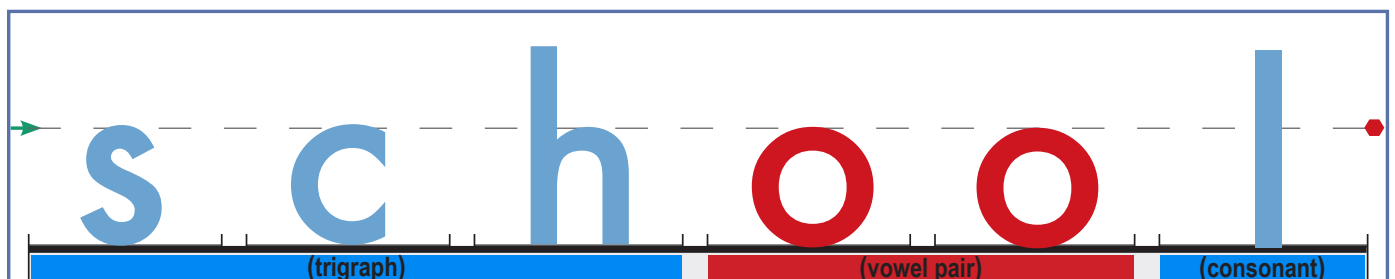


Listed below are the writing skills taught in the *Link And Read* curriculum.

- Holding a pencil correctly
- Applying the correct pencil pressure
- Forming letters
- Sizing and spacing letters
- Writing letters on the baseline
- Using a sense of direction (writing left to right)
- Learning to copy letters and words
- Forming and writing upper and lower case letters proportionately

You do not have to worry about whether you are teaching the correct writing skills. Following the simplified lesson guide as prescribed ensures that you are teaching the skills correctly!

Below is an example of a *Link And Read* baseline with letter link marks, a green directional arrow, a red stop sign to indicate the end of a word or sentence, a blue broken line, a top line, and a baseline to indicate where lower case letters are written. A gray underline is used to hold letter and word labels.



Pretesting Your Child To Determine The Correct Reading Lesson Level

Before beginning your *Link & Read* lessons, use the pretest to determine your child's lesson level.

Parents often ask, "How do I know where to start teaching my child?" To find your child's lesson level, give him or her the evaluation pretest on pages 20 and 21. The pretest score will show your child's reading lesson level along with the corresponding instructions of where you should begin teaching. During the pretest, it is critical for accurate testing results to not help your child in any way.

After you've determined your child's instructional level and you've begun teaching, you will use the easy assessment guide at the end of each lesson to determine when your child should be moved to the next instructional level.

Pretest Supplies Needed:

For testing, you will need the test paper, a pencil, and a reward to give to your child after completing the pretest.

Let your child use any pencil for the reading pretest.

Skinny



Fat



Reading Pretest Instructions

Pretesting is the valid way to determine your child's reading lesson level. We've made the testing guide very easy by including our simplified instructions below for you to follow. After you finish giving your child the pretest, the total score will show the corresponding instructional level where you should begin teaching. Again, to receive accurate testing results during the pretest, it is critical to not help your child in any way.

Reading opens new windows of knowledge!

Reading Pretest Instructions (cont.)

Evaluation Note: After you begin teaching you will use the easy evaluation guide found at the end of each reading lesson to determine when your child should be moved to the next instructional level.

Scoring Symbols (plus & minus):

The + and – symbols are the two scoring symbols that are written by each letter, word, or letter combination as your child attempts to read through the pretest. The + symbol means that your child read each test item correctly **without any help at all**. The – symbol means that your child **did not successfully read each test item alone**. As your child attempts to complete the pretest, put the (+ or –) score symbol on the line by each test item. Remember, your child should be able to **read each test item correctly without any prompting or help** to receive a + score.

Giving The Test

Setting For The Pretest:

- The best setting for the test is your child's favorite, most comfortable place to play and read.
- You will need a table in that area.
- Be sure your child is settled and comfortable, and then follow the instructions below for the test.

Testing: Put the test paper on the table in front of your child, and then begin giving the test by saying:

"Look at the letters and words on this paper. We are going to play a reading game today. I'm going to point to a letter or a word, and then you read it to me. It's alright if you don't know the answer. We will learn it together on another day."

Next, begin by using your pencil to point to a letter, and then say: "Look at this letter. Can you read it to me?" (pause)

Now, put a + or – on the line by the letter that you asked your child to read.

Testing Process: Repeat this same 'point and ask' process as you guide your child to read each letter, word, or letter combination until you have finished the pretest. If your child gets tired, finish the test later.

Scoring The Pretest To Determine Reading Lesson Level:

1. If your child missed any of the letters or words on list one, start at the beginning of Level 1 with lesson #1.
2. If your child missed any of the letters or words on list two, start at the beginning of Level 2 with lesson #1.
3. If your child missed any of the letters or words on list three, start at the beginning of Level 3 with lesson # 1.

***Use this guide to determine your child's lesson level before beginning to teach.**

Begin Lessons: After the pretesting is done and you are ready, begin teaching on your child's lesson level. You may move as fast as he or she successfully learns letters and words or as slowly as is needed. Don't worry if your child is moving at a slower pace. Learning happens in different ways for different children. Be consistent with your teaching and activities and keep moving forward each time your child is ready.

Remember, reteaching at each level is always very profitable!

Reading Pretest For *Link And Read* Lessons

Student Goal: For list one, successfully read the letters and words on the list.

For lists two and three, read the letters and words correctly included on those lists.

Teacher: As your child reads, put a + if the test items were read correctly or a - if they were not read correctly.

<p>1</p> <p>a _____</p> <p>b _____</p> <p>c _____</p> <p>d _____</p> <p>e _____</p> <p>f _____</p> <p>g _____</p> <p>hi _____</p> <p>in _____</p> <p>j _____</p> <p>k _____</p> <p>l _____</p> <p>m _____</p> <p>no _____</p> <p>o _____</p> <p>p _____</p> <p>q _____</p> <p>r _____</p> <p>so _____</p> <p>t _____</p> <p>up _____</p> <p>v _____</p> <p>we _____</p> <p>x _____</p> <p>y _____</p> <p>z _____</p>	<p>2</p> <p>blow _____</p> <p>br _____</p> <p>bee _____</p> <p>crab _____</p> <p>dr _____</p> <p>frog _____</p> <p>tr _____</p> <p>flat _____</p> <p>glad _____</p> <p>gr _____</p> <p>pl _____</p> <p>pr _____</p> <p>sled _____</p> <p>sm _____</p> <p>sp _____</p> <p>st _____</p> <p>choo _____</p> <p>sh _____</p> <p>the _____</p> <p>bat _____</p> <p>wh _____</p> <p>wrap _____</p> <p>know _____</p> <p>after _____</p> <p>claw _____</p> <p>how _____</p>	<p>3</p> <p>top _____</p> <p>saw _____</p> <p>dew _____</p> <p>moon _____</p> <p>tenth _____</p> <p>school _____</p> <p>screech _____</p> <p>splash _____</p> <p>pat _____</p> <p>straw _____</p> <p>throw _____</p> <p>going _____</p> <p>every _____</p> <p>just _____</p> <p>see _____</p> <p>spray _____</p> <p>some _____</p> <p>day _____</p> <p>stop _____</p> <p>high _____</p> <p>toy _____</p> <p>bye _____</p> <p>fly _____</p> <p>could _____</p> <p>raw _____</p> <p>tea _____</p>
<p>Scoring</p> <p>1. If your child missed any of the letters or words on list one, start at the beginning of Level 1 with lesson #1.</p> <p>2. If your child missed any of the letters or words on list two, start at the beginning of Level 2 with lesson #1.</p> <p>3. If your child missed any of the letters or words on list three, start at the beginning of Level 3 with lesson # 1</p> <p>*Use this guide to determine your child's lesson level, then circle the level below.</p> <p>My child's lesson level is: Level #1 • Level #2 • Level #3</p>		

What supplies are needed for teaching the *Link And Read Method*?

- **Letters:** Bumpy, textured, manipulative letters are preferred.

Note: Depending on your child's age, you may purchase the 2" primary size, 1 1/2" size, or the 1" size letters from your local discount store. Also, we have a link to our school store page if you want to use the letters that we are using on the videos. The store link is at the bottom of the website in the footer section.

- **Duplicating Paper:** A large package of white duplicating paper.
- **Card Stock:** A small pack of heavy, white card stock.
- **School Supplies:** The school supplies normally found in your child's school box will be enough.
- **Manila Folders:** A few folders to store your lesson cards, labels, pictures, and teaching aids.
- **Art / Craft Items:** The art projects use free items that you have or can easily be found at your local store.
- **Electronic Device:** A computer, laptop, tablet, or smart phone to view the lesson videos.

Note: In the program, I use throw-away items or inexpensive items that you can easily find.

What technology equipment do I need to view the class videos?

You will need an internet connection, your computer, laptop, iPad, tablet, or smart phone to view the videos.

How Do I Access My Account After Enrollment?

After purchasing your course at www.linkandread.com, your checkout receipt will include your website login information as well as directions on how to access your course.

Contact Information: office@messianicpublishers.com

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