



Basic Principles

Project Prevent compliments classroom reading instruction. There is the expectation that children will continue to receive regular reading instruction in the classroom. Four basic principles are used in the Project Prevent Reading Program:

- Assess early reading knowledge through a diagnostic survey.
- Focus on the child's development of good reading skills.
- Attempt to accelerate the child's learning.
- Focus on the child's development of the interrelationship between reading and writing skills.

Reading at Home

- Set aside special reading time.
- Read in a place that is quiet and free from distractions.
- Echo read with your child.
- Connect stories to your child's experiences.
- Discuss the illustrations.
- Encourage your child to reread books.
- Partner read the story with your child.
- Talk about books after reading them.
- Make reading fun for your child.

Miss Jan Blew

630-773-0554

jblew@itasca.k12.il.us



PROJECT PREVENT

"When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and like school more."

(National Center for Family & Community Connections, 2003)



Parent Reading Night
Project Prevent
September 21, 2011

Miss Jan Blew, Lead Reading Teacher
Mrs. Karen Capone, Reading Aide
Miss Jennifer Anderson, Reading Aide



Description

Project Prevent is an intensive tutorial program developed for use with first grade children who need extra reading support. In Project Prevent, a specially trained teacher works daily with each child for a one-half hour lesson, which includes both text reading and writing. Each child remains in the program until he/she is able to independently read grade level material.

Dr. Darrel Morris developed this program while at National-Louis University in Evanston, Illinois. Morris is responsible for extensive research in early literacy. He created a program that he felt was firmly grounded in current theory and research. He first implemented the program in Skokie, and with its success, the program has been carried into other school districts.

A Project Prevent Lesson

1. FAMILIAR READING

The teacher centers the instruction on a few of the strengths or weaknesses exhibited by the child. The teacher encourages the child to use and articulate particular reading strategies. Sight words reinforcement, including the use of a word ring, is included here.

2. RUNNING RECORD

The child reads a book introduced the day before without help from the teacher. The teacher observes and records reading accuracy and strategy development.

3. PICTURE/WORD SORT

The child and teacher play a game where the child sorts pictures or words into categories based on letter sounds, word families or vowel patterns.



4. WRITING

The child writes a single sentence. Invented spelling is accepted and used by the teacher diagnostically to monitor the child's developing word knowledge.

5. NEW BOOK

A new book is selected to accelerate learning on the basis of an analysis of the previous lesson.

- Orientation to new book
- Echo reading
- Partner reading

Places to Play and Learn

www.pbskids.org/lions

www.earobics.com/gamegoo

<http://www.primarygames.com/reading.htm>

<http://www.funbrain.com/>

