

Exercise b)

In the words below, look for sh, sp and th.
Write down how many you have found.

sh ○ sp ○ th ○

shipshape, witchcraft, moonlight, distinguish, knowledge, shreds, brainstorm, glimpse, scallop, embellishment, theater, goldfish, heather, splice, zenith, sniffles, ghostly, featherweight, cyclist, diminished, smooth, rather, spinach, replenish, scholastic, duckling, scientist, industrious, puppet, thimble, uncertainty, gnash, footprint, splash, opulent, thrifty, spaceman, junction, highlight, scissors, fatherland, sprightly, snowflake, otherwise, airspeed, ghoulish, scrutiny, tarnish, shade, astonish, shocking, catlike, fishpond, throughout, shrimp, jestingly, spoilsport,..).

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Reading words faster and faster

Goal

The object of this exercise is quick word recognition as well the practice and expansion of frequent word images, which are identified immediately, thus eliminating the deciphering of letter by letter (sight vocabulary). This leads to an improved reading speed.

1st–4th grade

10–15 minutes



Materials:
appropriately prepared
worksheets for the exercises,
see below.

Procedure:

The goal of a mostly automatic identification of particularly frequent word images can be approached with different exercises. Examples:

- Reading words with obstacles (see exercise a below).
- Recognizing frequent mini words immediately (see exercise b below).
- Reading words with mis-aligned letters (see exercise c below).
- Finding rhyming words for frequent words (house – mouse – louse...).
- In a text taken from a newspaper article or a story, find frequently used words and highlight them in colors (e. g. "much or many", "very", "maybe", or other, frequently repeated words in this text).
- Connecting words: the students receive a worksheet with word pairs that belong together, but are written separately and jumbled up. They must connect with arrows the words that belong together (e. g. mechanic – wrench; dog – barking, etc.).

Remarks:

- Many exercises are also ideal for working in pairs.
- Many of the required worksheets for this kind of exercise can be prepared by older students for the younger ones.
- These kinds of exercises can of course also be conducted with older students if they still experience difficulties with word recognition in their first language.

Exercise a)

**Read the sentences as accurately as possible.
Read them several times and increase your speed.**

PonXs and h&rses d?ffer fr&m &ach other mainl% in s*ze. Wit& a y?rdstick or a m%asuring t?pe the heXght is m5asured from the gr&und t& the hi5hest poXnt of th* h&rses's b?ck. The size of th& h%rse 5s called fl&or hi5ht. PonXs have a fl&or hi5ht of up to one met%r 48 centimet%. H&rses a?e bigger.

Exercise b)

Take a sheet of paper. Cover the text below with the paper. Now uncover the first line (only very briefly) and tell what you have read. Then, uncover the second line only very briefly and tell what you have read, and so on. Repeat this exercise several times.

**where
by only
that with there out
also yet so pair**

Exercise c)

The letters are misaligned in this exercise. Read the text various times until you are able to read it accurately and fast.

Always follow your nose

We can distinguish up to 10.000 fragrances and store in our memory. To keep odors apart is not only important to recognize dangers and distinguish for example edible from spoiled food, but our sense of smell is also closely tied to our emotional life – thus we connect entirely different situations and moods with different fragrances. In order to smell things, two tiny scent molecules (molecules are tri-est of two or three atoms) which by inhaling reach the olfactory mucosa in the upper nasal cavity when inhaled with the air.