

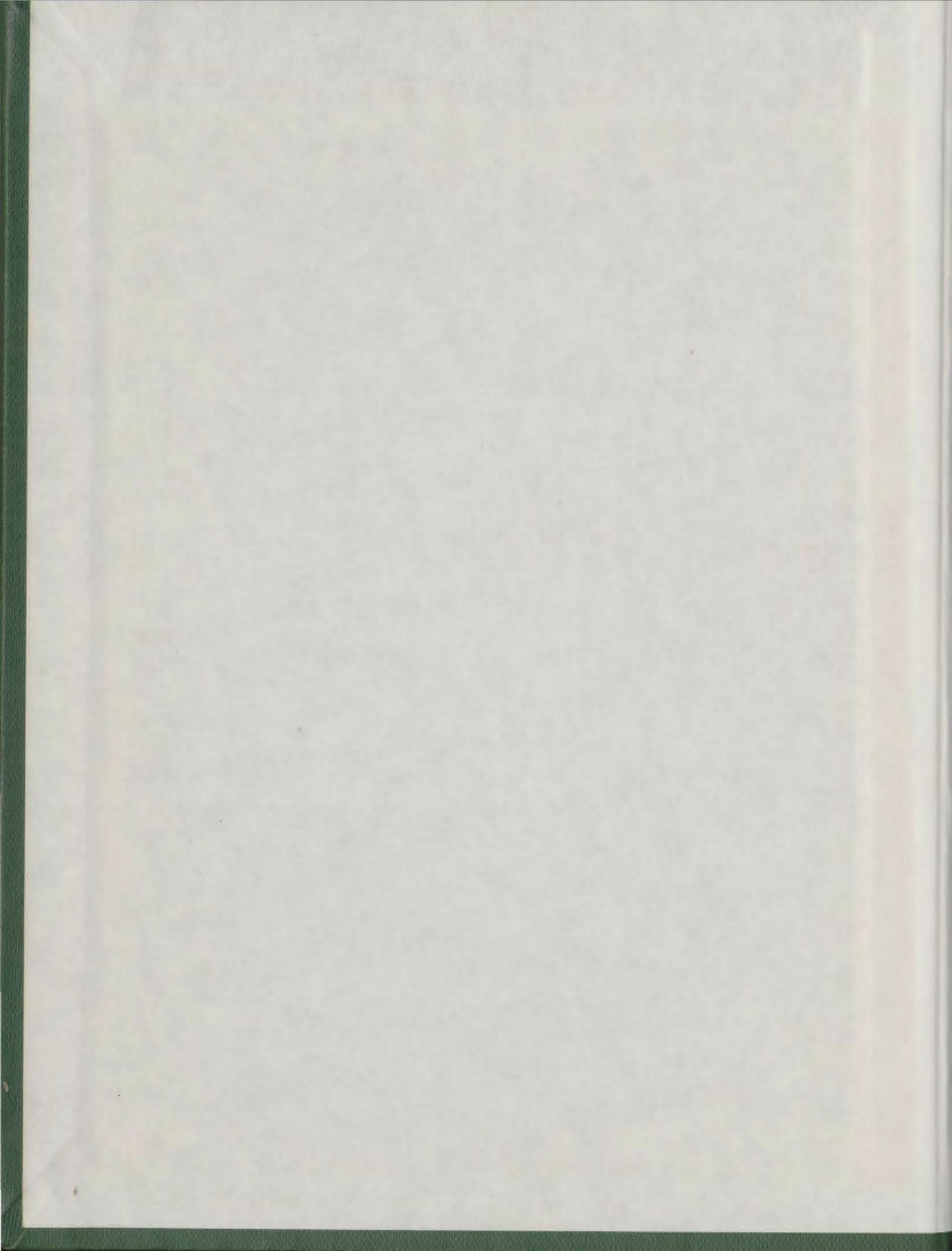
DEVELOPING LISTENING AND
READING SKILLS OF GRADE
SEVEN STUDENTS AT MOUNT
PEARL CENTRAL HIGH SCHOOL

CENTRE FOR NEWFOUNDLAND STUDIES

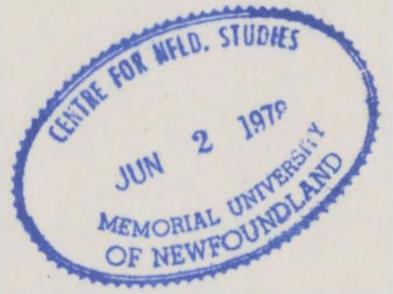
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SATYA NARAIN AGGARWAL



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DEVELOPING LISTENING AND READING SKILLS OF
GRADE SEVEN STUDENTS AT MOUNT PEARL
CENTRAL HIGH SCHOOL

An Internship Report
presented to
The Faculty of Education
Memorial University of Newfoundland

In partial fulfillment
of the requirements
for the degree
Master of Education

by

Satya Narain Aggarwal

August 1976



ABSTRACT

The purpose of this study was to investigate the effect of a planned, regularly scheduled, taped listening program upon the listening and reading achievement of seventh grade students.

The subjects included in the study were 67 seventh grade pupils enrolled in two classrooms. The experimental group was made up of 34 students; 33 students were in the control group. Each of two teachers taught one experimental group and one control group. Both the experimental group and the control group were exposed to the same language arts curriculum, with the exception that control group students were engaged in a free reading period while the experimental group participated in the program of listening skill development.

A portion of the LISTEN AND THINK series was used as the listening program. It consisted of thirty taped lessons which were administered for 40 minutes each school day during a six week period.

The Durrell Listening-Reading Series, Form DE, was used as a pretest; Form EF was used as a posttest. Pretest scores were used to equate the experimental and control groups. Means scores were used to compare posttest performance of the experimental and control groups.

Analyses of the data revealed the following:

There was a significant difference in the listening achievement of students who participated in the listening

program. Test data for control group students reflected no appreciable gain.

There was a significant difference in the reading achievement of students who participated in a planned listening program. Test data for control group students reflected no appreciable gain.

The following recommendations are suggested:

- 1) additional research to explore the nature and development of listening ability or abilities and to apply these findings to the language arts curriculum is needed;
- 2) further experimentation with teaching methods and materials incorporating these materials in classroom listening situations should be conducted;
- 3) the problem of interrelationships among listening abilities and speech, reading, and other verbal skills warrants continuing research;
- 4) there should be conducted a listening skills study incorporating listening materials that are constructed to parallel whatever basal reading or other language arts materials are being used in the particular school.

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CHAPTER I

INTRODUCTION

I.

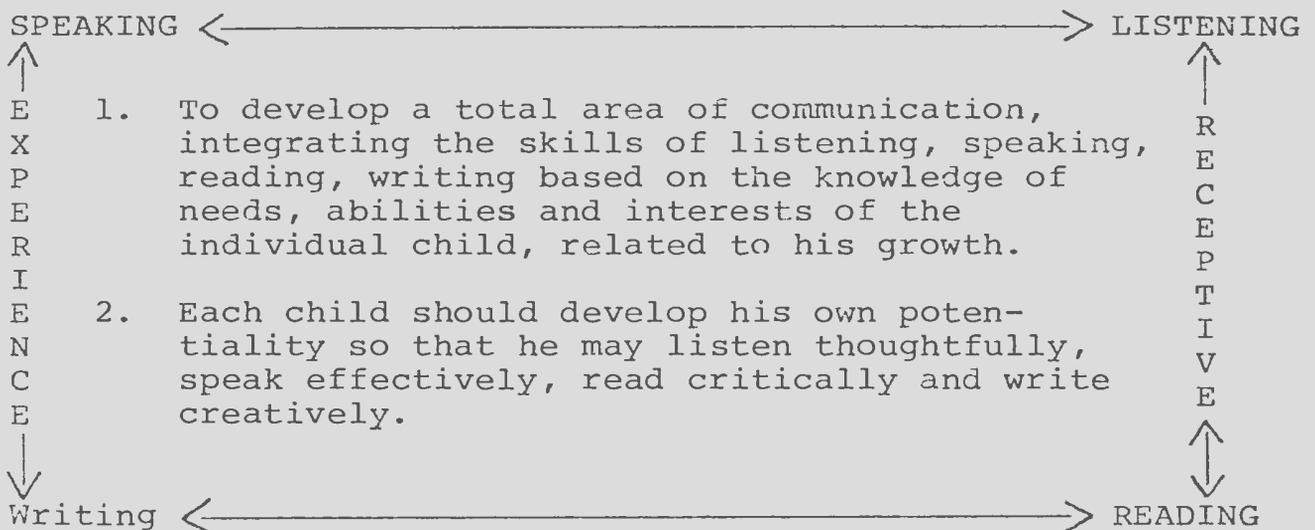
Students who fail to derive full benefit from their exposure to educational programs are a constant source of concern for educators. These students who fail to realize their full potential for contributing to society can most often be identified very early in their school career. One of the central factors in the problems students encounter is their failure to learn how to read adequately (Fernald, 1943). Reading is essential in almost every aspect of the curriculum in that the students who do not attain a reasonable competency in reading are handicapped in acquiring knowledge essential for growth in all academic areas.

Since reading is a complex process involving higher mental functions and complex integrations of simple processes, all research involving reading is most probably interrelated. Progress is slowed when specialists in one aspect of language arts research fail to take account of developments in other areas. Just as an individual cannot develop communication skills unless the four facets of communication - listening, speaking, reading and writing are developed to a considerable extent, just so failure in any one of these abilities hinders an individual's potential to understand and be understood. Of the four facets of com-

munication, speaking is most closely allied to listening: we speak to be heard, and we listen in order to be prepared to respond. Speaking is to listening as writing is to reading.

Reading is the process by which an author talks silently to a reader (listener), while listening is the process of directing attention to and becoming aware of the sound sequence. By definition, listening is an evidence of genuine mental and emotional participation.

As modes of communication, listening and reading each is an exercise in mutuality. The act of speaking is incomplete without a listener, while writing is noncommunicative without a reader. It is inaccurate to suggest that either projection is self-sufficient, for, as we define reading and listening, each activity requires a respondent who interprets and reacts. The interrelationship among all the four facets of communication can be illustrated as follows:



The development of reading skill is dependent on many factors, most significantly vision and hearing. Vision, particularly the scrutinizing of the development of visual perception, has been the subject of a great deal of research, but little attention has been given to development of listening skills (Wilson, Robeck, & Michael, 1969).

Certainly it is important to be able to see the printed word, to encode it and to decode it; but without a sufficiently developed sense of hearing, reading must be a difficult task. It follows that many of the students who come to school from homes where there have been few opportunities for involvement in language experiences, and who as a consequence have not been active in listening, encounter difficulties in dealing with the curriculum.

Measures of pupil abilities in listening comprehension and reading comprehension offer useful information for educational planners. Competence in each is essential for superior academic achievement; a weakness in either ability is detrimental in learning. A combination of results from listening and reading comprehension tests can provide an estimate of the pupil's language learning potential. Since both abilities rest upon intellectual, sensory, and environmental factors, verbal skills performance may well be improved through directed listening training and programs.

This intern believes that a good listening program can be designed for students only if their listening and reading needs have first been assessed. Such assessment can

be done through the administration of reading and listening tests already available commercially. The administration of reading and listening tests used in this project will be described fully in Chapter III.

II.

Many students in our schools in Newfoundland undoubtedly are not reading as well as they should. In the report of a Grade 3 reading survey carried out by the Department of Education (Penny, 1973), there is the conclusion: "The Province then is six month's below the expected grade score by U.S. standard (p. 11)." Pollard (1970), in reporting findings from a reading test administered to grade 6 students in the area of Trinity Bay, noted deficits in vocabulary of "more than half a year (p. 67)" and in comprehension as "1.2 grades below American norms (p. 67)." Roe (1971), on the basis of a reading test administered in St. John's to Grade 4 boys, reported that "the average Grade 4 pupil in St. John's was three months below his American counterpart in reading vocabulary (p. 84)." As for reading comprehension: "pupils in this sample were almost one year behind their American counterparts (p. 87)."

These deficits can most probably be attributed to the neglect of the three processes of communication, i.e., listening, speaking and writing. Although listening is seldom taught in our schools, researchers and educators have been aware that more time is spent in listening than in any other component of communication process. As a matter of fact,

most of the school instruction occurs in a speaking-listening context. Nevertheless, our elementary and secondary schools place apparently little emphasis on the development of listening skills of the students. Aside from often meagre attempts to teach reading comprehension skills, it would appear that little else has been done in the Newfoundland elementary and secondary schools to provide meaningful directed training in listening.

This existing situation prompted the intern to conduct a systematic experimental investigation in one of the local high schools. The purpose of the proposed study was to determine whether the instructional framework mentioned earlier would be effective in improving the reading and listening skills of the high school students.

Like other high schools in Newfoundland, Mount Pearl Central High School does not offer a systematic listening program. Therefore, the intern approached the school authorities for permission to conduct a short term experimental study in grade seven. Permission was granted, pending submission of an acceptable instructional design. The intern felt that a planned program in which he, functioning as instructor, would reinforce hours of practice in listening skills would lead to an improvement in the reading and listening comprehension. He proposed to the Department of English that one period (of 40 minutes duration) daily for six weeks would be sufficient for the successful completion of the project. The Department members accepted the proposal that

the intern act as a Reading Teacher during the period, with the provision that results of the experiment be made known to school authorities.

Keeping in view the needs of the students, the intern decided to define precisely the objectives of the project (outlined in Chapter II) and implement them through the use of systematic listening training (outlined in Chapter III).

CHAPTER II

REVIEW OF RELATED LITERATURE

In the elementary and secondary grades, when children are primarily involved in learning how to read so that they can then read to learn, students of low and average achievement usually prefer to listen rather than to read independently. These children most probably gain more comprehension and retention from listening, because of the important added cues they receive from the speaker, such as stress given to words or phrases, facial expression, and so on.

Pertinent studies selected from that portion of the literature devoted to the study of listening as a language ability, listening and reading achievement, and the development of listening skills will be reviewed here.

LISTENING AND READING ACHIEVEMENT

A person who does not listen well may not read well. Help in one area might enhance performance in the other, because both listening and reading involve important similar skills.

It would seem appropriate in this context to review those studies of the last two decades (1953-1974) in which the researcher attempted to establish the interrelationship between the two aspects of communication - listening and

reading. Strong positive relationships between listening and reading have been identified ever since the study of Lewis (1951).

He conducted a study with intermediate grade pupils to determine the effect of training in listening, (1) to get the general significance of a passage, (2) to note details presented on a topic by a passage, and (3) to predict the outcomes from a passage. He concluded that training in listening for the three purposes seems to have a significant effect upon the ability of intermediate grade pupils to read for those same purposes.

In carefully conducted studies by Pratt (1953), Hogan (1953) and Kelty (1955), it was reported that significant gains were made by the group exposed to listening training, while the group having no training made little or no gains.

Nichols and Stevens (1957) reported that correlation coefficients between listening and reading are positive and high. Studies show a coefficient of about .70 and, when the factor of intelligence is held constant, about .50.

In a study of forty-six pupils in Grade 2 through 4, Barbe and Carr (1957) suggested that listening ability may be a better predictor of reading potential than mental age, the significant correlation between listening ability and mental age notwithstanding.

Dow (1958) and Hildreth (1958) reported that eighteen factors of reading comprehension seem sufficiently similar

to listening comprehension to consider these two receptive skills to be closely related. Further, since reading comprehension depends on comprehension of spoken language, listening to correct English structures helps to improve recognition of the same expressions in print.

Lindquist (1959), Edgar (1961), Winter (1966) and Devine (1967) investigated the relationship between listening and other facets of language arts. The researchers found that:

- 1) The youngsters in the study listened above the average for fourth, fifth and sixth graders throughout the U.S.
- 2) There can be a highly significant improvement in listening competence from fourth to the sixth grade.
- 3) There is a highly significant though moderate relationship between listening and each of the subject areas which were tested.
- 4) A highly significant, moderate relationship exists between listening comprehension and total school achievement as measured by achievement batteries.

Durrell (1969) found that when separate grade norms, percentile, or stanines were used for the raw scores in listening, a child whose listening and reading vocabularies are equal would be identified as a marked "over-achiever" in reading. The use of a listening grade equivalent to

reading grade maintains the true relationship.

Allison (1971) investigated the effect of reinforcement activities combined with previously taught listening skills upon both standardized reading and listening scores. He concluded that the small discussion group treatment is effective in producing significantly higher listening scores. The reinforcement activities utilizing a combination of the language arts produced significantly higher scores on listening and reading tests.

Dewar (1972) studied the effect of instruction in listening skills upon reading achievement and listening comprehension of third grade students. He concluded that "A Skills Oriented Curriculum in Listening" by Metfessel and Hammond was an effective means of instructing the students in listening skills. There was a positive effect on the scores for reading achievement and listening skills tests. The materials were particularly effective with students from the middle and lower classes and multi-ethnic groups.

Taylor (1972) used the Science Research Associates Listening Skills Builder Program, the Science Research Associates Listening Programs, and the Audio Reading Progress Laboratory to study the effectiveness of a concentrated program of listening experiences administered regularly to third grade pupils. She concluded that third grade children who participated in a planned regularly administered listening program made significantly greater gains on standardized achievement tests than did children who did not participate

in the program.

In the latest studies of Lundsteen (1971) and Duker (1974), it was found that reading and listening are similar in that both entail receiving a message. They reported positive and high correlation between the two skills and concluded that it would be useful to study further the nature of this relationship. Both point out the distinct possibility that similar mental processes account for reading and listening skills, and that additional research on these questions might improve guidelines for teaching strategies.

INTERRELATIONSHIP BETWEEN READING AND LISTENING

This interrelationship is conceived in general by Taba (1962) as the "Modern Theory of TRANSFER":

"The ability to transfer learning is achieved not by studying a particular subject, or by specific drill and rote learning, but rather by emphasis on cognitive principles applied either to methods of learning or to the understanding or content, and on ways of learning or to the understanding of content, and on ways of learning that stress flexibility of approach and that develop alertness of generalizations and their application to new situations. Positive transfer, therefore, depends on both how and what an individual learns."

Charles Fries (1963, p. 120) has also stated the "Theory of Transfer", particularly for reading:

"The process of learning to read is the process of transfer from the auditory signs for language signals (sounds), which the child has already learned, to the new visual signs (letters) for the same signals. Both reading and talking have the same set of language signals for language reception. In talking, contrastive bundles of sound features represents these signals; in reading, contrastive patterns of spelling represent these same signals."

Following Taba's as well as Fries's statements, it seems that instruction in listening skills is likely to be effective in improving reading performance.

Keeping in mind the research that had already been carried out, the intern made the arrangements (as outlined in Chapter I) with the local high school to conduct a short experiment in order to observe the relationship between reading and listening as expressed by students in a normal school setting.

The experimental program was designed as a means towards the fulfillment of the following:

- 1) to investigate the effect of a planned, regularly scheduled and taped listening program upon the reading achievement of seventh grade students;
- 2) to administer and evaluate the effect of an experimental program designed to improve the listening-reading comprehension skills of grade seven students;

- 3) to examine the difference in listening comprehension for seventh grade children who listened to a narrative passage compressed at four different word rates.

CHAPTER III

OBJECTIVES AND THEIR IMPLEMENTATION

The main theme of the project is basically to make use of student's efforts such as questioning, listening and reviewing. This can be called the "TQRL"¹ approach, which represents the student's efforts to "tune in" on the situation, to question, to listen, and to review.

Tuning in suggests thinking of what one already knows about the subject. In questioning, we ask ourselves such things as: What is the speaker trying to tell us? What does he want us to believe or do?

With TQ working, we are building a framework upon which to place the speaker's words, as we anticipate what he will say next. Review is the opposite of anticipation; it is the act of going back over what has been said and then to connect it to what we expect to hear. The review is also a "summarizing and evaluating process."

This approach closely parallels the SQ3R reading formula, since many of the same organizational problems are involved in both of these "intake skills". During the project, the students will be exposed to informational audio-visual sources relating to the development of additional study skills.

¹Parker, Don H. Instructor's Handbook - Lab 4A. Illinois, Chicago. Science Research Associates, Incorporated, 1959. pp. 40-43.

(i) Objectives

Since TQRL is an activity-oriented program, it is appropriate that the objectives of this project be set in behavioral terms.

After the completion of the project, the students should be better prepared:

- 1) to discriminate sounds;
- 2) to follow the directions of the speaker;
- 3) to listen, to imagine, and to extend for enjoyment and emotional response (including appreciation for aesthetic, artistic, dialectic richness, felicity of phrasing, rhythmic flow);
- 4) to recognize and judge effects of devices the speaker may use to influence the listener, such as (a) music, (b) loaded words, (c) voice intonation, (d) propaganda;
- 5) to listen for implications of main ideas and significant details;
- 6) to follow a sequence in (a) plot development, (b) character development; (c) speaker's argument;
- 7) to recognize the significance of a title as it is related to the content of the selection;
- 8) to distinguish fact from fancy;
- 9) to distinguish well-supported statements

- from irrelevant information;
- 10) to distinguish well-supported statements from opinion and judgements and to evaluate them;
 - 11) to inspect, compare, and contrast ideas while arriving at some conclusions;
 - 12) to generate questions on the topic.

i. COLLECTION OF DATA

Keeping these objectives in mind, the intern with the assistance of his supervisor administered the "Durrell Listening-Reading Test" - Advanced Level, Form DE, during the week of April 26, 1976. The tests were hand-scored by the intern and the results were computed.

ii. POPULATION UNDER STUDY

Records obtained from the office of the Principal as of April 25, 1976, revealed that there were 73 students in Grades 7₁ and 7₂. However, because of transfers, student absenteeism, and drop outs, complete information was obtained on 67 students.

iii. TEST ADMINISTRATION

The Durrell Listening-Reading Test Form DE was administered as a pretest to both the experimental and the

control group. The listening portion of the pretest was administered by the supervisor of the intern, and the reading part of the pretest was administered by the intern. The students wrote the test in their school during regularly scheduled classroom sessions.

Homeroom teachers were present during the administration of the pretests. The detailed instructions for administering of the test on the procedure (as outlined in the manual), were followed to ensure uniformity of procedures. The test schedule was arranged to allow for a time lapse of two days between the administration of the reading and listening tests. The time required for writing the test was forty minutes for vocabulary and forty minutes for paragraphs (i.e., comprehension). A break of approximately fifteen minutes was scheduled in order to disallow the effect of testee fatigue.

iv. IMPLEMENTATION OF THE OBJECTIVES

After the completion of the pretest, control group students received regular instruction and one extra free period in language arts, while experimental group received directed training in listening. The intern implemented the objectives of the project by the use of the following techniques:

- 1) individual teacher conferences;
- 2) review of material presently available in

- the school;
- 3) organization of a resource center to include all materials available within the school such that they promote directed training in skills in the area of listening;
 - 4) evaluation of published instructional materials to determine effectiveness for the use of experimental group;
 - 5) evaluation of commercially available listening material for the use of experimental group.

The arrangement of the various techniques is not meant to imply stages through which the objectives were implemented, but is rather simply a listing of techniques employed.

INDIVIDUAL TEACHER CONFERENCES

The discussion of specific class and pupil problems was the focus of the individual teacher conferences, which took place throughout the internship. Suggestions were made for individuals and for restructuring the reading time, so that materials could be implemented most effectively. Some of the materials were available in the school, while the rest were purchased through the EDL representative in Truro. The classroom teachers and the Head of the English

Department were invited to sit in sessions in the Language Laboratory.

ORGANIZATION OF THE RESOURCE CENTER

The French Department of the school made their French Laboratory available for this experiment, while supplementary material was provided by the resource center of the school. Throughout the project, the intern continued to be involved in the reorganization of the language center. The intern was privileged in being supported and encouraged by Mount Pearl school people throughout the entire program.

ORGANIZATION OF THE LISTENING MATERIAL

The following materials were purchased from University funds from McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough, Ontario.

Educational Equipment and Supplies,
Suite 314, Bank of Montreal Building,
P.O. Box 843,
Truro, Nova Scotia.

Materials: Listen and Think Tapes

Listen and Think Lesson Books

The experimental group received directed training in the following skills:

- 1) Identifying Main Ideas

- 2) Recognizing Sequence
- 3) Summarizing
- 4) Comparing
- 5) Recognizing Cause and Effect
- 6) Predicting Outcomes
- 7) Using our Senses
- 8) Visualizing
- 9) Understanding Character
- 10) Understanding Setting
- 11) Sharing Feelings
- 12) Enjoying Humor
- 13) Recognizing Speaker's Purpose
- 14) Distinguishing between Fact and Opinion

PLANNING AND PROCEDURE OF THE LISTENING TRAINING

The Listen and Think program is designed to improve listening comprehension and to develop specific thinking skills that are an essential part of good listening. Each lesson includes a tape recording and integrated workbook exercises and consists of two major parts: 1) skill introduction and application, and 2) speeded listening and comprehension questions.

The lesson opens with an introduction to the skill learned. The student is then directed to the lesson book for a preliminary exercise requiring application of the skill. He returns to the tape for correct answers and explanations.

At this point, the student is instructed to prepare for speeded listening to a story. "Speeded listening" is a faster rate of speech, electronically compressed so that there is no distortion (because the mind absorbs information more rapidly than the organs of speech can produce it). The use of compressed speech challenges the child to be a more attentive listener. The story is presented in two or three segments. After each segment, the student turns to his lesson book to answer comprehension questions. He returns to the recording again for explanations as well as a summary to reinforce the skill.

The playing time for each recording is fifteen minutes, and the exercise completion time ranged from fifteen to thirty minutes, depending on the working habits of the group. (The students were able to complete each lesson in forty minutes.) The recordings were used in order by number according to the instructions of the authors. While each recording is a complete lesson in itself, the skills grow in complexity; thus earlier lessons help to prepare students for later lessons.

Some students require a number of exposures to become adjusted to "speeded listening". Such students should be encouraged to listen to the first story segment of the first several lessons (except lesson 1) two or even three times before turning to the comprehension question.

v. ORGANIZATION OF DATA

After the implementation of the project as outlined in the preceding paragraphs, a posttest was administered to both the groups. EF form of the Durrell Listening and Reading Test was used as a posttest. (The posttest was administered in the manner outlined in part iii of this chapter.) The test booklets were corrected by the intern and the scores converted into grade placements according to the tables supplied by the authors. The scoring key supplied by the publishers was used in scoring the test.

Since listening scores will be compared with reading scores, it is important to identify the reliability of the differences between the score. The coefficients are reported by the authors (1970) by grade for each comparison in Table 1. They are based on the total standardization sample.

This test is divided into two tests: Reading Test and Listening Tests. Each test is divided into two sections: Part 1 Vocabulary, Part 2 Reading Comprehension. Together Part 1 plus Part 2 give a total Reading/Listening Score in each test.

Pearson-Product Moment Correlation Coefficients between reading vocabulary, reading comprehension and listening comprehension, total reading and total listening were calculated. Summary of the findings and conclusions drawn from the study will be discussed in Chapter IV.

TABLE 1

Reliability of the Difference Between Corresponding Listening
and Reading Scores by Grades Based on the Total
Standardization Sample

Grade	Listening Minus Reading		Total
	Vocabulary	Paragraphs	
7	.85	.53	.85
8	.81	.65	.88

CHAPTER IV

SUMMARY AND CONCLUSIONS

The study of related literature revealed a number of implications of the effects of a listening skill development program upon listening and reading achievement. A summary of the effects of this listening program and conclusions drawn from the statistical analysis will follow in this chapter.

i. READING AND LISTENING VOCABULARY

The mean of listening vocabulary scores of students in the control group in pretest was 8.3 and in posttest was 8.2. Over a period of six weeks the control group reflected no gain. The mean of control group listening vocabulary scores reflected no gain. The mean of listening vocabulary scores of experimental group in pretest was 8.4 and in posttest it was 9.7. Over a period of six weeks, the experimental group gained 1.2 mean of listening vocabulary, and at the same time this group gained 1.2 mean of reading vocabulary as well. This gain in listening vocabulary and reading vocabulary was apparently a consequence of six weeks of directed training in listening.

The correlation between the means of listening and reading vocabulary was tested using the t-statistic, and the

TABLE II

Data Tabulation from Durrell Listening-Reading Test
Experimental Group

	LISTENING			READING		
	Vocabulary	Comprehension	Total Listening	Vocabulary	Comprehension	Total Reading
Posttest (June)	9.7	8.8	9.6	9.5	8.0	9.4
Pretest (April)	8.4	7.5	8.4	8.3	7.3	8.1
Difference	+1.3	+1.5	+1.2	+1.2	+1.3	+1.3

Notes: 1. Reading and Listening scores are given in converted grade placement.

2. Reading and Listening scores are given in mean scores of the group.

TABLE III

Data Tabulation from Durrell Listening-Reading Test
Control Group

	LISTENING			READING		
	Vocabulary	Comprehension	Total Listening	Vocabulary	Comprehension	Total Reading
Posttest (June)	8.2	7.8	8.2	8.7	7.0	8.1
Pretest (April)	8.3	7.6	8.2	8.1	7.3	8.1
Difference	-.1	+.2	Nil	+.6	-.3	Nil

- Notes: 1. Reading and Listening scores are given in converted grade placement.
2. Reading and Listening scores are given in mean scores of the group.

TABLE IV

Comparison of Control and Experimental Group as on April 1976
(Pretest)

	Control Group N = 33	Experimental Group N = 34
Vocabulary (Listening)	8.3	8.4
Vocabulary (Reading)	8.1	8.3
Comprehension (Listening)	7.6	7.5
Comprehension (Reading)	7.3	7.3
Total-Listening	8.2	8.4
Total-Reading	8.1	8.1

- Notes: 1. Reading and listening scores are given in converted grade placement.
2. Reading and listening scores are given in mean score of the group.

TABLE V

Competitive Difference Between the Scores of Control Group
and Experimental Group as in June 1976: After 30 Lessons
in Directed Listening to the Experimental Group

Duration of Period: 40 Minutes Each

	Experimental Group	Control Group	Gain or Loss
Vocabulary (Reading)	+1.2	+ .6	+ .6
Vocabulary (Listening)	+1.3	- .1	+1.2
Comprehension (Reading)	+1.3	- .3	+1.6
Comprehension (Listening)	+1.5	+ .2	+1.3
Total - Reading	+1.2	Nil	+1.3
Total - Listening	+1.3	Nil	+1.3

TABLE VI

Correlation Between Reading and Listening Vocabulary

Correlation r	t- values	Critical Value	Level of Significance*
.56	3.19	2.02	.05

*Significance at .05 level requires a t of 2.02 or greater when the degrees of freedom is 40. (See James L. Bruning and B.L. Kintz, Computational Handbook of Statistics: Glenview: Scott, Foresman and Company, p. 219.1.)

resulting value of $t = 3.19$ compared with the critical value of $t = 2.02$ showed the results to be significant at .05 level.

Therefore, within the limits of measures employed, it would be reasonable to conclude that there is a positive correlation between listening vocabulary and reading vocabulary.

ii. READING AND LISTENING COMPREHENSION

The mean of listening comprehension scores of control group students in pretest was 7.6, and in posttest it was 7.8. Over a period of six weeks the control group students made insignificant gains in comprehension. The mean of listening comprehension scores of experimental group students was 7.5 in the pretest and 8.8 in the posttest. Over a period of six weeks, the experimental group students gained 1.3 mean of listening comprehension. At the same time, this group gained 1.6 mean of reading comprehension as well. Since the gain of the control group in listening comprehension was insignificant, this group did not reveal any improvement in reading comprehension as well.

The correlation between the means of listening and reading comprehension was tested using the t-statistic, and the resulting value of $t = 3.19$ compared with the critical value of $t = 2.02$ showed the experimental group results to be significant at .05 level.

Therefore, within the limits of the measures it would be reasonable to conclude that there is a positive correlation

TABLE VII

Correlation Between Reading and Listening Comprehension

Correlation r	t- values	Critical Values	Level of Significance*
.56	3.19	2.02	.05

*Significance at .05 level requires a t of 2.02 or greater when the degrees of freedom is 40. (See James L. Bruner and B.L. Kintz, Computational Handbook of Statistics: Glenview: Scott, Foresman and Company, p. 219.1.)

TABLE VIII

Correlation Between Reading and Listening

Correlation r	t- values	Critical t-value	Level of Significance*
.57	3.24	2.02	.05

*Significance at .05 level requires a t of 2.02 or greater when the degrees of freedom is 40. (See James L. Bruning and B.L. Kintz, Computational Handbook of Statistics: Glenview: Illinois: Scott, Foresman and Company, p. 219.

between listening comprehension and reading comprehension.

iii. READING AND LISTENING

The mean of total listening scores of control group students in pretest was 8.2 and the same in posttest. Over the period of six weeks, the control group students demonstrated no gain. The mean of total reading of the same group in pretest was 8.1 and the same in posttest. Over the period of six weeks the control group did not reveal any gain in reading; there was no gain in the listening performance of this group.

Experimental group gained 1.3 mean score in listening and 1.2 mean score in reading. Therefore, a significant gain was observed in the experimental group after six weeks of directed training in listening.

The correlation between the means of listening and reading was tested using the t-statistic, and the resulting value of $t = 2.02$ revealed the results to be significant at .05 level.

CONCLUSIONS

Based upon the data presented in this study, the following conclusions can be drawn:

- 1) Tape-recorded materials that are administered in a regularly planned instructional

setting can increase the listening and reading achievement of seventh grade students.

- 2) Realizing that listening is an integral part of the total curriculum, and that a planned regularly scheduled listening skill builder program is an effective means of increasing a student's achievement in listening and reading, the teacher would be well advised to incorporate these methods in other academic areas.
- 3) Since lack of appropriate instructional materials is probably a contributing factor in the teacher's reluctance to teach listening skills to children, writers of textbooks and curriculum builders should consider this basic skill when composing materials. Most textbooks have only few pages devoted to the teaching of listening. Very few systems have curriculum guides devoted to helping teachers teach listening skills.
- 4) The tape recorder is one classroom aid that will permit the teacher to meet more adequately the widely varying developmental experiences and individual needs of each student. Listening skills as developed

in this program lend themselves easily
to tape-recorded lessons.

CHAPTER V

RECOMMENDATIONS FOR THE LISTENING PROGRAM 1976-77

Through their informal evaluation the teachers expressed the conclusion that this type of project was beneficial to the development of prescriptive teaching and listening skills of the students. With the gains in both comprehension and total reading and listening achieved by experimental group through present procedures as outlined in Chapter III in this report, it is recommended that addition of listening program to the existing reading program will definitely prove beneficial. It has been proved with this experiment that teaching and learning of effective listening can no longer be left to chance.

Within the limits of this investigation, certain lines of development are indicated. Recommendations for further research and action relative to the problem undertaken in this study follow:

- 1) The classroom teachers should explore the possibility of using instructional materials in listening in the regular classroom situation. This is quite likely to enhance the ability of the students to handle materials properly. In order to provide adequate time for the assessment of materials, the listening program should

be started at the beginning of the school year.

- 2) Directed listening training can very conveniently be used two or three times a week for a particular class. Each lesson can be completed in one classroom period without a change in scheduling being provoked.
- 3) Opportunity should be provided after the completion of each lesson for follow-up application of the skill in some other way. The authors advise that it is best to schedule such lessons not more than twice a week.
- 4) It has been demonstrated that given appropriate experiences and materials, the secondary school pupil can bring about considerable improvement in his ability to listen critically.
- 5) Interrelationships between listening abilities and speech, reading, and other verbal skills should be investigated. Curriculum experimentation should be extended towards the building of integrated programs of language development.
- 6) Research to explore further the nature and development of listening ability or

abilities and to apply these findings to the language arts curriculum is called for.

- 7) Further experimentation with teaching methods and materials, incorporating these materials in classroom listening situations, should be conducted.
- 8) Listening skills study using listening materials that are constructed to parallel whatever basal reading or other language arts are being used should be a regularly scheduled activity.

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APPENDIX A

BIBLIOGRAPHY OF TESTS

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APPENDIX B

PRESCRIPTIVE ACTIVITIES FOR DEVELOPMENT OF
READING AND LISTENING SKILLS

SIGHT VOCABULARY

Sight vocabulary is all those words which a child can identify immediately without the use of clues. This sight vocabulary may be taught by picture and context clues, configuration, and phonic and structural analysis. Refer to phonic analysis, structural analysis and context in addition to the following.

A. Teaching

1. Teacher pronounces word and shows it on card.
2. Show picture and word together.
3. Present new words in a sentence.
4. After presenting the word, have children dramatize meaning.
5. Compare new word with known word, i.e., jump begins like Janet; Tom ends like him.
6. Label things in the room.

B. Maintaining and Reinforcing (group activities)

1. Matching the correct word to the correct picture.
2. Mount pictures on tag. Draw an arrow to the printed word.
3. Teacher says word and child finds word on board, pocket chart or chart story.
4. From words in pocket chart or board, child selects the word and matches it to the chart story or sentence on board.
5. After a page is read, children find word called by the teacher in the text and frames it with fingers. Teacher, by observation, can recognize those children who have difficulty. Rapid call by teacher of several words.
6. Find legitimate reasons for re-reading story in reader. Some suggestions are:
 - a. Teacher reads and children, following words in the story, supply all words where teacher stops. Teacher stops on words she wants to reinforce.

b. Group unison reading:

- (1) Boys read; then girls read.
 - (2) Children read story in unison with teacher.
 - (3) Teacher and children read alternately.
7. Make a large "Talking Clown" (or other seasonal motif) with a large mouth. Word list strips are threaded through mouth and children read.
 8. Make "Stepping stone" shapes and print new words on them. Stones are placed on floor and children call words as they move from stone to stone.
 9. Teacher has a supply of small cards. As each child reads, teacher prints any words missed by that child. Child takes this card home for study.
 10. Using word wheels, dittoed, and assembled by children, play game to see "who can find word called by teacher first."
 11. Make a ladder of difficult words, using card strips and yarn or roving. Add words to ladder after introduced. Children practice by climbing the ladder.
 12. Teacher notes words missed and puts these words on board for rapid study and drill. ("Daily Vitamin Pill")
 13. Use dittoed list of words to test retention of vocabulary at end of each unit. Have words arranged in short lists. At reading circle, each child studies his list and is tested and rewarded by star if he reads his list fast and accurately. If not well done, child studies again while teacher goes to next child. Child is held accountable for learning all words well.
 14. Teacher selects phrases from story or unit and types on ditto. These can be run on tag for permanent use. Phrases are cut into small strips. Child draws one phrase and reads and, if correct, keeps it. Winner is one with most cards.
 15. Teacher prepares bingo cards and a flash

card for each word on bingo card. Initially, teacher calls word and shows flash card while child finds word on bingo sheet. After children begin to learn words, increase time for child to find the word when it is called before showing the flash card.

Maintaining and Reinforcing (independent activities)

1. Child copies word from the board and illustrates it.
2. Simple sentences, chosen from reader or composed by teacher, are written on the board. The word to be reinforced is omitted with a blank. From list on board, child copies sentence and supplies the missing word.
3. Teacher makes ditto of review word lists for children to study at seat or at home.
4. Teacher constructs simple crossword puzzle such as Dolch Puzzles.
5. Crossout Bingo - From a list of words on board, at random children write words in dittoed or folded squares. Teacher calls words and children cross out words as called. First to get Bingo is winner.
6. Provide booklet of blank pages. Child starts dictionary of difficult words.
7. Provide a ditto with a short story. Words teacher wants to reinforce are written at the top. Child reads story and underlines the words in the story that are at the top of paper.
8. From board, child copies simple riddle and supplies answer which is vocabulary word to be reinforced.
9. Picture is drawn on board by teacher. From list of words on the board, child writes word to match picture.
10. Make and use, for study, word wheels of difficult words.
11. Child copies sentences from board with blanks

for look alike words, i.e.:

Mary came _____ me. I _____ to play. want with

12. Children illustrate phrases from those written on board, i.e.:

fun for a boy on the roof
(Child copies underlined word.)

13. Child matches phrase to phrase to make sentence, i.e.:

A boy say a puppy ~~no name.~~
The puppy on T.V. had ~~on the T.V. screen.~~

14. Teacher writes sentences on board or ditto, using vocabulary words. Child writes yes or no, i.e.:

A dog can fly. no
A baby is little. yes

15. Teacher puts on board scrambled sentences. Child must unscramble and copy correctly on paper.
16. Person-Place-Thing? From list of vocabulary words, child must classify as to person, place, thing. Give ditto with words listed on it. Child must write beside each word - person, place, thing.
17. Children construct simple sentences or stories using the sight words listed on ditto or board. Child underlines the word used.

Flash Cards:

18. Rapid flash of words to group.
19. Teacher can uncover sound parts slowly to let child discover the word.
20. Play Around the World. One child is up and the rest in their seats. Child up stands beside first child. These two only are competing for the word. The one who says it first moves on. If it is the one seated, the one standing takes that seat. To win, one child must move around the world, back to where he started on one turn with no misses.
21. At reading table, put cards face down and each

- child draws one. If he can read the word, he keeps it. Winner is the one with most cards at the end. If child misses the word, it goes back, face down, in the stack.
22. Put flash cards in pocket chart on chalk ledge. Child climbs "ladder." Teacher rearranges words and another child reads words.
 23. Feed the Monster: Prepare a large monster face. Flash card and, if child can read it, he can feed the monster by putting card in the monster's mouth.
 24. Prepare bingo cards with new words on ditto. Teacher flashes word quickly. Child finds word and covers it. First to get row is the winner.
 25. Fish: Prepare cut-out fish with sight words printed on them. Use bowl and string and magnet. Put paper clip on nose of fish. Child fishes and, if he can read word, keeps fish. Child with most fish is the winner.
 26. Baseball: Decide on four bases around the room. Divide class or group into two teams. Teacher pitches the ball by flashing the word. If child knows word, he moves to first base. Scores kept only on runs batted in. Three misses and other team is up to bat.
 27. Teacher flashes words and children pantomime word. Pick out difficult words to use that often confuse children, i.e. on, under, up, etc.
 28. Children have partners and test each other on sets of flash cards. To prevent loss, can punch holes and put on ring.

II. WORD RECOGNITION - PHONIC ANALYSIS

- A. Auditory Perception (Visual clues should not be used unless needed. Too many children are over-cued at the visual level. This is auditory training.)
 1. Rhyming - Child can recognize and produce rhyming words.
 - a. Rhyming with children's names

- b. Finding magazine or workbook pictures with rhyming names
- c. Teacher says words in sets of two; children clap, raise hands, etc. when they hear two rhyming words.
- d. Matching rhyming pictures
- e. Oral rhyming with pictures
- f. Oral rhyming with words spoken

2. Initial Consonants

- a. Use children's names: "Does most begin like Mike?" etc.
- b. Teacher says two words; children clap or otherwise signal when words begin with the same sound.
- c. Teachers says a list of words beginning with a particular sound. Children clap or otherwise signal when an odd word appears.
- d. Many-may-names: Which two begin alike?
- e. Listen to these words: Rat, rain, ribbon, etc. What do you hear alike in these words?
- f. Matching or sorting cards with pictures of objects according to initial sounds. (May be done after children have been taught at least two sounds.)
- g. Children find objects in the room which begin with the same sound.
- h. Play "My name is," i.e. "My name is Billy Buck. I'm bouncing to Birmingham," or "My name is Betty Burns. See my bubble burst."
- i. Make a sound bag - a bag containing small toys, etc., beginning with a certain sound and a like amount beginning with other sounds. On a small table or the floor, place two stand-up cards, one with a smiling face and one with an unhappy one. Children take

turns getting an object from the bag, saying the name of the object, and placing it in front of the right face. As a follow-up, children may be given a large piece of manilla paper on which they may draw the items that begin with that particular sound. The teacher may wish to put the letter symbol for that sound on the paper, or, if the children are ready, the teacher may wish to label the pictures.

- j. Play guessing game. "I'm thinking of something orange. We make scary faces on it. Sometimes we put a candle inside it. Its name begins like pig. What is it?" Child who guesses may make the next riddle or choose someone else to do it.

3. Final Consonants

- a. Adapt teaching strategies given for initial sounds.
- b. Children are given two cards, a yellow one with the picture of an animal's face and a green one with a picture of the animal's tail. Teacher says a word. If the word begins with a given letter, the children hold up the face. If the word ends with the sound, the children hold up the tail. Total class or group is participating.

4. Medial Consonants

- a. Adapt teaching strategies given for initial sounds.
- b. Children are given cards with the numbers 2, 3, 4 and 5. Teacher says a word; the children hold up the card which tells how many sounds (not letters) are in the word (i.e., The word path has only three sounds but four letters - as does the words kite, boat, baby, etc.)

5. Blending (synthesizing sounds into words)

- a. Teacher sound-spells a word, i.e., c-a-a-a-t. The children are instructed to "say it fast."

- b. Child or teacher shows stretching of words by using their hands - stretch like a rubber band - don't pause between sounds - then "snap" them together: c-a-a-a-t — cat!



6. Vowels

- a. Adapt strategies for initial and medial consonants. Teach short vowels first, then long vowel sounds.
- b. Children are given a strip of yellow paper with a long "banana" face and a strip of orange paper with a short squat "pumpkin" face. Teacher says a word containing only the short or long sound of one vowel, i.e., wed or weed, not settee. Children hold up the long face if the sound is long, or the short face if the sound is short.
7. Consonant Clusters and Digraphs (Digraphs: two consonants representing one sound - sh, th, wh, ch, ng, gh).

Adapt strategies given for initial, medial and final consonants and vowels. Children should be aware that they will hear two sounds in the blends, such as bl and nd, but that the digraphs (sh, ch, th, wh, ph, ng, gh as in laugh) make only one sound.

8. Vowel Clusters and Diphthongs (Diphthongs: a succession of two vowel sounds that are joined in a single syllable under a single stress - oi, oy, ou, ow, ew, ue, au, aw, oo).

Adapt strategies given above. Children should be aware that diphthongs make new sounds, i.e., oi is not pronounced "o"

as with oe in toe and oa in boat,
but has the sound as in oil.

9. Hearing Parts of Compound Words

- a. Listen to this word. Can you hear the two small words?
- b. Find the two pictures whose names go together to make a new word.

10. Hearing Root Words

- a. Tell me what word you hear in all of these words: play, plays, played, playing; or sun, sunny, sunnier, sunniest.
- b. Which two words have the same root word: apartment, deported, departed.

11. Hearing Number of Syllables

- a. Teacher says word and claps syllables; children repeat.
- b. Children are given strips of construction paper with numbers 1, 2, 3, 4, 5 on them, i.e., a red one, a yellow two, a green three, etc. Teacher says a word; class or group holds up the strip which tells how many syllables are in the word.
- c. Teacher says a word; children clap, tap, hop, etc. the number of syllables.
- d. Class or group is divided into teams. Each team is given a similar list of known words. After each word they write the number of syllables. Lists are corrected together as a total group. The team with the most correct wins.
- e. Sing words, varying pitch for each syllable. Children respond by singing, beating drum, clapping, etc.

12. Hearing Accented Syllables

- a. Introduce concept of accent.
- b. Teacher reads a list of words similar in accent pattern. After each word,

she claps the syllables with a loud clap on the accented syllable. Children repeat.

- c. Child says word orally, listens for the accent, then claps the accent pattern.
- d. Child says list of compound words, listens for and claps accent patterns.
- e. Introduce noun-verb, noun-adjective accent. i.e., Write object on the chalkboard. Ask children to place accent mark. Some will accent the first syllable, some the second. Show that both can be right. Use the words in meaningful sentences. Continue with words like content, subject, convict, conduct, record, present, permit, insert, desert, compress.
- f. Write incomplete sentences on board or ditto, i.e. I (ob' ject, ob ject') to that statement. Children mark sentences, then read aloud noting the shift in accent.
- g. Discuss primary and secondary accents. List multi-syllable words containing two accents on the board. Have children pronounce words, clap patterns and mark accented syllables.
- h. Discuss suffixes as clues to accent. List groups of words containing suffixes on the board. Have words pronounced, noting which syllable/syllables are accented. Note primary and secondary accents and mark them.

-ion	-ial	-ity
generation	torrential	nationality
opinion	ceremonial	neutrality
operation	celestial	elasticity

-ic/ical	-ious	-ian
mystical	nutritious	comedian
economic	atrocious	Californian
apologetic	contagious	artesian

- i. Introduce the schwa (ə) symbol. Explain that this represents the vowel sound heard in most unaccented syllables.

List multi-syllable words on the board. After each, write its re-spelling using the schwa symbol. As each word is pronounced, call attention to the vowel sound in the unaccented syllables.

- j. Write multi-syllable words in one column, their re-spellings in another. Have the children match them.

B. Auditory Discrimination

1. Explain to the child what his problem is. Have concentrated drill on the specific sounds (i.e., ch-sh) he is confusing.
2. Give the child/children strips of paper (different colors) on which are written the sounds he is confusing. Teacher or another child pronounces a list of words containing these sounds. The child holds up the right response. He is rewarded when he can do the whole list correctly.
3. Write incomplete sentences on the board or a ditto. i.e., The boy ate his (much, mush). Child marks the right response, then reads the sentence orally so that he can hear the right sound.

C. Visual Perception

1. Picture Clues (Picture clues as an aid in story interpretation and as clues to new words.) The four levels of picture reading are: enumeration (name the objects), description (what is happening), interpretation (what is going to happen), and inference (why).
 - a. Show a picture of an object and ask the child to name it.
 - b. Show pictures of actions, i.e., running, jumping, walking. Ask the child to name the action.
 - c. Show a large picture and have children name objects. Ask such questions as: What is happening? What has happened? What do you think will happen next? Have you ever seen anything like this happen? Why is this person doing this?

What does the picture tell you?

2. Alphabet

- a. First match upper case letters. Provide plastic, cardboard or wooden letters for matching.
- b. Prepare ditto: Divide into at least ten boxes, each containing five pairs to be matched. Later a known letter with no match may be added.
- c. Prepare ditto: Divide ditto into rows, each containing eight to twelve letters from which the child is to find the ones that match the letter at the beginning of the row.
- d. Match upper case letters of different sizes.
 - (1) Adapt suggestions above.
 - (2) Prepare ditto: Intersperse five letters of varying sizes on a ditto. Children are to find all the letters that a teacher has indicated, or a "key" such as having all the o's marked blue, all the x's marked yellow.
- e. Match lower case letters of different sizes (see d. above).
- f. Match upper case letters with lower case using above strategies.
- g. Make small puzzles - one piece with the upper case letter and the other with the lower case letter. All the "little" puzzles are put in one box and the student must make 26 matches. This necessitates a correct response in order for the puzzles to fit. These may be put on tag or plyboard.
- h. Pictures to represent the alphabet are pasted or drawn on 6x9 cards. A strip is turned up at the bottom of each card to form a pocket. The

matching upper case letter is placed to the left of the pocket and fastened with a paper fastener. Child matches the lower case letter to the picture and the upper case letter. Later, the upper case letter is removed and the child matches both letters to the picture. After the letters and pictures have been matched, the child uses a self-checking key and then he may put the letters and pictures in proper sequence.

- i. Recognizing and naming letters in sequence.
 - (1) The alphabet song.
 - (2) Picture dictionary: Staple or sew together booklets of newsprint or construction paper with a separate page for each letter of the alphabet. Children design cover and either print or cut out each letter. They then draw or cut pictures from magazines or old workbooks which are alphabetized and pasted under the right letter. Teacher may wish to print the name of the object under each picture. An accordion book may also be made.
 - (3) Pictures to represent each letter with both the upper and lower case letters under it are pasted on 9x12 tag. These cards may be put in the chalk tray or whatever and sequenced by the children.
 - (4) Capital and lower case letters may be cut from felt, pellow, or cardboard (plastic cloth or sandpaper on back). Children sequence these on a flannel board. More learning takes place if children work with partners.
 - (5) Twenty-six squares are marked off on a manila folder or box (i.e. hose box). Letters of the alphabet

are printed on circles or squares slightly smaller than the squares on the box. Child places the letters in the squares in proper sequence. A self-correcting key should be provided.

- (6) Inside a manila folder, 26 two-inch squares are drawn with a pocket for each square made by pasting or taping $1/2$ inch strips of cardboard at the bottom. The squares are numbered. Twenty-six pictures, representing the letters of the alphabet, are pasted to $1\ 3/4 \times 1\ 3/4$ tag squares. Fifty-two $1 \times 1\ 1/2$ inch pieces of tag with the upper and lower case letters are prepared. First the children put the pictures in the proper sequence, then the letters are placed in the pockets with the pictures. Later, the letters may be used by themselves. A self-correcting key should be made and stored with the game.
- (7) Each letter is printed on three 2×3 inch cards. The cards are shuffled and six are dealt to each player. The remainder are placed face down on the table. Children take turns drawing a card. If a child has four letters running in sequence (d-e-f-g), he may lay the cards down in front of him and draw other cards so that he finishes his play with six cards in his hand. If he draws a card and cannot play, he discards one. A child may build on another's sequence, but he keeps the cards he has played in front of him. The child who has the most cards at the end of the game wins. This game may also be played using words beginning with the letters of the alphabet, the children alphabetizing the words.
- (8) Alphabetizing names: A capital "A" is written on the board. Children who have last names beginning with

"A" write their names under the letter. If children are mature enough, the question of which name should be written first is discussed (i.e. Adams before Andrews). Activity is continued through the alphabet.

- (9) Alphabet Hopscotch: The hopscotch figure is made on a sheet of wrapping paper with the letters printed in the squares. The child says the letter as he hops into the square, hopping in correct sequence. If a child misses, he writes his name in that square and waits his turn.

- k. Recognizing and naming letters in random order.

The easiest letters should be learned first. It has been found that the order for learning the names of letters should be as follows: OXABTCLRISP NFEHDMKZJYWGU V

The order for lower case should be: oxsciptmkzewrjyfnahvubdlgq

- (1) Place initials of children in a reading group on the reading table. As each child comes to the table, he finds his initials, says them, and holds them up for the others to see.
- (2) Child says the initials of the one on his right as he comes to the table. He says those of the one on his left as he leaves when the reading time is over.
- (3) Teacher may assign tasks by using initials, either orally or written on the board. "E.M. may put the books away," etc.
- (4) Teacher gives five letters to each child in reading group at table. As teacher calls name of letter, child or children with that letter put it in the pocket chart. Call for those with O to come up.

Child must say the name of the letter and show it to the group before he puts it in the pocket chart.

- (5) Upper case letters are placed in five individual pocket charts, as O X A B T. Children working in pairs sort the small letter cards for the correct pockets. One child in each pair says the letter before placing it in the pocket. After class, children remove cards from chart, saying letter to teacher or partner as each card is removed.
- (6) For use with children who know letter names: Each child has a set of both upper and lower case letters. Children in reading circle are asked to find the following letters and place in front of them. The teacher spells a word and the children arrange the letters into the word. Words should be meaningful to the children (may be taken from the reading vocabulary). Children may pronounce word or, if not known, teacher pronounces it. Children may spell word back to teacher.
- (7) Teacher gives a letter, which is part of a specific word, to each of a certain number of children. As she spells out the word, children line up to form the word. Those at their seats pronounce the word and spell it.
- (8) Each child in group is given sets of cards with the same five letters. A pupil leader, or teacher, shows each letter in turn, giving its name. The children select the same letter, hold it up, and say its name. After they are fairly sure of the names, the teacher calls the name without showing it, and asks the children to show it to her.
- (9) In small groups of 8 or 10, one child serves as "postman", carrying

a box for mailing letters. Each child may read his pack of letters, held so that the group may check for accuracy. If he gets them all right, he may drop them in the box and be "postman." After a while, teacher may have to designate who corrects.

- (10) Rows of chairs may be arranged as theater seats, with each row indicated by a letter. Children tell the "usher" the row indicated on their tickets. The usher checks the tickets and seats them in the correct row.
- (11) Six or seven letters are written on the board in random order. The children have the same group of letters at their desks. One child goes to the board, says a letter name and erases it. Children at their seats place the letter in number one position on their desks. The child at the board names another letter and erases it. The children at their seats place it in number two position on their desks, and so on until all letters are erased. Teacher or child then re-writes the letters on the board in their new order and the children check each other's work. The pairs of children to check the work are designated in the beginning.
- (12) "Going Shopping": Names and pictures of food are pasted on 9x12 cards. In small groups (6 or 8), each child has a card and tells the "storekeeper" what he wishes to buy by giving the name of the food and the first letter in the word. The storekeeper must check to see if it is correct.
- (13) If children need to get in pairs for a game or whatever, the class is divided equally. Half are given upper case letters, and half are given lower case letters. They

find partners by matching letters. They must say the letter when they find the correct partner.

- (14) Each child holds his initials in front of him. Two captains may choose sides for a game by calling the initials instead of names.
- (15) Each child takes five or six letters from his pack. One child or the teacher may be "caller." "The children who have G may crow like a rooster," etc. Each activity is to be completed before another letter is called. After most of the children have participated, they may take six different letters from their pack and choose a new caller, if interest remains high. It is best to limit the pack the child has to twelve cards. Place those same twelve cards in the pocket chart so that the caller may see them.
- (16) In groups of four, one child may deal four cards to each. There must be four O's, four X's, four A's, four B's, etc. to make up the pack of 16. The dealer draws a card from a child on his right and holds up the card, shows it and says its name. Showing and naming continue until some child wins by getting four like cards.
- (17) Put five or six letters on a ladder on a chalkboard. A small group of children seated nearby will have the same letters in front of them. A child climbs the ladder by pointing and saying each letter as the children at their seats find the same letter, hold it up and say it. The child at the board must check each child's work to see that the responses are correct. Children take turns climbing the ladder.
- (18) Simple adaptations of "bingo" may be made with six or nine squares containing letters on a sheet.

One child shows cards containing the letters and the others cover the letters shown on their papers.

- (19) "Television call letters" of local stations may be used. Call letters are said by "announcers" who tell news items or weather. Print call letters on 3x7 cards and pass to each child who has an item to report.
- (20) Ditto sheets with letters (learned) in squares. Teacher: "Put number 1 in the box that says N, number 2 in the box that says B, etc." Use only six or eight boxes in the beginning.
- (21) Everyone except one in the class has a seat and a 2x4 card with a letter. Child without card or seat calls out two letters. These two children must try to change seats quickly. Leader will try to get one of the empty chairs first. Whoever is left is the leader. If leader calls "Alphabet," everyone changes.

3. Sound-Symbol Association

a. Initial Consonants

- (1) Have children supply words containing initial consonants to be taught.
- (2) Classify words that have common initial consonants.
- (3) Teacher writes word, leaving initial letter blank. Child writes in the missing beginning letter. (Present with picture first, then word only.)
- (4) Have children substitute initial consonants to make new words.
- (5) Draw a scene on the board to be copied or have children make their own scene. Children should see how many objects they can label with the correct beginning sounds.

- (6) Children are asked to draw a scene which includes as many objects that begin with a certain letter as possible. These objects are marked with the beginning sound.
- (7) "I Spy": One child is "it". He says, "I spy something that starts with "d". The other children guess. The one who guesses correctly is the next "it".
- (8) "Show Me": Children are given a set of 3x5 cards on which are printed the letters of the alphabet. They put cards, face up, in alphabetical order on their desks. The teacher says a word; children pick up the card that has the beginning letter and hold it so it cannot be seen. When teacher says, "Show Me," the cards are held so she can see them. This game may be played using just the consonants that have been introduced, or the vowels, or consonant blends.
- (9) "Ball Toss": Group forms circle. One child is "it" and has a rubber ball. He names a sound which has been studied and then tosses the ball to someone in the circle. That child must name a word beginning with that sound as he catches the ball. If he misses the ball or the word, he must sit in the center until someone else misses and comes to take his place in the center.
- (10) Class is divided into four teams which stand behind four lines drawn ten feet from the chalkboard. The board has been divided into four sections. Each section has a list of letters for 8 sounds which have been studied. The first person on each team will write a word beside the first letter - any word which begins with that sound. The second person will write a word beside the second letter and so on. The first team to complete their words correctly will be the winner.

- (11) "Thumbs Up": Make a list of the letters for sounds which the class has studied. Write the letter for one of these sounds on the board. Say a word. If the word begins with that sound, everyone standing puts their thumbs up; if the word does not begin with that sound, everyone must put their thumbs down. If someone misses, they must sit down. The one who remains standing the longest is the winner!
- (12) "Going on a Trip": Teacher writes five or six letters on the board (i.e., b, m, p, s, t). The children are told that they are going on an imaginary trip. They are going to pack a suitcase, but they are going to take only certain things. Using the first letter, the first child might say, "I'm going on a trip, and I'm going to take a balloon." The next child will try to think of another "b" word to take. He will say, "I'm going on a trip, and I'm going to take a ball." Each child will try to think of something but it must begin with "b". As soon as a child cannot think of another thing that begins with "b", they begin to pack "m" things in their suitcases.
- (13) The teacher divides the board into 16 squares. In each square she writes a beginning consonant. Children fold their paper so that they have 16 squares, and they write one letter from the board in each box, trying to mix up the letters so they are not in the same order on their paper as they are on the board. When the children have finished writing, the board is erased. Children are given an envelope containing 16 markers. Teacher says a word. If the child has the beginning letter, he puts a marker on it. The first child to get a complete set of letters, either down or across, calls out "Lucky" and, if correct, he is the winner. The teacher should keep a list of beginning sounds pronounced.

- (14) "Picking Apples": Draw a large tree with several apples on it. On each apple, write beginning sounds. To pick an apple the child must say a word with that beginning sound. If he can pick all the apples from the tree, he may be the teacher and point to the apples. This may be adapted with petals from a flower, carrots for a bunny, nuts for a squirrel, paper dropped from an airplane, rabbits in a magician's hat, etc.
- (15) Draw a mountain on the board with a golden egg at the top. Along the side, write beginning consonants. A child can climb the mountain by giving a word for each consonant sound. If he gets to the top, he gets the golden egg. This can be varied with pot of gold at the end of a rainbow, sliding down a slide, climbing a flight of stairs, etc.
- (16) Tape a manila folder on the two short sides. On the front, make 8 small pockets and put the name of a beginning sound on each. On 3x5 cards, paste pictures with those beginning sounds. These are kept inside the folder. Children classify the pictures. Two folders may be given to a pair of children and, when they are finished, the folders are exchanged and corrected.

b. Final Consonants

- (1) Adapt strategies from above.
- (2) Write eight words on the board omitting the last letter (i.e., ca_, ra_, pe_, li_, etc.) Have the children divide papers into eight parts. They write one of

the eight words in each of the squares, adding any of the ending sounds they have studied. They illustrate the new word they have made. Children's papers should be different.

c. Medial Consonants

- (1) Adapt strategies from a. and b. above.
- (2) Divide the board into eight sections. Draw a picture in each section. Under the picture, write the name of the picture omitting a medial sound (i.e., bu_y, le_er, etc.). Children fold their papers so that they have eight squares. They copy the pictures and write the words, putting in the missing letters.

d. Consonant Clusters and Digraphs

- (1) Adapt strategies from a., b., and c. above.
- (2) "Finding Partners": Cards with initial blends and others with word endings are distributed among the children. The children find partners and say, "We made _____ with our cards." If more than one initial blend will fit the ending, the teacher might say, "Who else could make a word with Tom?"

e. Vowels

- (1) Adapt strategies from Initial Consonants (a) through Consonant Clusters and Digraphs (d.) above.
- (2) Draw five pictures at the top of the board, each with a long-vowel sound. Number these. Below these, make three columns of long-vowel words drawing a short line after each word. Children fold a piece of paper into thirds

and duplicate what is on the board. Then the children say the words to themselves, find the picture at the top of the page which had the same vowel sound and put the number of that picture after the word.

- (3) Recognizing the vowel letters ("Detective"): Write several sentences on the board. Children copy the sentences, drawing a short line after each. Children count the number of vowels they see in each sentence and write that number at the end of the sentence. Children should be reminded that "y" is counted as a vowel if there are no other vowels in that syllable. Some variations might be to have the children look for just short vowel sounds, little words in big words, root words, noun markers, consonant clusters, etc.
- (4) Teacher writes several sentences on the board, omitting the vowel sounds she wants to stress. A picture clue is put above these words. Children copy the sentences, one at a time. When they come to a missing vowel, they look at the picture above the word, say the name of the picture, listen for the vowel sound, think what vowel letter would make that sound, and write that letter in the blank to complete the word.
- (5) Use a manila folder. On one side, paste and label a picture containing a long vowel sound (i.e., cake) and, on the other side, paste and label a picture containing the short vowel sound (i.e., cat). Prepare 12 to 15 2x2 cards on which are pasted pictures containing the long and short "a" sounds. Children are asked to classify these. Work may be checked by teacher or a partner. Children should say picture names

as they are removed from the folder. A pocket for storing the cards should be attached to the folder. A self-checking key may be made. If possible, different colors of tagboard should be used for making cards so that if partners are working with two different vowels, cards do not become mixed up.

- (6) **Vowel Riddles:** Teacher of a child makes up a riddle, the answer of which contains a long vowel sound, a short vowel sound, a vowel cluster, or whatever is being stressed. Children guess; the answer is written on the board; and the vowel is underlined. If desired, the children may be given sheets of paper to be folded into eight squares. In each square, the children write a word of their choice and illustrate it.

I am an animal. I say bow-wow.
I am a _____.

f. **Vowel Clusters and Diphthongs**

- (1) Adapt strategies from a. through e. above.
- (2) **Sound Alike Game:** Cut 9x12 tag into 6 3x6 cards. Make enough cards for the group. Put the letters for one sound from a homophonic pair on each card (only one sound per card). Children form a circle. In the center is a ten-pin, book or other object. The children each have a sound card either hung with roving around their necks or they can hold it. A sound is called. The children with a letter or letters for that sound run to the center of the circle, grab the ten-pin and try to get back "home" before any of the other children with letter/letters for that sound can get it. He

gets a point. If another child with that sound taps the child before he gets "home" he will not receive a point. The person with the most points at the end of the game wins. Groups of letters which might be used:

ow - ou	oy - oi	ew - oo
c - s	y - e	ow - oa
j - i	y - i	ow - oa
er - ir	ur	ai - ay - a
ea - ee	e - ie	

g. Schwa

- (1) Introduce the symbol for the schwa ($\text{\textcircled{\scriptsize\theta}}$). Explain that the schwa is the vowel sound heard in the majority of unaccented syllables.
- (2) List multi-syllable words on the board. After each, write the re-spelling using the schwa. As each word is pronounced, call attention to the schwa sound.
- (3) Write multi-syllable words in one column; re-spellings in another. Have children match them. This may be a group activity on the board or a prepared ditto.

4. Letter substitutions

- a. Start with a familiar word like cat. On the board, change the beginning letter. Help the children sound and blend the new word. Ask the children to supply the beginning letters. Ask each time, "Does it make a real word?" When finished, children may write the words on egg shaped pieces of light green construction paper. These are stapled together to make a "word worm." Children will enjoy designing a worm face. Flowers with as many petals as the beginning sounds may be made.
- b. Have children change beginning sounds to make rhymes, i.e.,

This big black cat Is very _____.	This funny clown Is upside _____.
A fat, fat pig Is very _____.	Ann found a bug Under her _____.

5. Word Manipulation

Start with a vowel and build words. Teacher gives directions. Several children are writing on the board; the rest on paper at their seats. Children at seat check their work with designated child at the board. An example: Teacher says, "Write out. Draw a line around 'ou' (ou). Everyone check Sam's work. Step 2, make it say ount. Check with Ann's work. Make it say count." If children have difficulty, say, "Listen carefully, count. Will you add a sound or change a sound?" Continue with, "Make it say mount. Make it say mound. Make it say pound. Make it say pond. Write her. Draw a line around 'er' (say sound). Now write ponder." After each step, children should be reminded to check their work. Ask questions such as, "Is it a word or a word part? Can you tell me that it means?" Examples:

a	boy	i	day	in
at	joy	in	play	all
cat	e	pin	plays	stall
can	en	pine	played	install
pan	enjoy	pane	playing	ment
pat	e	pan	player	installment
pit	ent	path	sprayer	
pot	ment	pith		
rot	enjoyment	with		
rut		wing		

6. Silent Letters

- a. Say word; determine the silent element. Mark the silent letter/letters.
- b. Determine the words that consistently have silent elements (wr, gn, pn, mb, mn) at the beginning or ending of words.
- c. Make word family charts for easy reference.
- d. Magic "e".

- (1) On the board list short vowel words in one column and their magic "e" counterparts in another column. Have children pronounce words. Lead them to discover that when we add the final "e", the vowel becomes long.
- (2) Divide the board into four squares. In each square, write two sentences, one containing a magic "e" word and the other containing the same word minus the final "e". Divide the top of each square into two parts. Number these sections 1 and 2. Draw a line under the stressed word in each sentence. Have children read the sentences and note the changes made by the final "e". Have them fold their paper into four parts, copy the sentences, and illustrate them in the two squares in each larger square.

1	2	1	2
I <u>can</u> run fast. The old man has a <u>cane</u> .		Put it in the <u>pan</u> . I broke a window <u>pane</u> .	
1	2	1	2
Don got a doctor's <u>kit</u> . I got a <u>kite</u> .		I <u>cut</u> out a picture. The little girl is <u>cute</u> .	

III. STRUCTURAL ANALYSIS

Structural analysis involves looking at the different parts of a word. Visual scrutiny of a word may reveal that it is made up of smaller known units. One might recognize a root word, inflectional ending, a suffix, a prefix, or parts of a compound word.

- A. Compound Words: Words which have been formed by putting two or more words together to form a new word.

1. Introduce compounds as two words placed together without change in spelling or meaning. Have children formulate several words together (i.e., cannot, playhouse, overnight) and use them in sentences.
2. Use several compound words in sentences and have children identify the compound word.
3. Using sentences, have child underline compound word and draw a line where the two words join.
4. Write a sentence with two elements of a compound word. Have child supply one word which will complete the idea. (i.e., If you have an ache in your head, you have a _____).
5. Place words on small cards and have children play game by drawing one card per turn and matching it with words already drawn to form compound words. Deck of cards is composed of both halves of compound words.
6. Teacher says the compound word and children identify the parts.
7. On board or paper, have lists of words that will form compounds. Child matches them.

in day
 some to
 birth thing

or for older children,
 can have list 1 and
 list 2. Children find
 a word in list 1 and
 match it to list 2 and
 write the compound word.

8. Given a list of words, child can box the first word of a compound.

cannot airplane

9. Keep a dictionary of compound words, writing and illustrating each word.
10. For more fun, illustrate on a paper folded in three and turned sideways, the first word of a compound, lift fold and illustrate the second part of the word; open paper and illustrate the meaning of the compound word. This is more

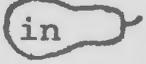
appropriate for upper grades.

butter (butter in a dish) fly (house fly)
butterfly (pretty butterfly)

11. Teacher prepares sentences with blank for compound word. Selections given are look alike compounds (i.e., Bob has _____ to say. He wants to say it to _____. someone - something)
12. Answer questions: i.e., If you wanted to eat breakfast what would you have? grapefruit
oatmeal peanuts pancakes
13. Read a story using compound words. List the words.
14. Supply only part of a compound and leave other part blank. Child writes the word supplied and must finish it to make a compound word.

good _____	out _____
in _____	black _____
out _____	

15. Construct word wheels of parts that will form compound words.
16. Write part one of a compound word on yellow paper and second part on white. Distribute the yellow parts to half of the room, white to other half. Children must scramble to find their partner. When found, pairs line up and compounds are read.
17. Paired Relay: Prepare two sets of pears with parts of compounds written on them. Color code them, one set red and one set yellow. Distribute one set to players. Form two teams. Other half of word (color) is up at front of room in some arrangement so that all of the words can be seen. Players, one from each team, go up and find a match (to form a good compound). He picks up his part and returns to tag the next runner. Winning team is the one finished first. Compound words are displayed and read, either by the winning team or the losing team.




18. Mount pictures that together will make compound. (i.e., picture of man and a bottle of milk - milkman). These puzzles can be cut so they are self-correcting or can be used to play a game.

19. Use idea described in 18 above, and print word under the picture.
20. Prepare 2 decks of 24 cards with words printed on them which can be used to form compounds. Five cards are dealt to each player. The remainder of deck is placed face down. First child draws one card and, if he can use it, forms compound word face up. If not, starts a discard pile face up. Next players can draw from the deck or the discard pile. Only the top card may be taken. Winner is the first child to be out of cards.
21. With set of 24 cards, two children can play game as above.
22. Write first part of word on white card, last part on blue card. Deal out white cards to group; place blue cards on table. Let each player take turns to find a blue card which will match one of his white cards to make a compound word. Play like the game "Concentration."

B. Contractions: If child recognizes contraction is made from two familiar words, then he is more likely to recognize the meaning.

1. Given a list of contractions and the paired words that form a contraction, the child matches the two sets.

I'll		he had
you're		I will
hd'd		you are

2. Print the two words on a strip of paper or tag. I | will Fold the paper so that only the I'll shows. The strip can then be pulled open to expose the hidden "wi".
3. Make sets of cards with contractions and pairs of words. Code with two colors. Children match one set to the other - can be played as a game.
4. Write two words (I will) which can form a contraction on the board. Have the child use the words in a sentence. Then write the contraction and have the child try it in the same sentence, to show the same meaning.

5. The teacher composes simple sentences using the two words. Child must supply the correct contraction.
6. Use sentences with the contraction and children must give the correct pair of words.
7. From a ditto story, child must extract all the contractions and write them, underline them, or do both.
8. From a list of contractions, child must give the meaning in one column and the letters left out in another column.

	Meaning	Letters left out
isn't	<u>(is not)</u>	<u>(o)</u>
there's	<u> </u>	<u> </u>

9. Give a list of contractions, and the child writes the contraction and the two words of which it is composed.
 10. Make word wheels of the common contractions. Make an "I" wheel, "you", "we", etc.
- C. Affixes - includes inflectional endings, prefixes, suffixes, plurals, possessives - all parts that are added to a known word.

Note: Inflectional changes include the changes words undergo to mark tense, number, case, comparison, etc. Suffixes include letter, letters or syllables added to the end of a word to change its meaning or use.

1. Inflectional Endings

a. Verb Endings

- (1) Write a root word on the board, i.e., "look", and write variant forms under it.

look
looks
looked
looking

- (2) Use words with variant endings in sentences. Have children read the

sentence and underline the root word with two lines under the ending.

- (3) Give child a list of base or root words and he writes the variant endings.
- (4) Place word endings on board (ed, ing). Have children orally give words they think of which have these endings. Teacher writes them on the board. Discuss changes in structure when words are given that require a dropping of an "e" or a doubling of a final consonant.
- (5) Supply list of words that will require the doubling of a consonant. Child writes the base word and the correct ending.
- (6) Supply a list of words that will require the dropping of a final "e". Child writes the root word and the word correctly with the ending.
- (7) Using regular verbs, make a set of cards with all four verb forms on them, one on each card. (play, plays, played, playing) Children play as in the game "Rummy". When a child has a set of four, he puts them on the table. He must keep four cards at all times and only four. Each player is dealt only four cards. Play starts by a child drawing one card and discarding one face up. If next player wants it, he must also discard one. Good words for game are:

jump	play	walk	ask
open	show	pick	start
look	call	want	thank
pull	work	laugh	warm
- (8) Have children listen to lists of words and identify variant

sounds ed can make.

locked - t
 helped - t
 passed - t
 saided - d
 wanted - ed

- (9) Have children listen to lists of words and identify the variant sounds s and es can make.

look - s
 chooses - z

- (10) Supply lists of words and child identifies sound of ending by writing d, t, ed, s or z.

- (11) Develop visual clues for adding endings.

walk + ing = walking
 step + ing = step(p)ing
 come + ing = coming

- (12) Provide multiple choice exercises. Child selects, from several forms, the correct form for the sentence.

- (13) Provide exercises where the rules for dropping the "e" or doubling the consonant will apply. Title the lesson "Remember the rules!"

ing ed s or es

wave _____
 pin _____

- (14) For older students supply a paragraph or two in which the incorrect verb endings are used. Child must identify by underlining the incorrect verb endings and writing the correct forms above.

- (15) Provide sentences with verb omitted. Given the base word

at the end, in a separate column, child must write the correct inflectional ending correctly attached to the base word.

- (16) Provide examples where the "y" changes to "i" when adding endings by examples on the board and oral exercises.
- (17) Provide independent exercises for practice using suggestions above.

b. Plurals

- (1) Write a noun (boat) and have it read. Add an s and have the word read. Discuss with the children the changes in both appearance and meaning.
- (2) Write two sentences with singular nouns. (The black dog----. The white dog----.) Then rewrite as one sentence. (The black and white dogs---.) Have it read independently, then orally, and discuss changes and the reasons for them.
- (3) Use the above techniques for teaching meaning of es on nouns. In addition, you may list words and have children discover that es is added to words ending in x, s, ch, or sh.
- (4) Use the suggestions for Verb Endings to provide practice using plurals. Note that i and y will change when adding plurals.

c. Possessives

- (1) Write a sentence with a possessive included. (Here is Sally's cookie.) Ask the children to point to the word which tells to whom the cookie belongs. Discuss structure of the word and the use of the apostrophe.

- (2) Write two forms of the noun on the board. (Jane, Jane's, or cat, cat's). Compare the two forms, children giving sentences, orally, using each form.
- (3) Write a sentence on the board with two names, one of which is a possessive. (Bill can see John's boat.) Have children read and identify to whom the boat belongs and give reasons for their choice.
- (4) Have children note than an apostrophe is used in different ways to mean different things, as in a contraction and a possessive.
- (5) Supply sentences as, "The book belongs to Mary." Children write it in its other form, "The book is Mary's."
- (6) Reverse the above and supply sentences with the contraction, "I see the dog that belongs to Tom." Children expand the idea to, "I see the dog that belongs to Tom." Children can then recognize the reason for the contraction in speaking and writing because of its shortened form.

- (7) Develop concept of possessive forms of pronouns.

regular: her's, their's
 irregular: his, my (no apostrophe)

- (8) Develop the idea, throughout, of what is possessed. Exercises such as the following might prove helpful.

This is my house. Go get Mary's book.

- (9) Develop the rule for possessives on words ending in s. Charles - Charles' or Charles's

d. Comparatives

- (1) Introduce the fact that er means more as a suffix, and est means most as a suffix. Place drawings or lines on the board which differ in size. List words such as big, bigger, biggest or long, longer, longest. Have the children match the correct word with the correct figure.
- (2) Using concrete objects in the room, give oral directions. "Find the biggest table." "Who is taller, Mary or Nancy?"
- (3) Supply pictures, three in each set, on ditto or board. Child writes the correct comparative.
- (4) Supply ditto with the words, and child must illustrate. (large, larger, largest) Child can select own objects to draw.
- (5) Be sure children understand that something is larger or smaller only in comparison to some other known object.
- (6) To see if the children can reason and express themselves in comparative terms, give short paragraphs like the one below and have them answer the questions.

Joe is six years old. Ted is ten years old. Their brother, Mike, is seven years old.

1. Who is the oldest?
2. Is Mike younger than Joe?

2. Prefixes - Child recognizes that prefixes are added to a root word to change its meaning and are added at the beginning of the word.

- a. Teach that prefixes have meanings in themselves when added to a root word. The most useful prefixes to teach are:

ab-from
ad-to
be-by
com-with

de-from
dis-apart
en-in
uni-one

ex-out
in-into
in-not
pre-before

pre-in front of
re-back
sub-under
un-not

- b. Taking one or two of the above, supply list of words using the two prefixes to be studied, and child supplies the meaning.

untrue
untied

not true
not tied

- c. Teacher gives a list of action words (run, turn, read, write, do, tell, tie). Children attach as many prefixes as they can to them.
- d. Teacher writes re+turn on the chalkboard. Pupil writes return on paper or responds verbally, "return."
- e. Use above suggestion, but also have child use word in sentence.
- f. Make charts of the most common prefixes and post for reference, using examples.

re back, again

recall
renew
rejoin
retrace

Color code
the under-
lined prefix.

- g. Supply a sentence in which the child must supply the missing word, composed of a root and a prefix. Child chooses from list of words supplied.

The bridge is _____ for heavy trucks.

refill
unsafe
untie

- h. From workbooks, make a file of good materials to use in teaching prefixes.
- i. Start a prefix dictionary. Children

find words for dictionary and use them in good defining sentences. This can be a group or individual project.

i.e., A boy who cheats is dishonest.

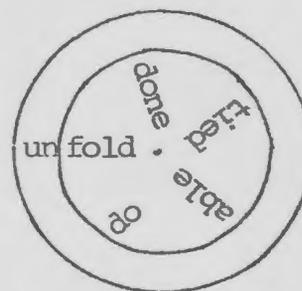
- j. Supply a list of words with known prefixes and child underlines the root word once and the prefix twice.
- k. Teach that many words must be located in the dictionary under their root word and not under the prefix.
- l. Provide sentences in which the root word is given and, to supply meaning to the sentence, child must select the correct prefix, i.e., Ann will _____ check her paper. re dis
3. Suffixes - Child recognizes that suffixes are added to a root word at the end and can change the meaning of the root word.
- a. Teach that suffixes are a meaning unit and can provide a clue to the meaning of the whole word. The most common suffixes are:

er-of agent (painter)	ful-full	ly
er-of comparison (larger)	ish	ness
est-most	less	y

- b. See suggestions for prefixes; many will apply.
- c. Teach that some suffixes change the spelling of the base word.
- d. Teach that, when using the dictionary, child must look for the base word as main entry and near bottom will see examples of suffixes if included in book.
- e. A good exercise, when both prefixes and suffixes have been taught, is to supply a list of words containing both elements. Child fills in the blanks.

	<u>prefix</u>	<u>root word</u>	<u>suffix</u>
rebuilding	_____	_____	_____
uncomfortable	_____	_____	_____

- f. Make word wheels using a suffix and various root words. Word wheels with prefixes can also be used.



- D. Root Words - Changes in Spelling - Child recognizes known words with spelling changes when suffixes are added.
1. Doubling final consonant before ending. To strengthen this ability, write sentences using words which have the last consonant doubled (cutting, drumming). Discuss fact that you can't hear the added consonant. Underline the root words. Use them in sentences to note child's ability to recognize (see activities, next page).
 2. Changing y to i before ending. Write "try" and "hurry." Note that the y stands for long and short i. Then write "tried" and "hurried," and note that the sound did not change. By substituting initial consonants of f, d, and c, do the same with "fry", "dry", and "cry". Try to draw from the children the generalization that, when a word ends in y, we usually change it to i before adding ed. (see activities, next page)
 3. Dropping e before er, est, ing. Write a root word and a derived word on the board (ride, riding). Note that dropping the e does not change the pronunciation. Use with other words ending in e, and have children generalize that, when a word ends in e, the e is usually dropped when adding a suffix with a vowel. At the end of the instruction, give children sentences containing words with suffixes to note their ability to recognize them. (see activities, next page)
 4. Changing f to v before an ending. Place word pairs on board. (leaf-leaves, wife-wives) Discuss what changes take place in spelling and pronunciation. Extend to other words, such as half, knife and loaf. Then use derived forms in sentences to note ability

to recognize. (see activities below)

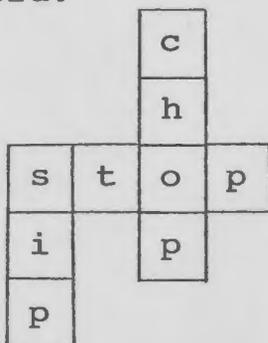
- Use activities in sections on Compound Words, Suffixes and Prefixes, and adapt to having children find root words in re-spelled words, or use following activities.

ACTIVITIES - Variations of these activities may be played for all four re-spelling rules.

- Make and use flash cards with folded tail which can be manipulated to make the base word into its derived form.



- Play "Tricky Word." List of words are placed on the board, some of which need changes in spelling when ending is added. Class is divided into two teams and go through the list in rotation, forming and writing the new derived words correctly on the board. For each correct word without change in spelling, they get 1 point. For each "tricky word" they score 2 points.
- Make small flash cards with root word and ending printed on one side (stop + ed). On the other side, have the re-spelled word (stopped). Child can practice reading and writing the endings on root word and check himself. The flash cards can also be used to find root words in derived forms.
- Make up simple crossword puzzles with derived words given in the lists (stopped, sipped, chopped). The children must fill in with root word. -- or give root words and endings (stop - ed) and children must write in derived word.



- Write sentences, leaving out word to be derived but with root word supplied.

The airplane _____ over the ocean tomorrow.
fly

-- or have child select proper spelling form.

The man is _____ down the tree.
chop, chopping,
choping

6. Play baseball. Pitcher must pitch words which are all "doing" words (put, run, make, walk) and the child must add a prescribed ending (ing, ed, es). The batter must pronounce the word and tell if there is a change in spelling.

--or use flash cards with derived forms (hitting, studies) and the child pronounces word and gives the root word.

7. Coordinate reading lesson with spelling lesson, selecting words which utilize the desired rules.
8. Use pictures of people doing things and have children write word describing what they are doing. Some words will require changes in spelling, i.e., sitting or swimming, while others will not. You may select pictures and introduce the way in which they are used to teach various rules.
9. Play "Human Spelling." Each child in class has a letter of the alphabet printed on 8x10 drawing paper, with one child having ing, one ed, and one es. The teacher calls a word such as hit and the children line up to form the word. She then gives a derived form, hitting. The ing must join the group but the t must jump up and down to show it is doubled. When using the "dropped e rule," the e must lie down on the floor. When e changes to i, the i must step in front of the e. Note: Before playing, the teacher should have a list of words ready so that she can estimate the number of letters needed and be sure that each letter is getting some chance to play. (Perhaps letters such as z would not be needed, while three e's would seem necessary.)

Root Words - Foreign Words. Teach various foreign roots. Adapt techniques under the affix phase of this section.

E. Syllabication (Note: Before trying to teach syllabication as a structural skill, test the children to see that they can aurally distinguish the syllables. This may be done by having the children say a word and clap the syllables.)

1. Major Syllabication Generalizations

- a. Compound words are usually divided between the two words. Other rules are followed for separate words.
- b. In a vowel-consonant-consonant-vowel pattern, the division is made between the two consonants. (den tist, can dy, sis ter, el bow, rib bon, in for mal)
- c. In a vowel-consonant-vowel pattern, the division point is usually before the consonant which goes with the following vowels - if possible. (pa per, Fri day, stu pid, mo tor, po ta to, re mem ber, e lect) The first syllable is an open syllable.
- d. There is a special generalization for the letter x. When the letter x is preceded and followed by a vowel, it is usually in the same syllable as the preceding vowel. (tax i)
- e. If a word ends in le, preceded by a consonant, the preceding consonant usually goes in the final syllable. (tum ble, map le, mar ble, syl la ble)
- f. Prefixes and suffixes usually form separate syllables. (un wise, shoe less, re do ing, un like)
- g. Special generalizations have to be made for the affix ed. When the affix ed is preceded by d or t, it forms a separate Syllable. Otherwise, it does not have a vowel sound and is not a syllable. (want ed, worked)

Note: Closed syllables can be compared to known small words such as can, cat, fun, hot, etc. The consonant acts like a gate which cuts vowel short. Open syllables can be compared to small known words such as me, he, go, so, etc. The gate is open so sound can go on.

2. Teaching Suggestions

a. Teacher-directed

- (1) Listen and clap or stamp the syllables in a word given by teacher.
- (2) Introduce concept of syllables through nonsense rhymes (hamberger - lamberger).
- (3) Introduce concept of syllables through singing, varying pitch for each syllable.
- (4) Present syllable rules through inquiry strategy: Present several words representing one generalization and have children develop their own generalization.
- (5) Make a word wheel using syllables.



- (6) Teacher places "Martian" words made up of nonsense syllables on the board (webmenter, goloting). Children see if they can read Martian. In early stages, use one generalization for all words.
- (7) Place syllabication rules on chart and number. Children divide into two teams. Teacher writes a word on the board, and individuals on the teams try to give the number of the generalization covering the word and then pronounce the word. Team scores if individual can do it.
- (8) Supply a list of words already divided into syllables. Form two teams. One team reads as far down the list as it can go. When they miss, the next team starts reading. Team that reads most words is winner.

- (9) Use Haiku poetry. Child must count number of syllables to formulate poem.
- (10) Teach open and closed syllables by starting with small words already known to the children (he, no, me) and (hen, not, met).
- (11) Rather than always drawing lines between syllables, place cupped lines under the words to show swing and rhythm. (nowhere)
- (12) Teach children that there are the same number of syllables as vowel sounds in a word. Practice finding the vowel sounds and counting them to determine the number of syllables.
- (13) To give pupils practice in applying the visual clues to syllabication and vowel sounds, use the following procedure, letting the child pronounce the unknown word that completes the sentence.

Say:

Jane lost her _____.
The story "The Golden Egg" is
a _____.

Write:

mitten
fable

- (14) Build a word with syllables.

re
re mem
re mem ber

This could be used on ditto or put on cards to be used in pocket chart; or, pass out cards to individual pupils and have class build words.

- (15) Unscramble the syllables - can use syllable patterns or rules - could also be used to divide nonsense words.
- ten kit (kitten)
ten mit (mitten)
mem re ber (remember)
(done as a group with teacher or individually)

b. Children's Activities

- (1) Scramble syllables from several words and have children put back

together again. (re, mail, man, make, not, can) For a variation, put words on cards and cut apart in jagged cuts between syllables. Children put them back together like puzzles and are supplied a list of words to check their results.

- (2) For independent study, write words on small cards with the number of syllables in each word on the back of the card. Child can go over them himself, checking his skill or may work with a partner to see who can do the best.
- (3) List words with similar syllables and have children draw rings around them. (manner mailman)
- (4) Write short sentences on the board and have children play detective and count the number of syllables. (The yellow flowers are here. -7)
- (5) List words and have children divide them into syllables. At early stages, use compound words.
- (6) Match the syllables to make a word:

kit		py
bun		bit
hap		ten
rab		ny

Could be put on cards and used in pocket chart or passed out to children to make words in front of room. (Teacher could call out words - pupils could form teams.)

- (7) Use commercially prepared Dolch Games. The Dolch Sounding Games and the Dolch Syllable Game both have activities in them which apply to syllabication. These are available from the Curriculum Center or may be purchased at educational supply stores.

IV. CONTEXT - Basic to the use of context clues is the general concept that reading is a meaningful process. The alert reader who reads rapidly and effortlessly often uses context clues - both picture and verbal - to recognize an unfamiliar word. Context clues are also invaluable as a check on the appropriateness of words that have been tentatively identified by the use of other clues. Two understandings fundamental to the use of meaning clues are that (1) a word may have more than one meaning (and sometimes more than one pronunciation) and (2) meaning (and sometimes pronunciation) must be determined in light of context.

- A. Poetry: Select rhyming word when it is left off at end of line.
- B. Simple sentences, word omitted: Select word from among those given as choices.
- C. Teacher says word; child selects picture which illustrates word.
- D. Child matches written words and pictures.
- E. Present new vocabulary words in context at the beginning of a lesson.
- F. Select sentences that give meaning to words through child's experience. (We gave our dog a bone to chew.)
- G. Have children write creative stories leaving out some words. Trade stories and have other children fill in words that make sense.
- H. Take a paragraph from the reader and leave out every 10th word. Child must fill in blanks with proper words.
- I. Write homographs, such as bear, spell, stick, fail, fleet, on the board with definitions and illustrative sentences. For example:

bear-endure bear-large animal

She cannot bear the sight of snakes.
We saw a bear at the zoo.

Have the children pronounce each word and read the definitions. Then have them read the sentences silently and tell what "bear" means in each.

- J. Write several homographs and definitions like those suggested above. Have child use orally in sentences to illustrate meaning.
- K. Recall that neither pronunciation nor meaning of many words can be determined outside of sentence context. Have such pairs of sentences as shown below read, and discuss with children how the words that are spelled alike differ in meaning and pronunciation.

She wiped the last tear from her eye.
She had a long tear in her skirt.

- L. Write sentences as those below, underlining unknown words. Ask which part of each sentence gives clue to the meaning of the underlined word.

Try to be friendly and polite, for no one will like a surly person.

Instead of being so critical, tell me what you like about my painting.

V. CONFIGURATION

- A. After teacher has presented a new word, have children visualize new word with eyes closed. Teacher asks such questions as, "Is it a long word?" "Does it have tall letters?"
- B. Have children volunteer words which look like the new word introduced by the teacher (have same beginning or similar vowel consonant patterns).
- C. After new words are introduced, write two words on the board which begin with the same letter and place blanks after the first letter. Use one long word and one short word. Have children supply word and teacher writes in the rest of the letters (M _ _ _ _ , M _ ; mother, me).
- D. Place words, which are often confused, together on the board (then, them). Have children discover differences. Then contrast with others which might be confused (this, that, they).

E. Write pairs of easily confused words on board and discuss differences. Have children read and erase the words and write the differing grapheme (reach - read, ch). Ask them which word had that grapheme in it.

F. Place words which are confused on the board and discuss the differences.

went want with what

G. Place words which are confused on board in pairs. Use one of the words in a sentence and have children point to it.

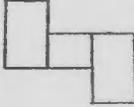
H. Write a sentence with a confused word in it. Have the children read the sentence and cross out wrong word and supply the right word from a list of words on the board. (The rabbit want through the fence. went)

I. Remind children that often only a few letters will tell them the word if they also think of the meaning of the sentence. To illustrate this, write several sentences with the vowels missing and have the children try to read them. (M_ d_ g r_ n _w_ y.)

J. Draw boxes around words to show shape.

who

K. Write sentences leaving out one word and supply box for correct word.

(The dog is  . my who big)

