

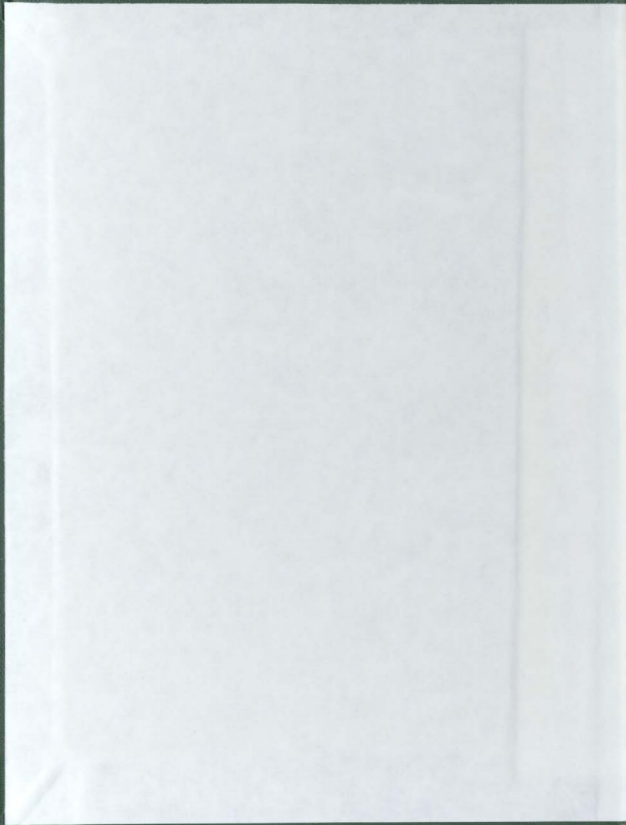
THE DEVELOPMENT OF A REMEDIAL READING
PROGRAM FOR THE HIGH SCHOOL EDUCABLE
MENTALLY HANDICAPPED STUDENT

CENTRE FOR NEWFOUNDLAND STUDIES

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The Development of a Remedial Reading Program
for the High School Educable Mentally
Handicapped Student

by



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ABSTRACT

The primary purpose of this study was to develop a handbook of specific instructional techniques and strategies in the areas of vocabulary and comprehension development for the educable mentally handicapped students at the senior high school level.

The development of the materials contained in this handbook came as a result of: first, the gathering of data; second, the selection of relevant data pertinent to the objectives; third, the development of techniques and strategies based on the pertinent data and objectives.

The following sources were used in the gathering of data. Literature related to the topic of this study and a computer search of the ERIC (Microfiche) documents. Ideas and strategies presented in Special Education Courses at Memorial University. Techniques and strategies presented by various Special Education Teachers at meetings and workshops. Finally, materials and techniques developed and used in the teaching of Senior Special Education for twelve years.

The criterion used for the selection of materials, techniques, and strategies presented in this study was as follows: first, suitability for the age group of the target population; second, consideration of the instructional levels of EMH students; third, the objectives of the study could be evaluated by observable means; fourth, developmental progress could be made by students in this program.

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Chapter 1

THE PROBLEM

Background of the Study

Upon leaving the educational system, an adolescent needs to be proficient in basic reading, mathematics, writing, and oral expression skills (Cruickshank, Morse, and Johns, 1980). However, there is evidence that many secondary pupils are handicapped in these areas. In the United States, the National Assessment of Education Progress, 1975 confirmed that large percentages of adolescent pupils are unable to show even basic competencies in the areas of reading, mathematics, and communications (Cullinan and Epstein, 1979). The Department of Health, Education and Welfare in the United States examined the physical, psychological, and educational development of 6,227 youths ages 12-17 years. The subjects were carefully selected to represent noninstitutionalized Americans in this age range. The findings of the Department of Health, Education and Welfare study recommended special educational resources beyond the regular classroom for almost 20 percent of the students (Cullinan and Epstein, 1979).

Special education is to provide special services not available in the regular education program for exceptional children. Special education differs from the regular program in that it tries to take into account how exceptional children differ from nonexceptional children and the uneven pattern of development within the individual child (Mark and Gallagher, 1983). Cullinan and Epstein (1979) state that since students of special education are human beings, they will have the same

needs as other human beings. They went on to summarize these basic needs with a quote from the United States Educational Policies Commission of 1949.

These youth, it is held, have the same needs as others. They too will work, earn money, spend their earnings, be members of families, be in good of ill health, vote in elections, be members of organizations, and use their leisure time wisely or otherwise. (p. 335)

Since the needs are similar, it follows that the curriculum may well be similar in certain areas. Zeman, Collins, and Jones (1972) concur with this point of view. The design of the curriculum should not deviate excessively from that of the regular classroom, so that the special student may feel, and be a part of the total school environment. In the Guide to Special Education in North Dakota (1968) it is stated that the goals for special education are no different from the goals of all educational programs. These goals are as follows:

1. To develop the ability of the child as far as possible to use the academic skills and tools in our daily life.
2. To develop social responsibility and citizenship.
3. To point the way toward vocational fulfillment and intellectual maturity. (p. 5)

In A Program Guide for Senior Special Education, published by the Government of Newfoundland and Labrador (undated) the following general objectives are put forth for special education:

1. To develop the basic computation and communication skills to the full potential of the individual student.
2. To develop an understanding and appreciation of basic tools and materials found in the home and community.
3. To develop in the student attitudes and characteristics which are considered acceptable in society.
4. To orient school learning towards occupational entrance in such a way that studies are meaningful to the student.

- 3
5. To develop confidence in the student in regard to:
 - a) His ability to successfully perform various jobs for the purpose of earning his own living
 - b) His ability to deal comfortably and courteously with the employer and fellow workers.
 - c) Appreciating the value of promptness and dependability as essential to holding a job
 - d) Developing meaningful vocabulary, skills and accuracy required for various jobs
 - e) Developing a sense of security and a feeling of worth as a contributing member of a community.

(pp. 1-2)

Such objectives are essentially the same as those for any student.

Gulliford (1971) agrees that the needs of special students and the objectives of the school are basically the same as for any kind of student. However, he believes that there is a difference in the order of priorities. He suggests that the first priority is to promote the optimum development of the child's capacities and personality. He adds that it is essential to do everything possible to compensate for the direct effects of the educational handicap, and also to avoid side effects, such as emotional unsettlement, immaturity, or social isolation.

Zeanah, Collins and Jones (1972) also commented on the order of priorities. They contend that the objective of the curriculum division should be incorporated into the program on the basis of what will be most essential, relevant, and useful to the special education student, both while he or she is in school, and while he or she is employed as an adult.

In fact the rights of all handicapped children have been made law in various countries. The United States passed Public Law 94-142 on November 29, 1975. Payne, Followay, Smith and Payne (1981) listed

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some of the rights contained in this law:

1. A ~~free~~ appropriate public school education
2. Placement decisions based on informal and formal evaluations with input from the student's parents
3. Programming in the "least restrictive environment" possible for the individual
4. An individual educational program appropriate to their needs
5. Periodic review of the appropriateness of the educational plan, again with parental input. (p. 8)

Every educationally handicapped child will not have the same special needs. Some will not need specialized assistance of any kind. It is dependent upon how educationally or socially handicapped a child is, which in turn is dependent upon his or her basic intelligence, personality, attitude towards oneself, and their relationships with others. Gulliford (1971), writing on the specialized needs of certain children, stated that:

The first and overriding aim of any form of organization is that children should receive the special treatment and education that they need in order to ensure their optimum development and to minimize their handicaps. (p. 8)

An essential skill needed to cope with any type of curriculum is the ability to read. Brabner (1969) states:

Unless an individual is living in a geographically isolated area--and these are rapidly becoming non-existent--the inability to read, and to read well, will handicap him more in numerous life situations than will many physical or mental limitations. (p. 70)

Reading is an essential element in the secondary school curriculum, as seen in the estimation that 80 to 90 percent of all study activities in typical high schools require reading (Bond and Tinker, 1973). The ability to read is of prime importance since most aspects of the curriculum are geared to the printed word. Bond and Tinker

(1973) found that general reading comprehension was significantly related to achievement in each of the content subjects except mathematics.

An inability to read not only creates problems in school related academic achievement but also limits social maturity, social relationships and the assumption of responsibility (Johnson and Myklebust, 1967). Students, at the secondary school level, with reading problems, find it very frustrating. They are preparing for some form of post-secondary education or to enter the job market. Post-secondary education requires additional study which, out of necessity, means more reading. In the everyday world of work, reading is also very essential. A person who cannot read well is handicapped in our fast-paced technological society. The person who cannot read, or is functioning at a low reading level, will not find many open doors in the area of employment.

Reading instruction has one central goal--the learner must be able, to some degree, to understand written language and to construct a message from print which substantially matches that of the writer (Smith, Goodman, and Meredith, 1970). The reader must be able to acquire meaning from the printed word. Reading is a skill or tool, and as such it should be taught. Normal growth in reading tends to be fairly continuous and developmental. At each stage, the child is taught and acquires the skills which are necessary for the next succeeding level. Specific reading skills are taught at each level of the child's development. If this process continues without any serious problem then the student becomes a proficient reader. In addition to the time

devoted to the instruction of reading skills, specific skills needed in the content area are also developed. In content area reading, the ability to read is used to acquire information in various subject areas. Reading is the basic tool that a student uses to learn. If the student has problems in the area of reading, it will be reflected in the other academic areas.

Children with learning disabilities may have difficulties in any of the areas of learning and development. However, it seems that poor reading skills are the handicap of a great number of children in learning disabilities educational programs (Lerner, 1971).

This study concerns itself with one group among the many that are included under the heading of "learning disabilities." It is concerned with students in the secondary school who are classified as "educable mentally handicapped."

In many instances the terms educable mentally retarded and mildly retarded have been used interchangeably. This study is concerned with students in the senior high school who are regarded as educable mentally retarded or mildly retarded. Payne, Followay, Smith, and Payne (1981) define the mildly mentally retarded as:

. . . child whose intelligence tests place him/her in the 55-69 I.Q. range, and are so impaired in their adaptive behavior that they may be classified as having mild mental retardation. (p. 6)

Since reading is a skill that is basic and essential in today's world, the teacher of educable mentally handicapped students should be well informed about the teaching of reading. As stated earlier, reading is the basic tool used by the student in the process of learning. The

same is true of the educable mentally handicapped student. He differs from the normal student in his reading progress mainly by being a slower learner. In the secondary school, the educable mentally handicapped student is thought to be a disabled reader because he is not reading up to grade level. However, such students should be taught to read with comprehension and understanding to their maximum ability. At the secondary school level, emphasis should be placed on helping the educable mentally handicapped to read up to the limits of his/her capability.

Cruikshank and Johnson (1967) reinforced this idea when they state that:

The command of the reading skills will aid the student in acquiring information that will give him a better understanding of society about him, as well as information concerning jobs and vocational activities available to him.
(p. 216)

Remedial education for educable mentally handicapped adolescents is usually provided by special education. The basic purpose of this type of education is to correct the students' problems as much as possible, with complete correction being the ultimate, though often unattained, goal. This purpose of remediation is often based on the assumption that the evidenced problems (i.e., inability to read) are intrinsic to the student and the student must be "changed" if they are to appear "normal" (Cullinan and Epstein, 1979). Attempts are made to identify the specific weaknesses of the students. Once the weaknesses are identified, instructional techniques are implemented to help correct these weaknesses. Educable mentally handicapped pupils require a remedial program that begins with skills that have been previously established and then builds upon these in a sequential manner. This is very

important for the teacher in the secondary school. It requires the teacher to know each individual student and develop a program to fit that particular student's needs.

Teachers in the secondary school must also be aware that they are one of the most important factors in determining the degree of success which the educable mentally handicapped student will have in the remedial reading program. Quite often the educable mentally handicapped students are convinced that they are "stupid," and thus they usually have a poor self-image by the time they reach the secondary school level. This poor self-image has resulted from years of school failure. Studies that have correlated levels of reading achievement with levels of self-concept indicate that a positive association exists between the two (Quandt, 1972). The teacher must be understanding and convince the educable mentally handicapped student that he/she is capable of making improvement. Peter (1965) contends that it is essential that the student be successful from the beginning in a special class.

Remedial education has certain strengths and weaknesses. The strengths are: (a) it encourages the identification of the skills that the student lacks, (b) it focuses on decreasing the weaknesses rather than ignoring them, and (c) it offers an option to those students who are not able to cope with the regular education programs (Cullinan and Epstein, 1979). Remedial teachers should also be aware of certain weaknesses associated with remedial education. First, remedial education frequently fails to look at the entire situation. It tends to pinpoint certain student weaknesses and then apply certain techniques

to remediate these weaknesses. Remedial teachers should remember that the student is an individual, and they need to look at the weaknesses in the light of the total person. Other problems may have contributed to these weaknesses. Secondly, remedial instruction is often comprised of isolated drill lessons. Remedial teachers should remember to make the remedial skills an integral part of the students' actual needs in other settings. Thirdly, there is an unfortunate lack of research validating many of the tests and materials used with adolescents in remedial education (Cullinan and Epstein, 1979). Remedial teachers should be aware of the above weaknesses and make an effort to overcome them in their remedial programs.

Two aspects of reading, vocabulary development, and reading comprehension were dealt with in this study. According to Smith (1969): "There is a consensus among reading authorities that adequate vocabulary development is crucial for good reading comprehension" (p. 75).

Students in special education are especially deficient in vocabulary development and comprehension. Often these two areas of deficiency indicate to the regular classroom teacher that a student is in need of special help. Bond and Tinker (1979) state: "The acquisition of word meanings is fundamental to all comprehension in reading." If a student meets too many unknown words in his/her reading, he/she cannot effectively comprehend the material. Therefore, a student's possession of a good meaning vocabulary is most important in the content subjects and any type of remedial reading program. A good knowledge of words helps the reader to recognize and comprehend what he/she has read. The more frequently the student sees familiar words, the quicker he/she reads

and understands what was read. In addition to specific vocabularies found in the various subject areas, students at the secondary school level also are faced with special vocabularies in the area of occupational and social needs. Teachers in the secondary school must be aware of this fact and help to prepare the student for the day when he is no longer in the secondary school environment.

According to Bond and Tinker (1973): "At all grade levels reading instruction should serve to develop comprehension." Any type of remedial program must place a great deal of emphasis on comprehension. The student may be able to pronounce the various words in a passage but unless he understands the meaning of the passage, he is merely word-calling. Possessing various word recognition skills are of little use unless the student can extract meaning from what he/she has read.

An examination of the literature showed that most reading specialists believe that there are several different levels of reading comprehension. The lowest level of comprehension is called either literal or factual comprehension. This type of comprehension requires little thought from the reader. The reader merely reproduces the ideas of the writer without much interaction on the part of the reader. This is the type of comprehension that the student first encounters when he/she begins reading instruction. However, decreased emphasis is placed on this type of comprehension as the student progresses through the school system. However, educable mentally handicapped students at the secondary school level may need work in the area of literal comprehension when they first enter a remedial program. The second level of comprehension is interpretive or inferential. At this level of comprehension,

the reader must think and interact with the material before responding to the context. In the school system, this type of comprehension is stressed more and more as the child progresses. Since this type of comprehension requires some degree of abstract thinking, the educable mentally handicapped student may have some difficulty with the context. However, they should be presented with interpretive material within the limits of their intellectual ability. The third level of comprehension is critical reading. Miller (1973) defines critical reading as:

. . . evaluating or judging the accuracy and truthfulness of the reading material in terms of some criteria which the reader has formulated by prior experience or reading.

(p. 176)

As in the case in interpretive comprehension, the educable mentally handicapped student will have problems. He/she should be presented with this material only within the limits of his/her intellectual ability. The highest level of reading comprehension can be called creative reading or assimilative reading. Creative reading is when the reader applies the knowledge and attitudes gained from reading to his/her own life for problem solving. Creative reading also appeals to the student's emotions and senses. Within his/her intellectual limitations, the educable mentally handicapped student should be presented with some creative reading. As much as possible, the reading that an educable mentally handicapped student does should be related to his own life experiences. A great deal of high interest material has been produced to provide such material for the educable mentally handicapped student.

Introduction to the Problem

There has been a tremendous growth in the area of special education since provision for the establishing of special education

classes in the regular school systems was legislated in the 1969 Newfoundland School Act. In specifying the requirements for establishing special education classes in regular day schools, the Division of Special Services states that the educable mentally handicapped child requires a "special" academic curriculum. They also state that this curriculum be designed to challenge and develop the special capacities and capabilities of the child (Brown and Gillespie, 1979). The view of the Special Services Division is that up to the age of approximately 13 to 14 years, the student in special education is being taught basically the same skills as a child in the regular class. However, these skills are presented at a different rate and using different methods. The Division feels that when the educable mentally handicapped student enters high school, the curriculum must be changed from the regular stream to that which will meet the needs of the student (Brown and Gillespie, 1979).

This change in the curriculum at the high school places a tremendous responsibility on the Division of Special Services, the various school boards, and the high school teacher. They have to devise a curriculum tailored to the needs of the educable mentally handicapped student. In response to the needs, the Division of Special Services has developed A Program Guide for Senior Special Education and guidelines for the "work experience program." However, these guidelines were developed to give direction to a program for senior special education students. As stated in the introduction to A Program Guide for Senior Special Education (undated):

The working out of the detailed curriculum, the decision of methodology and the selection of materials should be left to the School Board and to the schools. (Introduction)

This presents the special education teacher at the secondary school level with a tremendous challenge. When the student is placed on a special program, the program must provide him/her with all of the necessary skills needed to pursue a full and productive adult life. A program must be developed and various methods and techniques devised to provide the educable mentally handicapped student these skills. The student must not be allowed to "academically vegetate." The program has to give the student the feeling that he/she is accomplishing something and, above all, give him/her the feeling of self-worth. This is the challenge that must be faced at the secondary school level. Cullinan and Epstein (1979) have summarized this challenge.

The very nature of the educational services provided within special education until quite recently has been "elementary school" oriented, both in terms of the major focus of services and technologies of instruction that have evolved. As a consequence, the special educator is not really prepared to deal with the complexities that he finds at the secondary school level. There are now few ready and effective answers to remediating academic problems at the adolescent level. It is a fledgling field that needs practical approaches far more than theories and rhetoric. (p. 90)

Statement of the Problem

The development of this handbook has attempted to develop specific instructional techniques and strategies for implementing a remedial reading program at the senior high school level for educable mentally handicapped students. The techniques and strategies are aimed at two specific areas of reading: 1) the improvement of vocabulary and 2) comprehension development. The handbook is designed for use in senior special education classrooms. The materials in the handbook progress in difficulty from one section to the other. Each section is designed to build on the skills acquired in the previous section.

However, the teacher can vary the techniques and strategies to fit the needs of the individual student.

Rationale for the Study

In the United States, the Education for All Handicapped Children Act and The Vocational Rehabilitation Act of 1973 have affirmed the right of every handicapped child to a free, public, and appropriate program of education. However, Cullinan and Epstein (1979) quote studies by Kline (1972) and Wennberg and Hare (1977) which reveal serious neglect of handicapped students at the secondary school level. Cullinan and Epstein (1979) go on to say: "Yet, in the face of inadequacies in both programs and service, the number of students in need of special services appears to be increasing" (p. 91).

The Atlantic Provinces Report of the Special Education Committee to the Ministers of Education, Part 1, published in January, 1973, made a similar recommendation. Brown and Gillespie (1979) quoted this recommendation:

That the governments of the Atlantic Provinces recognize and endorse the right of all handicapped persons to be educated to the maximum of their potential, and develop a comprehensive range of services and programs sufficient to meet the educational needs of all handicapped persons. (p. 4)

In A Program Guide for Senior Special Education in Newfoundland (undated), the same type of philosophy is expressed:

We accept the philosophy that all children are entitled to an education according to the level of their capacity. To achieve this, the curriculum must be diversified so that it develops these capacities to their full potential. It is inherent that a diversified curriculum must provide a variety of programs. (p. 1)

The extent to which such programs are needed can be seen in the number of students requiring them. Kirk (1972), after comparing

studies and surveys of exceptional children in North America and Europe, found the average rate of educable mentally handicapped to be approximately 2.7 percent. Hardy (1971) estimated that in Newfoundland in 1969 only 2 percent of the children were receiving special services even though 12 percent were in need of such services. Robbins (1975) estimated that 12 percent of the children in Newfoundland and Labrador were in need of special services. Brown and Gillespie (1979) found that 4.6 percent of the school-age population were receiving special education in Newfoundland during the school year 1977-78. All of the above figures show that there is a significant segment of the population in need of special programs.

In the secondary school system, existing programs appear to offer very little to the educable mentally handicapped student. Cullinan and Epstein (1979) quoted studies (Clark and Evans, 1976; Sabatino, 1974; Schlickter and Ratcliff, 1971) which indicated that the secondary special education programs were inadequate and inappropriate. Several reasons were suggested for this particular state of affairs. First, the special education programs for teachers at the university level do not have faculties that are strong in the area of development of programs for secondary schools. Second, the vast majority of special education teacher trainees are women. They tend to gravitate toward work with young children. Third, few adequate teaching materials exist for the secondary school student.

The teacher in the special education setting has a great deal of flexibility in the type of program that is offered in his class. However, Brown and Gillespie (1979) found that in Newfoundland, despite

this flexibility, some teachers are using little more than the set program of studies used for regular classes. The authors did find that the experienced teachers in special education seem to have gathered a wide variety of material. But, few of the teachers seem to have the training to know what specific materials they needed for the particular problems of the students.

Reading difficulties are still one of the greatest concerns to the teacher of educable mentally handicapped students. The National Advisory Committee on Dyslexia and Related Reading Disorders in 1969 reported that reading disability is a major problem in America's elementary and secondary schools (Cullinan and Epstein, 1979). The report found that one child in seven had a serious reading disability. Dr. James E. Allen, Commissioner of Education, at the time of the report's publications, drew an even more ominous conclusion:

That one child in four had significant reading deficiencies and that in large urban systems as many as half of the school population read below expectation. (p. 91)

Such figures for the general population demonstrates that it is extremely important that the teacher of special students put a great deal of emphasis on the skill of reading. The social and economic implications of such massive school failure cannot be easily dismissed. Cullinan and Epstein (1979) quoted the implications as summarized by The National Advisory Committee of Dyslexia and Related Reading Disorders:

The student's failure in learning to read can have enormous consequences in terms of emotional maladjustment, tendency toward delinquency, likelihood of becoming a dropout, and difficulty in obtaining employment. The economic loss to the nation as a result of these failures is incalculable. (p. 92)

Significance of Study

Brown and Gillespie (1979) in their task force report on Special Education state:

Special Education teachers are largely responsible for diagnosis and developing programs to meet the needs of children with a variety of problems. (p. 34)

But, the report also found that more formal training is needed by the majority of special education teachers. This problem is further compounded since the educable mentally handicapped student is staying in school longer and the law stipulates that he/she must receive an education. Also, there is an increasing need for the educable mentally handicapped student at the secondary school level to acquire skills that will help him/her function successfully in society.

Other aspects of the Brown and Gillespie Report (1979) helped to point out the need for more work in the area of curriculum development and the sharing of techniques and strategies used with special education students. Many teachers felt that once the children were placed in special education classes, the program became the teacher's responsibility. The teachers were looking for materials and advice to solve the student's problems but felt they did not get any satisfactory answers. Teachers also suggested that the Division of Special Services provide outlines of materials for special education beyond what is given in publishers' catalogues. Another suggestion by some teachers was to have special education meetings where teachers could share ideas, materials, and experiences. The Report concluded that: "More resource materials are necessary to implement good programs. Such materials should be made more accessible to all teachers in the province" (p. 56).

This handbook is designed to meet such a need. It is designed to help the teacher in the senior high school who is faced with the grave responsibility of providing the educable mentally handicapped student with a sound program of study. In particular, it is designed to aid the teacher by providing a variety of techniques and strategies for the improvement of the student's vocabulary and comprehension. The handbook is also designed for the educable mentally handicapped student in senior high school. It will help the student to grow and develop academically. Also, it will provide the student with a feeling of self-worth and help him/her to become a worthwhile and productive citizen.

Definition of Terms

The following terms are used with various meanings depending upon the literature where they are used. The definitions given are the ones applicable to the terms as used in this study.

Educable Mentally Handicapped: Kirk and Callagher (1983) defined this student as:

... one who, because of subnormal mental development, is unable to profit sufficiently from the regular program of the school but who is considered to have capacity for development in three areas: (1) educability in academic subjects at the primary and advanced elementary grade levels, (2) educability in social adjustment to a point at which a child can eventually get along independently in the community, and (3) occupational adequacies to such a degree that the child can be partially or totally self-supporting as an adult. (p. 123)

Reading: Bond and Tinker (1973) defined reading in the following manner:

Reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experiences. (p. 22)

Vocabulary: Berg (1965) defined vocabulary as:

The combination of words used by a person to make himself understood by others when speaking or writing and that combination of words from which one person may understand another when listening or reading. (p. 105)

Comprehension: Bond and Tinker (1973) defined comprehension as: "The process by which meaning became associated with symbols."

Senior High School: This refers to grades nine, ten, eleven, and twelve and normally includes ages fourteen to eighteen. However, in the case of the educable mentally handicapped student, ages will correspond, but the grade level will be below the normal level for their age group.

Handbook of Remedial Reading for the Educable Mentally Handicapped Student at the Senior High School Level: This handbook will include techniques and strategies for the improvement of reading in the areas of vocabulary development and comprehension.

Limitations

The educable mentally handicapped require a wide variety of learning materials in order to meet their individual needs. Every attempt has been made to include as many techniques and strategies as possible in this handbook. However, in certain aspects only a limited number are presented because of the limited amount of professional materials available in that particular area.

Chapter 2

A REVIEW OF RELATED LITERATURE

This chapter will deal with the relevant research literature that applies to this study. The first section will be a statement on the curriculum which has relevance for changes in special education today. Section two will examine the literature on language skills and how they affect learning disabilities. The third section contains a model that can be used in the development of an educational package for exceptional children. Section four deals with the research that applies to reading and the reading comprehension of the educable mentally retarded child. The final section examines the research conducted in the area of reading methods and approaches and their application to the teaching of reading to the educable mentally handicapped student.

Curriculum

Bruininks (1971) believes that by applying two major philosophical alternatives, normalization and individualization, educational programs for the educable mentally retarded can be greatly improved. Normalization was developed in Scandinavia; it seeks to expose the retarded student to a daily routine that is as normal as possible. Individualization aims to adjust each program of study as closely as possible to the unique and individual needs of each student. Appropriate curriculum and instruction are provided for the student through emphasizing normalization and individualization in program development.

Radabaugh and Yukish (1982) suggested that a well-defined curriculum can enhance the possibility that the educable mentally handicapped students can, at the termination of their school years, become contributing members of society. The goals of such a curriculum are as follows:

- 1) Self-Actualization. Maximum development of skills and abilities that enable the educable mentally handicapped student to develop a general repertoire of information.
- 2) Personal and Social Competence. Developing skills to become self-sufficient and to maintain effective social relationships.
- 3) Vocational Competence and Independence in Living. (p. 6)

Language Skills and Learning Disabilities

A great deal of research has been done in the area of language skills. Several theories will be presented that suggest that an intimate relationship exists between learning disabilities and deficits in language development. Research studies of inner-city children help to demonstrate how learning is limited by language differences. Fantini and Weinstein (1968) suggested this in their book The Disadvantaged. They suggested that the language code of the inner-city child was restricted and that a restricted language code limits the child's cognitive and perceptual awareness.

Bloom, Davis, and Hess (1965) stated that the parents of inner-city children are not as likely to provide the kind and amount of verbal "corrective feedback" found in typical middle-class environment.

Kravitz (1966) in a study found that the inner-city child at age six had a speaking vocabulary of less than 500 words. This she found equivalent to that of an average three-year-old in a more favoured

environment. It is estimated that a good beginning reader at age six has a vocabulary of 2,500-8,000 words.

Black (1967) gives more evidence to support the idea of cultural deprivation. She administered a reading test to inner-city pupils. The test showed the fifth-grade pupils scored at the 18th-20th percentile. The eighth-grade pupils scored at the 13th-16th percentile. Kirk and Gallagher (1983) also reported on an extensive study which showed conclusively that reading disability was related to the family environment.

Other writers have suggested alternate reasons for language disorders. Some suggested that there is some type of "inner language disorder." This refers to the child's preverbal ability to internalize and organize experiences. Such internalization and organization is the antecedent of language and speaking. Vygotsky (1962) referred to this process as "inner speech." For Vygotsky, speech cannot exist without prior thinking. He regarded speech as a vehicle for thought. Piaget (1952) referred to the same process as "pre-operational thought."

Other writers contend that problems in language can be caused by a disorder of the receptive language. Klaffner (1964) referred to this disorder as "receptive aphasia." McGrady (1968) also reinforced the idea of receptive aphasia as a cause of language deficiency. Spradlin (1967) suggested that a child may be deficient in any of the subskills of receptive language. He further suggested that some children are unable to discriminate between the pitch levels of two tones.

Certain other writers suggested that language disorders can be the result of a disorder in the process called "expressive language."

If a child has difficulties in producing spoken language it is called "expressive aphasia" by Kleffner (1964). Johnson and Mykelbust (1967) divided expressive aphasia into three subgroups:

- 1) Reauditorization--applies to the condition where the child understands and recognizes words but cannot retrieve them for spontaneous usage.
- 2) The second group has difficulty learning to say words. This group is classified as aphasic.
- 3) The third group has defective syntax. They are able to use single words and short phrases but are unable to plan and organize words for the expression of ideas in complete sentences. (p. 114)

According to Marsh and Price (1980), the educable mentally handicapped students have a decidedly lower level of language development than other students. They further suggested that: "Some secondary students are thought to have subtle language disorders, thinking disorders, and problems with verbal processing that may be most easily detected in written work (p. 293)."

In a recent publication, these subtle language problems are reported to be a more popular explanation of reading difficulties (Marsh, Price, and Smith, 1983).

Payne, Followay, Smith, and Payne (1981) suggested that language and learning are so closely related that at times they seem inseparable. They further suggested that a child cannot become an active part of the classroom process without a good grasp of language. The child must be able to receive and transmit information, and therefore, language training must be antecedent to other types of teaching.

Other reviewers of research in learning disabilities and reading disabilities have concluded that language ability is of central import-

ance in learning in general and that language deficits are likely to prohibit a child from acquiring efficient and adequate reading skills (Hallahan and Bryan, 1981).

All of these studies on language suggested that deficiencies in language or disorders in language patterns can cause learning disabilities. Since language is the basis for reading, it is important for the teacher of the educable mentally retarded to be aware of the research in this area.

An Evaluation Model for the Special Education Teacher

Chapter 1 of this study suggested that teachers and curriculum workers must use various techniques and teaching strategies to meet the individual needs of each student. The following model can meet these needs for the teacher, the curriculum worker and the student.

Drew, Freston and Logan (1972) suggested that the total educational sequence of the exceptional child can be viewed as containing four components:

- 1) Identification--recognition that an educational problem exists.
- 2) Diagnosis--description of the nature of the problem.
- 3) Program Formulation--specific instructional prescription.
- 4) Summative Prognosis--prediction of success probabilities in the educational mainstream and/or the world at large.
(p. 4)

Identification and diagnosis involves the use of primary distinguishing characteristics (PDC's). These characteristics represent that the child is a deviant. A profile is drawn of the child's PDC's using a behavioral description of the child as a result of initial teacher identification and formal diagnostic evaluation.

Program formulation involves determining the degree of mastery of a given learning task and pinpointing the part of the tasks not mastered. A profile of this is drawn and using this profile of the child's performance to represent a formative evaluation, the behavioral objectives of instruction become nearly self-evident. This profile serves to guide the teacher in designing the specifics of the instructional program. The writers stated that the instructional procedures should also be described in detail.

If the program is to be effective it should provide, as closely as possible, a perfect interface with the PDC profile description of behavioral deficits (which are the instructional requirements). Attention is given to the low mastery skills, while the high mastery skills may be effectively reinforced for the instruction to follow.

As the teaching progresses, the student's performance serves as the criterial measure of success. In an ongoing fashion, modification of the student's PDC behavioral profile provides for additional formative evaluation. This, in turn, contributes to continued modification of the instructional program. Also this process can help the teacher to decide whether or not the student can perform on a success basis relative to other students. This is especially helpful if the teacher is considering placing the student in a regular class or a new setting.

The writers accept the view that some exceptional children have educational problems that cannot be realistically viewed as correctable. They allow for this in their model. The educational sequence represents a series of cycles of special programming which may last for the duration of the child's school experience. In such cases, the summative assess-

ment for each cycle merely suggests the nature of the next phase of special programming.

The diagram on the following page is the model suggested by Drew, Preston and Logan (1972).

In summary, the major thrust of the above model suggested:

- (a) a method for incorporating both norm and criterion referenced assessment data into a total evaluation-prescription process and
- (b) PDC's may be used to focus not only on academic instruction and assessment but also aid behavioral deviancy from a diagnostic standpoint. This model could prove to be very useful to the teacher of the educable mentally retarded. Not only can it be used to help academic success in the special education classroom but it has great possibilities in the area of mainstreaming.

Reading and Comprehension

An extensive review of the literature made by Dunn (1954) indicated that most investigators have found that educable mentally retarded children in special classes read below their expectancy or mental age level. In his review of research on the education of the mentally retarded, Kirk (1962) reported a general finding which is all too familiar to the teachers of such students. The research indicated that educable mentally retarded children in special classes read below their "mental-age-reading grade expectancy."

Smith and Neisworth (1975) summarized the various characteristics of the educable mentally retarded child. They suggested that in the area of reading, educable mentally retarded children progress at a slower rate than most children and they would probably reach between

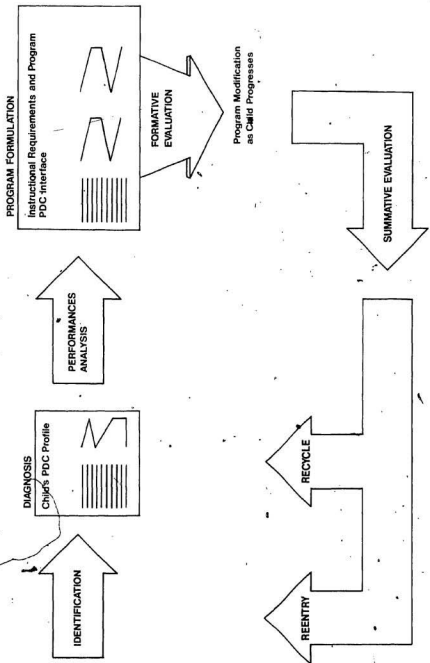


Fig.1

second- and sixth-grade level. Cawley, Goodstein, and Burrow (1972), as a result of their studies concerning the reading skills of the retarded, have concluded that mentally retarded children are inferior in reading skills. The success of a particular instructional program for such students depends on the maximum development of its pupils' reading skills (Blanton, Sitko, and Gillespie, 1976).

Several studies have compared adequate mentally retarded readers (reading to mental age expectancy) with inadequate ones (not reading to mental age expectancy). The research in this area, however, appears to be restricted to descriptive comparisons of these two groups among the educable mentally retarded. Two such studies, Shepherd (1967) and Merlin and Tseng (1972), investigated differences in reading ability and associated factors between groups of adequate-reading educable mentally retarded children and inadequate-reading educable mentally retarded children. The studies revealed that differences between the groups on such measures of reading and psycholinguistic abilities as silent reading and oral reading, word recognition, auditory association, visual communication, etc. were either in favour of the adequate group or the differences were not significant.

In some studies there have been comparisons of the reading abilities of educable mentally handicapped students with normal age students. Dunn (1967) found that achievement studies revealed significant differences between retarded and nonretarded children in reading performance. Suppes (1974) found the critical deficiency of the educable mentally handicapped was not in their level of abstraction but rather in their verbal performance.

The research on reading characteristics of the retarded has indicated that many educable mentally retarded children do possess problems that have been associated with reading deficiency. Mann and Sabatino (1976) quoted studies that showed that educable mentally retarded children were comparatively inferior in specific reading skills related to linguistic development. They went on to state:

These students possess deficits in word function skills and in using complex rules and principles of structural analysis. In addition, associative and synthesis abilities in phonics are comparative deficits for educable mentally retarded children. (p. 265)

Mann and Sabatino (1973) also quoted studies that concluded that there was no evidence to suggest any one characteristic as the basis of all reading problems experienced by the educable mentally retarded. Similar conclusions were drawn more recently by Gillespie and Johnson (1974). They emphasized that there were no causal relationships between problems more often possessed by educable mentally retarded children (e.g.: poor home background, perceptual motor differences, language deficiencies) as compared to average learners and reading retardation.

Studies have also shown that the educable mentally handicapped student can achieve success in the area of reading. Cruickshank and Johnson (1967) quoted studies that indicated that where intensive remedial instruction had been provided to educable retarded children reading significantly below their mental age level, rapid and significant gains in reading ability had been accomplished. Pfehm and Corsson (1969) reviewed studies that showed that the educable mentally handicapped student was capable of significant creative thought. Smith

(1973) also showed that educable mentally handicapped students' attention span can be increased.

Researchers have also carried out studies in the area of reading comprehension and the educable mentally handicapped child. Bilsky and Evans (1970) have explored the possibility that retarded children may have difficulty in reading comprehension because of a basic inability to organize verbal input for storage and retrieval during the act of reading. The authors suggested that in order to significantly improve reading comprehension performance, it would probably be necessary to establish ". . . somewhat stable tendencies for individuals to organize incoming verbal materials." The authors concluded that the educational performance of mentally retarded individuals on such tasks as reading comprehension may be facilitated by remediating specific deficiencies in input organizations.

Mann and Sabatino (1976) quoted an unpublished dissertation by Blanton that came up with the following conclusions. The study found that educable mentally handicapped students do possess the competence necessary for reading certain types of information when environmental cues are provided which facilitate the use of higher-order organizational abilities. It was also concluded that the difficulty experienced by retarded children in reading comprehension may be due to a basic inability to efficiently organize, recode, and retrieve verbal materials.

Various studies have suggested that the storage and retrieval abilities of retarded children in academic learning situations including reading may possibly be improved through the development of specific pedagogical cueing systems and a well-organized structure and presenta-

tion of learning and reading materials (Agard, 1971; Semmel, 1967; Semmel and Bennett, 1970; Sitko, 1970; and Sitko and Semmel, 1972). By teaching learning disabled children to impose organization on linguistic input, their dependence on rote memory and associative cues might be eliminated. Linguistic comprehension and memory capacity might be thereby extended.

It was stated above that learning disabled children should be taught to impose organization on linguistic information but the studies did not indicate how these teaching activities might be carried out. However, Sitko and Semmel (1972) suggested that one way might be to present written and oral materials so as to give the use of organizational strategies. They also suggested that using highly associated words in the construction of reading materials for the educable mentally retarded child should also be considered.

In addition to providing cues in the text of written or oral materials, it seems appropriate to actually train retarded children in how to learn to employ more advanced organizational abilities. Such training would facilitate skills in: classification or categorization, labeling, matching and subjective organization. In fact, several studies have revealed that such strategies used with the educable mentally retarded can help to facilitate both organization and retention (Bryant, 1970; Gerjuoy and Alvarez, 1969; Hamilton, 1960; Ross, Ross and Downing, 1973; Sitko and Semmel, 1971; Whitley and Taylor, 1973).

Belch (1974) took a different approach to the topic of reading comprehension and the educable mentally handicapped. He investigated the effect of different questioning strategies in reading comprehension

on the thought processes of three groups of secondary level educable mentally retarded students. One group responded to higher-order questions (which require the reader to apply, analyze, synthesize, and evaluate what is read) after reading paragraphs or passages. The other group responded to lower-order levels of questions and the third group was not given any questions. Results indicated that higher-order questioning strategies by teachers of the educable mentally handicapped students had a significant effect on subsequent reading comprehension scores. More specifically, the group receiving the higher-order questions had significantly higher posttest comprehension scores than the group receiving low-level questions or the group receiving no questions. There were no significant differences between the scores of the low level questions and no questions groups. The author suggested that "educable mentally handicapped students are capable of responding positively to questioning strategies which require higher cognitive processes."

Opinions about reading comprehension vary from one extreme to the other. Marsh, Price, and Smith (1983) stated:

Some researchers contend that reading comprehension cannot be taught. It is a simple matter of language or intellectual ability acquired once a student has learned to decode; to improve comprehension one should improve language and reasoning abilities. Other writers maintain that comprehension can and should be directly taught as part of the reading process because it is the heart of reading. (p. 175)

According to Tarver and Elleworth (1981), far less is known about the processes involved in reading comprehension than about those involved in decoding. They went on to suggest that students who have difficulties with both decoding and comprehension may be those labeled as "educable mentally handicapped."

Recent research suggests that reading comprehension is an essential element for the educable mentally handicapped. Kirk, Kliebhan, and Lerner (1978) reported that because educable mentally handicapped individuals often experience reading difficulties and are taught with specialized methods or approaches that emphasize decoding, direct teaching of comprehension skills is often given limited attention. They suggested that if educators are truly teaching educable mentally handicapped students to read, comprehension must be emphasized. Lewis and Doorlag (1983) also stated that most reading programs emphasized recognition skills to the detriment of reading comprehension. They suggested that direct instruction in comprehension is essential for many special students.

Radabaugh and Yukish (1982) also felt that reading comprehension is a skill that must be taught. They reiterated that many of the specialized methods and approaches to reading are designed to teach the student to decode. They suggested that if comprehension activities are not included, the teacher should construct comprehension questions to help guide the student's reading. Also, the teacher should help facilitate reading by setting purposes for reading. This can be accomplished by asking the student one or two questions before he/she begins reading a selection.

The indications are that a definite, organized approach to reading is essential in a program for the educable retarded if they are to achieve the competence required in this skill and make as effective use of it as possible.

Methods and Approaches

Teaching reading to the educable mentally handicapped child is probably one of the most difficult academic tasks. There is the problem of dealing with a group of students who exhibit a wide range of reading problems. The teacher also must deal with research literature which offers few definitive conclusions regarding the superiority of one method of teaching reading over the other. Educators in the field of special education and reading have offered teachers relatively few complete curricula designed to meet the specific reading needs of the remedial student.

The skills of reading have become the focus of instruction more than any other of the learning failures that are attributed to the educable mentally handicapped (Kirk, Kliebhan, and Lerner, 1978; Cartwright, Cartwright, and Ward, 1981; Wallace, 1981; and Marsh, Price, and Smith, 1983). All agreed that reading was an essential element of any curriculum for the educable mentally handicapped student. They further stressed the need for reading as the key tool for developing and maintaining employable skills.

Meyen and Carr (1970) reported that the teachers of the educable mentally handicapped feel inadequate in teaching reading to the retarded. More specifically, teachers often express concern over finding an effective reading methodology and selecting instructional materials and seatwork activities in reading. In fact, most of the research seemed to confirm the belief that it was not possible to prescribe a reading method that was effective with most of the educable mentally handicapped students (Marsh and Price, 1980; Payne, Followay, Smith, and Payne,

1981; Wallace, 1981; Cartwright, Cartwright, and Ward, 1981).

Woodcock and Dunn (1967) studied six approaches to teaching beginning reading. The study took place over a two-year period and covered the following methods:

- 1) Language-experience approach, using traditional orthography
- 2) Basal-reader approach, using traditional orthography
- 3) Programmed-text approach, using traditional orthography
- 4) Language-experience approach, using the Initial Teaching Alphabet
- 5) Basal-reader approach, using the Initial Teaching Alphabet
- 6) Basal-reader approach, using rebus symbols.

They found that there was no one method superior to the others for teaching reading to the educable mentally handicapped.

Woodcock and Dunn (1967) also found that most special education classes at that time used variations of a basic phonic-analysis approach. The teacher of the educable mentally retarded child generally used one of two analytic techniques or a combination of both. In some cases (e.g. whole-word, sight-vocabulary approach) the words were taught and the phonic relationships were induced or discovered by the learners. In other instances, the phonic relationships were taught and the words were synthesized by the learners (phonic-centered approach). Both of these methods took the word as the basic unit of reading.

Smith, Goodman and Meredith (1975) contend that reading must be understood as the interaction of thought and language. They suggested that reading involves the reader in getting meaning from the printed page. They suggested that the sight-vocabulary approach and the phonic-

centered approach, mentioned above, do not attend to the communicative nature of reading nor the relevance of linguistic content in determining word perception and comprehension. The authors further suggested that if a child can conduct a conversation, express a thought, respond to a question, he demonstrates a high degree of mastery of language. The child can put this knowledge of language and his strategies for language use to work in reading, provided that what he is asked to read is natural language and meaning is within his grasp. A corollary, of course, is that if he lacks language development, it must be developed, since it is a prerequisite to reading.

One promising approach to investigating reading problems of retarded children is based on recent work in psycholinguistics and cognitive psychology. Researchers in these fields are specifically concerned with the learner's selecting, storing, processing, and retrieving of information. A particularly important application of information-processing is in teaching reading and constructing reading materials for the educable mentally retarded and adolescents. In fact, there is evidence that the ability to process and organize information may be strongly related to the nature of the reading process and to reading difficulties of poor and retarded readers (Goodman, 1968; Lefevre, 1964; Ryan and Semmel, 1969; Sitko and Semmel, 1973; Smith, 1971). All of these studies suggested that shifting the focus from words to the comprehension strategies of the reader might be a more viable area of study.

Other approaches which have received attention for teaching reading to the retarded are programmed instruction and teaching machines

techniques. Several studies have compared programmed instruction to traditional classroom methods with the educable mentally handicapped child (Blackman and Capobianco, 1965; Price, 1963). Greene's (1966) comprehensive review of the effectiveness of such techniques indicated no achievement difference between the two methods in the majority of studies.

One particular method which has revealed intriguing results with the educable mentally retarded and disadvantaged children is programmed-tutoring. Ellson (1971) conducted a study on this technique. Programmed tutoring provided detailed prescriptions for the individual teaching of reading and is designed to be used by nonprofessionals. Mann and Sabatino (1976) reported that studies investigating programmed tutoring have shown that when the tutoring is a supplement to the regular reading program, pupils show significant increments in scores on reading achievement tests. Also the data showed that fewer children receiving programmed tutoring were assigned to special education classes than those in the control groups. This particular approach certainly seems to have relevance in the light of the idea of mainstreaming that is becoming prevalent in the Newfoundland school systems.

The review of the literature comparing different methods and approaches for teaching reading to the educable mentally handicapped child has provided relatively little definitive evidence in support of one method over another. Perhaps most of the studies have placed too much emphasis on the search for a panacea and they have failed to consider the individual learner's abilities and characteristics. In their review of various reading approaches used with retarded children,

Cegelka and Cegelka (1970), concluded that "some reading methods may be more efficacious for specific learning constellations." However, the emphasis in teaching reading to the educable mentally retarded should be on individual differences, matching reading methods to individual profiles, rather than a group instructional procedure. Some writers agreed with an approach based on the individual child's needs (Cillespie and Johnson, 1974; Marsh and Price, 1980; and Wallace, 1981). Cawley, Goodstein and Burrow (1972) summarized their findings as follows:

Thus, the selection of an approach to reading represents only the best thinking at the local level in relation to considerations such as teacher style and training, the characteristics of the learners, the goals of the reading program, and the ultimate merger of any beginning technique with the overall program in the local system. (p. 50)

Wallace (1981) reported that the teacher of the educable mentally handicapped must assume a tremendous responsibility in the area of reading remediation. He stated that:

Successful reading remediation seems to be based upon teacher versatility in selecting various methods, materials, and techniques that are most appropriate for helping children who are experiencing specific reading difficulties. (p. 465)

Radabaugh and Yukish (1982) suggested a further advantage of using a variety of reading methods with the educable mentally handicapped student. They stated that being taught with many different reading methods, exposed the educable mentally handicapped student to a collection of strategies and skills. To facilitate this idea of using a variety of methods and approaches, Burg and Kaufman (1980) recommended that special education teachers be required to take courses in the foundations of reading, as well as methods in diagnostic and prescriptive reading.

In summary, reviewers of past reading research with the educable mentally handicapped have concluded that although these children may possess specific problems related to reading achievement, no one characteristic or set of characteristics can be stated as the cause of their difficulties. Although an extensive amount of research has been conducted in order to determine the efficiency of specific reading methods there is no conclusive evidence to support the superiority of one reading method over another. This suggests that the teacher of the educable mentally retarded will have to be aware of the various methods available and flexible in their use. The ideas contained in this study is one attempt to aid teachers in this area.

Chapter 3

SELECTION OF INSTRUCTIONAL MATERIALS, TECHNIQUES, AND METHODS USED TO DIAGNOSE AND TEACH READING TO THE EDUCABLE MENTALLY HANDICAPPED

Introduction

As stated in Chapter 2, research has shown that there is no one method superior to another in teaching the educable mentally retarded child to read. Such children present a great challenge to the senior high school teacher. The teacher is responsible for finding suitable academic material to meet the student at his/her present academic level and hopefully to help him/her reach their maximum academic level. The teacher is also responsible for integrating the senior high school student into regular classes (e.g., physical education, art, religion, and in some cases, pre-vocational courses).

One of the most difficult problems for the senior high special education teacher is finding materials which reflect the element of maturity so important to the mentally retarded youth. The teacher also has the responsibility of matching the materials and teaching techniques to the individual student's abilities. This means that the teacher must have a wide range of knowledge concerning the selection of materials, techniques, and approaches. At the same time, the teacher must always be conscious of the needs of his students.

This chapter will examine the general objectives of any program devised for the educable mentally handicapped. The specific criteria

for the selection of instructional materials, techniques, and approaches to reading will be examined. Finally, the role of the teacher in implementing these techniques and approaches will be discussed.

Overall Goals and Objectives: Theoretical Framework

Four major goals are of value in preparing a program for the educable mentally retarded. These four general objectives should be modified and interpreted in relation to the needs and abilities of the children. Garton (1970) expounded on these four objectives as stated by the Education Policies Commission of the United States in 1946:

- 1) self-realization
- 2) social competence
- 3) economic efficiency
- 4) civic responsibility. (p. 9)

To accomplish the above four general objectives of education, the curriculum for the educable mentally handicapped must be adaptable to the changing needs of each group. It is also important that at the high school level these objectives be practical and prepare the student to meet the demands placed upon him in the adult world.

Cullinan and Epstein (1979) suggested three approaches to the analysis of the curriculum to be used with the educable mentally handicapped:

- 1) Skills development places emphasis on the mastery of basic skills. The specific skills and the sequence of those skills within a particular subject area are focuses of this approach.
- 2) Materials approach involves the use of commercial, prepackaged curricula. The teacher draws from a variety of commercial and/or teacher-made materials to design individualized instructional programs for the handicapped pupils.

3. Specialized techniques used prescribed specific teaching procedures, the contents to be taught, the sequence of instructional activities, and the nature of all instructional activities. Such techniques such as the Fernald method are useful for certain types of learning problems. (p. 99)

The teacher cannot select the material and methods until he/she has a clear idea of what the learner is to be like when the teacher has successfully completed a learning experience. Therefore, all educational units whether large or small should be prepared in response to certain questions. Love (1968) stated these as:

- 1) What do we want the learner to know when he has successfully completed a learning experience?
- 2) What must we teach that will enable the learner to successfully complete this learning experience?
- 3) How will we know when we have successfully taught?
- 4) What materials and procedures will work best to teach what we wish the learner to know? (p. 218)

Selection of Materials and Methods

The classroom teacher plays a vital role in matching instructional materials and methods to the needs of the educable mentally retarded child. The teacher must be very skilled in the selection and evaluation of commercially prepared materials and instructional techniques. Drew and Martinson (1971) found that teachers select materials on the basis of suggestions from other teachers, or from the advertisements of commercial vendors. Although these methods may have merit, it appears to be a very poor way of meeting the needs of children with specific individual learning disabilities. Johnson and Kress (1971) have stated:

Perhaps the basic guideline is this: preconceived notions about children and school programs cannot guide the learning

process. Only actual observation of each child and honest searching for the best use of the assets as a stepping stone for further learning can be an adequate guide for his program. (p. 442).

Because so many new materials and methods are being developed, it is becoming more important that the teacher have the necessary skills to evaluate these materials and methods. Some systematic attempts have been made to evaluate instructional methods and materials (Bogatz, 1971; Drew and Martinson, 1971). Gillespie and Johnson (1974) stated that in the United States one step towards the evaluation of materials and the dissemination of information has come through the development of Special Education Instructional Materials Centers (SEIMC). They go on to suggest the model on the following page for the ongoing assessment of instructional methods and materials. By using the model the teacher is constantly establishing and testing hypotheses about the needs of the child and the types of material and methods that would meet these needs.

Gillespie and Johnson (1971) suggested two factors be considered in the selection of materials. First, an analysis of the manner of presentation such as auditory, visual, tactile, or combinations of these modes. Second, the content of the material should be examined. Drew and Martinson (1971) have suggested that other criteria be considered:

. . . reading level, concept introduction level, interest level, amount of review, stimulus complexity, construction durability, illustrations quality, initial and ongoing cost, supplementary activities, storage requirements, and relevance to urban and rural children. (p. 119)

McIntyre and Enger (1971) presented a rationale for including three neglected criteria in the selection of materials for the educable mentally retarded. They stated that because the retarded pupil has

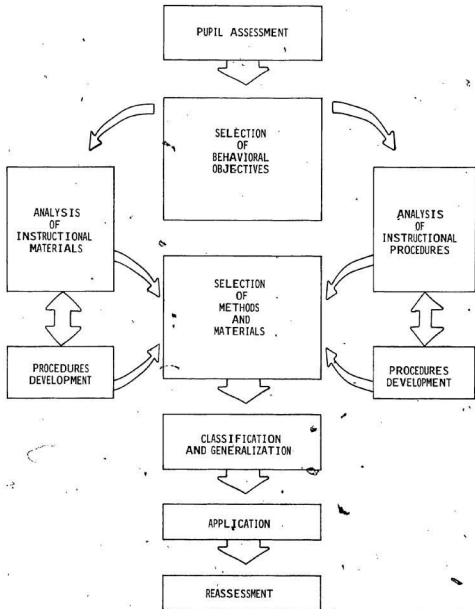


Fig-2

difficulty with abstract concept then the materials chosen should translate formal operations into concrete manipulations. Secondly, the authors suggested that care should be taken to use materials showing good design, competent production, and pleasing appearance. Thirdly, it is helpful to use materials which closely resemble or replicate the tools and situations to which the learning will be transferred. These factors need to be considered as well as such things as the level of difficulty, concepts, vocabulary, and interest level.

Specific Approaches to the Selection of Materials

Venturi (1968) suggested that the following criteria be used in the selection of materials for the educable mentally retarded:

- 1) Appropriate materials are of necessity selected to fit the age ranges, mental maturity ranges, and social development which may be expected at each level in the program.
 - a) difficulty of materials is related to probable range of mental abilities.
 - b) content is related to the chronological age and social interests of the students.
- 2) Program goals must be kept in mind when selecting materials.
- 3) Specific factors for text:
 - a) appearance--it should compare favourably with those used by other students of comparable age.
 - b) page arrangement--placement and quantity of pictures and diagrams; kind, quantity, and social significance of pictures.
 - c) kind, style, quality of type used.
 - d) evidence of grade labelling and whether this is too obvious.
- 4) Accuracy of content. Inaccuracies are never deliberate, but sometimes exist:
 - a) by implication for a group of students who read quite literally.

- b) because material written even five years ago may not reflect current knowledge in some content areas.
- 5) Selection should be made from materials already in use in classes. A good rule here is if you find something effective, utilize it until something better comes along. (p. 7)

During the past several years, publishers have finally started to produce materials designed for the educable mentally retarded students in the senior high school. The teacher is faced with the task of spending his limited budget on materials that will assist the program of his students. The Special Education Curriculum Development Center of Iowa City has developed an excellent evaluation of commercially produced materials. The following is their method of evaluation:

Name or Title of Material.....

Publisher or source where available.....

Address.....

Cost.....

Description of Materials:

General description.....

Student for whom it is appropriate.....

Evaluation of Materials:

- 1) Relevance--is the material consistent with objectives and goals for the educable retarded students?
- 2) Purpose--what concepts or skills are the materials supposed to teach? How well do they actually accomplish the stated purpose?
- 3) Immediately applicable--can the material be used in your present teaching situation?
- 4) Attractiveness--will the material appeal to the educable retarded students?
- 5) Durability--will the material withstand continued use by students?
- 6) Value--is the material worth the expenditure of the purchase price? Would something else that is less expensive work as well?
- 7) Overall effectiveness--how useful is the material?

Such an evaluation would greatly benefit the teacher in his selection of commercial materials. The evaluation would help to clarify and direct his consideration of the material. Also, a written record of evaluation can be shared with other teachers in the field.

All instructional materials used in the classroom should arouse curiosity and interest. It should also stimulate thinking and furnish reliable and accurate basic information. The Florida State Department of Education has put forth the following guidelines for the selection of instructional materials:

- 1) The author should have had training and experience in the field about which he is writing: His style should be smooth, readable, and clear.
- 2) The scope and sequence of the material should be consistent with the valid feelings of recent research.
- 3) Vocabulary, sentence and paragraph structure, and concepts level should be suitable for the age group which will use the material.
- 4) Graphic material should be related functionally to the content of the text.
- 5) The format of the text should facilitate the use of the book.
- 6) The content should be valid and up-to-date.
- 7) The text should contain suggestions for teaching or be accompanied by a teacher's manual.
- 8) The text should include suggested exercises and activities which help the student to synthesize, review, and summarize the content.
- 9) Where possible, the text should contain a table of contents, preface, effective summaries, reviews, evaluation materials, glossary, bibliography, and index.
- 10) The text should contain suggestions to stimulate original thinking. (p. 4)

The Florida State Department of Education has also developed an excellent criteria for the selection of reading materials. The following is a summary of their criteria:

- 1) Special nature of instructional materials. They suggest that the program should provide for dual components of developmental readings:
 - a) Instructional skills program--these materials must be nongraded, sequential, and self-pacing, with diagnostic, prescriptive, and evaluative tools to be used by the student under the guidance of the teacher. The materials should provide opportunities for the development of reading skills in all areas of the curriculum.
 - b) Motivational reading materials--the program must contain content that will interest and meet individual skill needs of students of varied ages, backgrounds, interests, and reading abilities.
- 2) Desired approach of content--it should provide for the individualization of reading instruction. It should contain a wide variety of content, interest, and levels of reading difficulty.
- 3) Major emphasis to be covered:
 - a) word recognition and word analysis--the materials should include encoding and decoding skills, phonic and structural analysis, configuration clues, context clues, sight words and dictionary skills appropriate for the levels of the materials.
 - b) Comprehension skills--provide for all the comprehension skills with emphasis upon vocabulary development, literal and interpretative comprehension, critical and creative reading.
 - c) Study skills--collect and organize information, summarizing, selecting and evaluating, following directions, and skills that apply to content areas such as the reading of graphs and maps.
 - d) Self-directed reading skills.
 - e) Oral reading skills.
 - f) Rate of assimilation skills.
- 4) Level at which the program will be used--the material must be a sequential skills program with a nongraded approach that makes it usable at any grade level of the secondary school program. (pp. 7-8)

It would, of course, be most difficult to find instructional materials that fit each of the criteria mentioned by the above authors and educational departments. However, these guidelines did provide invaluable assistance for the selection of materials used in this study.

Since most teachers of the educable mentally handicapped child are responsible for or have input into material selection, it is important that certain guidelines for this selection be established. Indeed, if the teacher can evaluate the effectiveness of instructional materials, he should be more competent in meeting the individual needs of his students. The area of selecting instructional materials for the educable mentally handicapped child is one that requires further study with regards to special education in Newfoundland.

Reading

On several occasions in chapters one and two of this study, the importance of reading has been emphasized. Reading is an area where the educable mentally retarded experience tremendous difficulty upon entering high school. Usually they have received various types of remedial help and they have been exposed to a variety of reading techniques. Too often, the student has usually lost most if not all interest with reading by the time he enters high school. It is the teacher's responsibility to reawaken the student's interest in reading. The teacher is also pressed for time because these students are fast approaching the end of their school career.

Various writers have devised objectives for the selection of programs to be used with the educable mentally handicapped. Lazar (1970) developed a systematic procedure for the analysis of reading tasks. His procedure is as follows:

- 1) The development of individual and group profiles
- 2) Construction of instructional objectives
- 3) Establishment of criterion for success

- 4) Short-range and long-range objectives and assessments
- 5) Evaluation of methods to be used in terms of individual small-group, or total-group involvement
- 6) Evaluation based on self-evaluation, joint evaluation, and evaluation by others (e.g., resource personnel).
(p. 173)

By using the above procedure, the teacher can test the reading program.

If such a program proves successful, then the program can be continued.

However, if the program is not successful, then the process starts over again.

Kirk, Klieban, and Lerner (1978) stated that the following procedures should be used in the teaching of reading:

- 1) Efforts should be continued to enlarge the reading vocabulary of the student.
- 2) Provide for recreational reading by stimulating interest in stories and books.
- 3) Provide for instruction in the use of the dictionary, the use of table of contents, the index, and use of the library.
- 4) Provide for continuation of methods of word recognition by context clues, visual and phonic analysis, and the use of suffixes and prefixes.
- 5) Provide for increase in speed of silent reading and for accuracy in study-reading.
- 6) Integrate reading with the social studies, mathematics, and other classroom activities that are not part of the reading lesson.
- 7) Provide for instruction in reading newspapers and popular magazines that are within the student's level of comprehension.
- 8) Provide for instruction in the use of timetables, graphs, road maps, telephone books, and other reference materials used by the average adult. This is reading in preparation for life.
- 9) Take into consideration individual differences and individual difficulties. (pp. 129-131)

Many of the above procedures were used in the carrying out of this program. This area will be discussed in greater detail in chapter four.

Applegate (1969) suggested a ten point reading program that proved to be successful with the educable mentally retarded. Her program contains the following points:

- 1) Pupils should not be grouped.
- 2) All reading skills should be taught simultaneously.
- 3) Activate the pupil's thought process. Strengthen his comprehension of materials through questioning that is relevant to the topic.
- 4) Never overemphasize one phase of learning by sacrificing another.
- 5) Encourage the students to come to you for help.
- 6) Try to be creative and resourceful in planning activities.
- 7) The teacher should plan each lesson carefully.
- 8) Never put words into the mouth of a child.
- 9) Keep an eye open for loafers.
- 10) No comparisons--don't compare one student with another.

(pp. 141-142)

All of the above points are worthy of consideration when a teacher is planning the various lessons for his or her students.

Another area of consideration in the teaching of reading to the educable mentally handicapped is their reading interests. These students have a variety of reading interests. Too often the teacher is so discouraged by the negative attitude that these students display towards reading that he or she fails to see the interests that can bring them back to reading. It is the responsibility of the teacher to assess these interests and develop them to their maximum capacity. Harris (1970) has suggested several ways of learning the reading interests of children. Things such as observation, hobby clubs, periods of sharing interests, interviews and questionnaires all help the teacher to learn more about his or her students. Several questionnaires, called interest

inventories, have been developed. Because educable mentally handicapped students may have problems with such a method, it is advisable to go over the inventory point by point with the class. Such an inventory can not only assess the individual interests of the students but can also be used in the selection of materials for the classroom or school library. A copy of the reading interest inventory used in this study can be found in the appendix at the end of the study.

Vocabulary Development

In order for a student to read and comprehend what he/she has read, he must have a good meaning vocabulary. If the reader meets too many unknown words in his reading, then he cannot comprehend what he has read. The student must learn to associate meaning with the printed word. Of course, a word can have many different meanings, depending upon its use in context. Therefore, it is important that the student know as many meanings as possible if he/she is to get the meaning that the author intended to convey. Miller (1973) suggested that a student's meaning vocabulary is usually developed through first-hand or direct experiences. She suggested further that not all meanings could be learned through direct experiences. The teacher should provide second-hand or vicarious experiences to help develop word meanings. Such activities as reading, viewing films or filmstrips, listening to tapes and studying models will all aid in giving that necessary experience.

Payne (1972) demonstrated that students such as the educable mentally retarded can be given materials that will increase their meaning vocabulary. She followed three principles in the development of her materials. First, the materials should contain a wide range of

meanings. Second, the materials should be organized to facilitate the transfer of knowledge from one situation to another. Third, the material would be used with the inductive method of teaching. It was further stated that there was a need for systematic and planned experiences in the development of the student's vocabulary. The teacher was urged to take advantage of every available experience. Finally, the student should practice using the word in reading, writing, and speaking in order to establish the association between word and concept.

In her study, Payne (1972) established a total of 24 attributes that can be assigned to a word. These attributes ranged from a synonym, the use of the word, to the intention of the class to which the word belongs. All of these attributed were then grouped under five units.

The units were as follows:

- 1) Meanings based on experience;
- 2) Meanings determined by content;
- 3) Meanings based on feelings;
- 4) Meanings based on explanation;
- 5) Meanings in relation to the purpose of the writing in which the word is used. (pp. 5-10)

The materials contained in the vocabulary section of this study were based upon the units outlined above.

Reading Comprehension

Regardless of the materials that the teacher uses with the educable mentally retarded child, the main purpose of reading is comprehension. After reviewing the studies of intelligence and instruction in reading comprehension, Caskey (1970) concluded:

Thus it appears that if the pupil has skills adequate for dealing with the material at his level, a higher level of

comprehension is dependent not so much upon intellectual ability as it is upon the kind of instructional assistance that is given him. (p. 651)

Gillespie and Johnson (1974) stated that there are certain basic skills in reading comprehension. These skills include word, sentence, and paragraph meaning, organizational skills and critical reading.

In order for the word to have meaning, the student must have some experience with the concept which the word represents. Studies have found that concept development is important to word meaning and is related to reading comprehension (Harris and Smith, 1971; and Heilman, 1972). The teacher of the educable mentally handicapped must remember two things when teaching word meaning. First, he or she should begin with the concrete and work towards the abstract. Educable mentally retarded children deal more successfully with concrete concepts. Many times their conceptual development lags behind their technical skills, such as word recognition, according to Goldstein and Seigle (1961). Secondly, the teacher should realize that the student brings experiences to the reading situation. It is the teacher's responsibility to utilize these experiences in helping to develop the desired word meanings.

However, word meanings cannot be taught in isolation. Words have a variety of meanings and the teacher must see that the various meanings are taught. The teacher must also ensure that the meanings appropriate for a particular reading situation are fully understood. An excellent method for developing adequate comprehension of word meanings is to use the word in the context of a sentence. The teacher must always be aware that the word should never be taught in isolation.

Following word and sentence meaning is paragraph meaning. Comprehension of a paragraph means that the student must understand the relationships among the sentences in the paragraph. In paragraph meaning, the student should be able to do such exercises as selecting the main idea and see how the other sentences add details to develop the main idea. The teacher should always use materials at the appropriate level of difficulty for the student. Using materials that are too difficult can only compound the problem of acquiring paragraph meaning.

Bilsky and Evans (1970) found that the retarded child may benefit from instruction in organizational skills. This suggests that the teacher should teach the child that materials are organized in a logical manner. Under organizational skills, Bond and Wagner (1963) placed the following: 1) sequencing relationships, 2) classifying, 3) summarizing, 4) relating materials from various sources, and 5) following directions.

Too often, the teacher of the educable mentally handicapped ignores the skills of critical reading. The teacher is often convinced that the child is not capable of acquiring this skill. This attitude is most unfortunate. Gillespie and Johnson (1974) stated that the adult educable mentally retarded individual is faced with situations that demand that he have critical thinking and reading skills. They went on to suggest that skills such as judging the value of a product, investigating sources of information, judging between fact and opinion are skills that are important to a person's social life. It is important that such skills be taught, especially in the secondary school.

Crowder (1979) has refined many of the skills discussed under the section entitled comprehension. These skills are:

- 1) Acquiring an appropriate vocabulary;
- 2) Finding answers to questions;
- 3) Selecting main ideas in paragraphs;
- 4) Comprehending main ideas;
- 5) Articulating a sequence of events;
- 6) Recalling details in a paragraph or story;
- 7) Grasping the organization of a story;
- 8) Following printed directions;
- 9) Developing critical reading ability;
- 10) Remembering the substance of a story. (pp. 87-88)

Specific Approaches to and Techniques for the Teaching of Reading

As stated earlier in this chapter, no one approach or technique has proven to solve the reading problems of the educable mentally retarded. This section of the study will examine some of the approaches and techniques that were used with the students in this study. How these approaches and techniques were incorporated into the study will be explained in chapter four:

Basal Reader Approach

Little or no research has been conducted on the use of the basal reader with the educable mentally handicapped student in the senior high school. However, this study utilized a basal reader as the basis of its reading program. Therefore, it is important to examine some of the benefits of such a program. These advantages can be applied to a program in senior high as well as in the primary or elementary grades.

Dechant (1964) discussed some important characteristics of a

basal reader program. These characteristics were a controlled vocabulary and an organized, sequential and logical system of teaching the reading skills.

Wilson and Hall (1972) stated several of the advantages of the basal reading program. These advantages are:

- 1) It provides a carefully graded set of materials with a systematic progression of difficulty in vocabulary and reading skills;
- 2) It has a controlled vocabulary;
- 3) The skills of decoding and comprehension are stressed;
- 4) They are colorful and attractive and contain numerous illustrations;
- 5) Teachers can simultaneously use materials of various levels of difficulty for the pupils who are working at different levels in the same class;
- 6) The detailed teacher's guides contain clear explanations of the total reading procedure and step-by-step outlines for each lesson;
- 7) The accompanying manuals provide numerous suggestions for enriching the total reading program used in a class;
- 8) Basal readers save teacher time and effort. (p. 58)

Individualized Reading Approach

Because of the individual differences among the educable mentally retarded students some effort has been made to use individual reading with them. Individualized reading should not be confused with individualized instruction. Individualized reading is an approach used to meet the needs of the students and does not mean one-to-one instruction. Wilson and Hall (1972) have stated the following features of the individualized reading approach:

- 1) Pupils select their reading material from a wide variety of books available in their classroom or school library;

- 2) Each pupil reads different material and moves at his own pace through the material he has selected;
- 3) Direct instruction occurs in a pupil-teacher conference rather than in a reading group;
- 4) The reading materials are trade (library) books rather than basal readers. (p. 4)

Although research in this area is limited, Gillespie and Johnson (1974) stated: "When properly instructed, students can make reading achievement gains and develop more positive attitudes toward reading using the individualized approach" (p. 173).

Directed Reading Approach

This approach to reading is especially geared to comprehension. The procedure begins with the establishment of a specific purpose for reading the selection. During the introduction, the teacher can draw upon the experiences of the students to create motivation for reading the selection. The teacher must also discuss any new vocabulary and concepts to be presented in the selection. It is very important that the teacher use the new words and concepts in sentences and not as isolated words on the blackboard. Following the presentation of new words and concepts, silent reading takes place. After silent reading, discussion of the selection occurs. Such discussion may take the form of oral discussion or writing the answers to questions. At this point in the lesson, the teacher has to ensure that the answers to his or her questions are not just a retelling of the story. Gillespie and Johnson (1974) reported that this type of questioning approach tended to be boring and the students lost interest in the selection. It also suggests that in using a basal reader approach, the teacher may have to go beyond the factual questions usually found in the teacher's manual. The final

step includes such skills as additional word attack skills, reading books on the same topic or doing some type of library work.

Special materials and techniques have been developed to meet the needs of the educable mentally retarded child in the senior high school. Some of these materials and techniques are high interest/low vocabulary readers and materials, occupational and socially oriented reading programs, and materials for skill development and reading in content areas.

High Interest/Low Vocabulary

Materials have been developed that are of high interest to older students but have a limited vocabulary. The teacher should attempt to provide such materials on a wide variety of subjects and reading levels. Much of this material is produced commercially in the form of kits (e.g., S.R.A. Reading Labs). The teacher should use the methods of evaluating these materials that were presented earlier in this chapter. A list of some of these materials will be found in the appendix at the end of this program.

Occupational and Socially Oriented Reading Programs

As the educable retarded child advances in his reading skills and maturity, emphasis is placed on specific job preparation, work skills, and social adjustment (Dunn, 1963). Some low vocabulary series that focus on job skills have been developed. Books such as English on the Job, Vocational English, and Forms in Your Life were part of the curriculum used in this study. The teacher should make sure that the series he chooses will meet the needs of the particular student in his

local environment. Hafner and Karlin (1967) stated that an experience approach proved successful in teaching reading skills needed for occupational and social activities. With this approach, learning to read road maps, street signs, specific directions, and notices can be done in the context of the common experiences of the group. Field trips are also a good source of motivation when using this approach.

Skills Development

Older remedial students often need additional assistance in the area of reading skills. The ability to follow directions, to use the dictionary, and to read directions are some of the skills that are important to such students. An experience approach can be used along with various high interest/low vocabulary materials to help develop and expand these reading skills.

Reading in Content Areas

There is a shortage of good high interest/low vocabulary materials in certain content areas. However, with a little searching the teacher may find some series that will meet the needs of his class. In this study two such series were used. Pathways in Science was used as the basis of the science program. Exploring the Western World was the text used in the area of social studies.

Questioning Technique

A major part of the directed reading approach discussed earlier in this chapter was the use of questions. The ability to develop good questions is very important for the teacher of the educable mentally retarded. After reviewing the research on questioning techniques and

comprehension, Schneyer (1970) remarked:

These investigations agree that the nature of the questions employed by the teacher and the strategies he uses in leading pupils' thought from one level to another are central in influencing the depth of thinking developed among pupils.
(p. 371)

Manzo (1979) suggested that the following categories of questions should be asked:

- 1) Questions for which there is an immediate reference--What did John call his dog?
- 2) Questions which relate to common knowledge and for which answers can be reasonably expected--What kind of animal has been associated with the name Lassie?
- 3) Questions for which the teacher does not expect a "correct" response but for which related information can be provided--Do you happen to know how many varieties of dogs there are?
- 4) Questions for which neither the teacher nor the selection is likely to supply a "right" answer--I wonder why some animals make better pets than others?
- 5) Questions of a personalized type which only the student can answer--Would you like to have a pet?
- 6) Questions which are answerable, but are not answered by the selection being analyzed; further reference is needed--I wonder what is the average height and weight of a collie?
- 7) Questions requiring translation--What is happening in this picture? (pp. 60-61)

Teacher's Role

The teacher's interest and enthusiasm cannot be overemphasized in teaching reading to the educable, mentally retarded child. The teacher has to struggle against the negative attitude built up against school and reading. He or she must provide the spark to ignite and arouse the child's interest in reading. Once the child becomes interested in reading then progress is much easier. Once the child has been "hooked on books" the teacher has to ensure that progress continues.

By keeping the content of the reading material simple, practical, and geared to the child's level of interest and difficulty, the teacher can be assured that progress will continue.

Love (1968) summed up the role of the teacher this way:

The key to the program is the teacher with an open mind, the teacher with the ability to take each day where it is, to observe the child and to see the things that make him what he is. It is the teacher who is willing to work hard, who can start anew each day as new possibilities unfold before his eyes with the desire and innate intelligence, with the ingenuity and creativity to achieve and to allow the child to use his budding abilities. (p. 220)

The selection of reading materials used in this study was based on the criteria developed by the Florida State Department of Education. The materials used in the vocabulary section in chapter 4 were developed using the attributes outlined in the study by Payne (1972). The procedures used with these materials were based on the procedures stated in Kirk, Klieban, and Lerner (1978).

Some of the specific approaches that will be developed in chapter 4 have been reviewed in chapter 3. The basal reader approach is incorporated in the use of the Scope English Program, Level Two. Individualized reading is contained in Action Library 1 and 2 and the use of Reader's Digest Skillbuilders. Directed reading is part of the Aural Reading Lab, as well as the directed reading with the use of questions in the content areas of science and social studies. The high interest/low vocabulary material was part of the job card teaching technique and the use of paperbacks. The study has attempted to incorporate the above ideas in the selection of instructional materials, techniques and methods used to teach reading to the educable mentally handicapped. Specific approaches using these techniques and materials will be developed in chapter 4 of this study.

Summary

The teacher of the educable mentally retarded is faced with a tremendous task of selecting materials and techniques from a wide variety of programs, methods, and materials. This means that the teacher must have an adequate knowledge of the needs of his students and knowledge to evaluate these materials, methods, and techniques. More important, the teacher must be able to adapt these materials, methods, and techniques to the specific needs of his students. With careful monitoring and adjustment along the way, success can be achieved.

Chapter 4

THE DEVELOPMENT OF A REMEDIAL READING PROGRAM FOR THE HIGH SCHOOL EDUCABLE MENTALLY HANDICAPPED STUDENT

Vocabulary Section

The vocabulary exercises that follow were based on a study by Payne (1972). This study established that 24 attributes can be assigned to a word. The study grouped these attributes under five units. The units were as follows:

- 1) Meanings based on experience;
- 2) Meanings determined by content;
- 3) Meanings based on feelings;
- 4) Meanings based on explanation;
- 5) Meanings in relation to the purpose of the writing in which the word is used. (pp. 5-10)

The exercises were designed for students on at least a grade three reading level. The material progresses in difficulty between each section. Each section is designed to build upon the specific skills acquired in the previous sections. However, the teacher can steadily vary the exercises to fit the individual needs of these students.

Certain important points must be made about the physical layout of the exercises. First, on most of the sheets a possible score is given. Provision is also made for the student to record his or her score. Exercises that do not have this feature are usually exercises where the student's answers can vary. The teacher can establish some

particular marking system for these types of exercises. Second, the name and date is given at the top of the paper for each exercise. This is important in helping to keep a profile of the student's progress. A couple of methods can be used to keep track of this progress. The teacher can collect and file the sheets for each individual student. Another, more effective, method is to have the student file each of the completed sheets in a three ring binder. This gives a ready picture of the student's progress. It also provides incentive for the student to improve over the previous exercise. Getting the student involved in his work helps to provide interest and reinforces success.

At the beginning of each exercise the objective of the exercise is stated. The method or instructions that the teacher must use are also given. It is important to note that additional exercises can be developed by the teacher along the framework of that given in this study.

Three points should be made concerning these exercises. First, the exercises in the first section may appear easy for senior special education students. However, they are designed to give the student a feeling of success and to build confidence. The number of exercises completed will vary with the individual needs of the student. Second, the exercises are designed to have teacher involvement. They are not just a sheet to fill time. They require the teacher to introduce them and more importantly to discuss the various answers during the time of correction. This is probably the most valuable asset of these exercises. It is only through the discussion of answers that meaning learning can take place. Third, the skills covered in these exercises

should not be done in isolation. They should be reinforced through teacher made exercises and in the student's reading. The writer would like to stress the point that words in isolation do not mean much. It is only when they are incorporated into the student's reading and comprehension do they become relevant.

Section A**Meanings based on experience**

Objective: Exercise designed for visual discrimination.

Method: Students circle the word that matches the underlined key word. The teacher should record the time for each exercise. This will provide incentive for the student and give the teacher a measure of the student's progress. Other sheets can be developed similar to this one. This is also a good exercise for use with basic sight words.

Name _____

Date _____

Draw a circle around the words in the list on the right that are the same as the underlined word on the left.

1. no in on no an me no ma no
2. bed dab bid bed bad dub bud bed bed
3. lap tap lap pal lip lap lab lap pal
4. top tap pot tip top pot pet pit top
5. now new nor now won win won now now
6. rat rat tar rag tar rat tan rot tar
7. was sew war saw was saw was saw was
8. spot tops spot step pots spot tops step
9. meat neat team meal meat meet meat team
10. star star rats stir tars star rats stir
11. keep peek keep peel seep leap weep keep
12. from from tern from from them form from
13. ten tan tin net ten ton net not ten
14. sat sag sat gas sat rat fat tat sit
15. fur fir fin fur fur fly fan fun fir
16. map map nap pan map mat fat cap lap
17. part star tart part past fast cart dart
18. rear reap read fear rear dear real rear
19. since since sings since sense hence fence
20. three there three these where teach three

Time started _____

Time finished _____

Total score _____

Objective: Exercise designed for visual discrimination.

Method: Students draw a line from the word on the left to the same word in the list on the right. The teacher should record the time for each exercise.

Name _____

Date _____

Draw a line from the word on the left to the same word in the list on the right.

- | | | | | |
|----|--------|--------|------------|------------|
| 1. | | swing | 6. | bill |
| | | sting | | blow |
| | string | spring | blue | clue |
| | | string | | deal |
| | | sling | | blue |
| 2. | | fast | 7. | after |
| | | safe | | afraid |
| | fast | tars | after | father |
| | | hats | | alter |
| | | staff | | clear |
| 3. | | pets | 8. | hunt |
| | | step | | hurry |
| | stop | stop | hurt | punt |
| | | bets | | hurt |
| | | split | | here |
| 4. | | trail | 9. | reward |
| | | lariat | | rewrite |
| | train | train | return | rerun |
| | | tain | | reward |
| | | rain | | return |
| 5. | | shoe | 10. | blackberry |
| | | show | | blackbird |
| | show | wash | blackboard | blackhead |
| | | wish | | blackjack |
| | | wash | | blackboard |

Time started _____

Time finished _____

Score _____

Objective: Exercise to develop the meaning of basic sight words.

Method: The student should have been provided with a list of basic sight words. The teacher should have gone over the list several times before the exercise is started.

Name _____

Date _____

Read the sentence carefully and then circle the word that follows which gives the idea or meaning of the underlined word in the sentence.

1. He sat under the tree. a) when b) where c) how d) why
2. He left on June 20. a) when b) where c) how d) why
3. He ran because he was late. a) when b) where c) how d) why
4. He walked slowly down the road. a) when b) where c) how d) why
5. Jane has a white coat. a) color b) wood c) tar d) straw
6. Bill has the right box. a) odd b) wooden c) correct d) small
7. Four comes after three. a) when b) where c) how d) why
8. The horse ran away. a) when b) where c) how d) why
9. I did the job myself. a) together b) work c) alone d) thing
10. The ball is very round. a) wool b) flat c) little d) shape
11. The bird flew over the house. a) when b) where c) how d) why
12. Then the boy went home. a) when b) where c) how d) why
13. The dog ran around the house. a) when b) where c) how d) why
14. Mary went home, so she could help her mother. a) when b) where c) how d) why
15. The wind was very cold. a) when b) where c) how d) why
16. She came in, as I was leaving. a) when b) where c) how d) why
17. Bill and Jack built the boat themselves. a) allow b) one c) saw d) together
18. Mary has a yellow car. a) big b) large c) color d) year
19. Jim can run very fast. a) when b) where c) how d) why
20. Both of the boys passed the test. a) one b) two c) three d) four

Objective: Exercise designed to help students associate a word with its attribute.

Method: Students must match a word with its attribute. The teacher should use examples to explain the meaning of attribute. During the instructions, the students should be told to be careful since one word may appear to fit more than one attribute. The correction and discussion held after the students have completed the exercise is very valuable.

Name _____ Date _____

Match the word in Column A with its characteristic in Column B. An example has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	lemon	sticky
2.	sugar	dark
3.	fire	sour
4.	feather	glass
5.	ice	green
6.	night	hot
7.	rain	branches
8.	sky	sweet
9.	glue	crowded
10.	nest	heavy
11.	book	pages
12.	kitten	sail
13.	tree	cold
14.	lead	wet
15.	beast	blue
16.	rose	red
17.	grass	light
18.	window	soft
19.	ship	ugly
20.	city	straw
21.	sheep	woolly

Possible score: 20

My score _____

Objective: Exercise to help the student associate a word with the action of that object.

Method: Instructions should be given carefully. It may appear that more than one word can match the key word in Column A. The teacher should use examples to illustrate action done by an object.

Name _____

Date _____

Match the word in Column A with the action done by that word in Column B. An example has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	dog	swim
2.	bird	race
3.	fish	tick
4.	duck	write
5.	horse	bang
6.	baby	bark
7.	wind	pound
8.	candle	purr
9.	sun	roar
10.	drum	shine
11.	lion	howl
12.	kitten	babble
13.	hinge	turn
14.	brook	fly
15.	light	shout
16.	doorbell	ring
17.	waves	burn
18.	officer	cry
19.	watch	squeak
20.	wheel	bang
21.	pencil	quack

Possible Score: 20

My score _____

Objective: Exercise to help the student associate an action with the object to which this action is done.

Method: Instructions should be given carefully. It may appear that more than one word can match the key word in Column A. The teacher should use examples to illustrate action done to an object.

Name _____

Date _____

Match the action in Column A with the object that the action is done to in Column B. An example has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	sweep	water
2.	break	door
3.	slam	ball
4.	bang	paper
5.	chew	tube
6.	drink	gun
7.	write	furniture
8.	bounce	floor
9.	toast	bread
10.	ring	wood
11.	tar	coke
12.	hammer	drum
13.	boil	match
14.	light	glass
15.	bake	cake
16.	burn	bell
17.	skate	nail
18.	squeeze	lawn
19.	spray	ice
20.	act	roof
21.	duct	stage

Possible score: 20

My score _____

Objective: Exercise to help develop the meaning vocabulary of the student.

Method: The teacher can use pictures to help introduce this exercise. The student must write down the common use of the object. Student answers will vary. The teacher can also produce similar sheets.

Name _____ Date _____

On the line after the word, write the common use of that object.

1. knife _____
2. cup _____
3. pencil _____
4. saw _____
5. book _____
6. radio _____
7. truck _____
8. coat _____
9. blackboard _____
10. bag _____
11. coal _____
12. quarter _____
13. fence _____
14. oven _____
15. hat _____
16. airplane _____
17. butter _____
18. train _____
19. watch _____
20. sand _____

Possible score: 20

My score _____

Objective: Exercise designed to help the student associate a word and a characteristic of that word.

Method: The teacher can go over examples of this exercise before the students begin. Go over the instructions carefully.

Name _____ Date _____

Match the word in Column A with the correct phrase in Column B. An example has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	apple	buy food
2.	farm	where you eat dinner
3.	table	grows under the ground
4.	beach	not living
5.	store	gives us milk
6.	cow	swings in the trees
7.	fish	grows on trees
8.	monkey	place for cars to travel
9.	beet	go swimming
10.	bank	like someone very much
11.	egg	place to take a bath
12.	love	find cows
13.	mountain	place to put money
14.	enemy	swims under water
15.	road	a person you do not like
16.	salt	a high place
17.	summer	wear on your feet
18.	dead	you use it on your food
19.	pork	comes from pigs
20.	tub	warm time of the year
21.	boots	comes from a chicken

Possible score: 20

My score _____

Objective: Exercise to help the student in working with compound words.

Method: Explain the idea of forming new words by adding a word at the beginning of another word. Go over the example before the student begins the exercise. After the student has finished, discuss the new words and their meanings.

Name _____

Date _____

These four words have something in common: catcher, house, fight, tag. You can put dog in front of each one to form a new word. Here are 15 sets of words. Then there are 15 answers. Find the right answer word for each set and write it on the line at the left of each set.

1. _____ canyon, slam, father, prize
2. _____ board, magic, bird, jack
3. _____ paper, stand, reel, cast
4. _____ shine, tan, glasses, down
5. _____ engine, cracker, arms, drill
6. _____ pot, knife, rabbit, hammer
7. _____ mare, gown, fall, time
8. _____ walk, line, show, saddle
9. _____ step, note, ball, stool
10. _____ plane, conditioner, mail, tight
11. _____ weight, back, work, money
12. _____ time, moon, hearted, way
13. _____ cuff, made, book, ball
14. _____ house, bulk, weight, year
15. _____ lid, witness, opener, tooth

air
black
eye
fire
foot

grand
half
hand
jack
light

news
night
paper
wide
sun

Possible score: 15

My score _____

Objective: Exercise to help the student in working with compound words.

Method: Explain the idea of forming new words by adding a word at the beginning of another word. Go over some examples or use the previous sheet. After the student has finished, discuss the new words and their meanings.

Name _____

Date _____

Here are 20 sets of words. There are 20 answers below. Find the right answer word and write it on the blank at the left of each set.

1. _____ boat, engine, heat, roller
2. _____ light, spin, end, gate
3. _____ stop, hand, cut; circuit
4. _____ shore, horse, gull, shell
5. _____ roads, eyed, fire, legged
6. _____ where, thing, body, how
7. _____ side, fit, standing, break
8. _____ chair, band, hole, rest
9. _____ cloth, spoon, tennis, ware
10. _____ fire, bone, yard, hand
11. _____ dog, tower, man, band
12. _____ hook, bone, story, fry
13. _____ coat, time, head, dose
14. _____ hat, soil, heavy, secret
15. _____ fall, logged, melon, color
16. _____ shade, shop, washer, mill
17. _____ shoe, flake, rush, smith
18. _____ room, shin, martial, yard
19. _____ headed, light, hot, handed
20. _____ nail, painting, tip, print

arm	fish	short	tail
back	out	some	top
court	over	snov	watch
cross	red	steam	water
finger	sea	table	window

Objective: Exercise to help the student with the concept of writing the plural of words.

Method: Go over some of the rules for forming plurals before the student begins the exercise. Rules such as:

1. add "s".....paper---papers.
2. words ending in ss, ch, sh, x or z add "es".....fox---foxes.
3. Word ends in y and consonant before the y, change y to i and add "es".....baby---babies.
4. Word ending in y with a vowel before the y just add "s" boy---boys.
5. Word ends in f, change f to v and add "es".....calf---calves
6. Some exceptions.....man---men
7. Some words do not change.....deer---deer.

Explain that the words may be found in several different directions:

- a. from left to right
- b. from right to left
- c. from top to bottom
- d. from bottom to top
- e. on a slant, from bottom to top.

Name _____

Date _____

The box of letters below contains 30 hidden words. The hidden words are the plural forms of the words listed below. Find and circle the plural forms. Two examples have been done for you.

a x i e k p s e i n n e p k y d
 o t s a l m o n t r d i s h e s
 e h t e e t h k e x g e e s e s
 b y t u s k s y e s e s s k e y
 a e h c n u l p f e e v i f e
 g c a v w o l v e s i v d x a l
 w h y u e k r i e k p a l t s l
 a d e s k s r i s a l o x e v u
 x s k y o t r v o n e m o w h p
 e e r v e r a s y e k n o m n s
 s i u b e s k y b r i e v s w e
 o s t h k c h o i d e e r t l s
 v e c y s p i v a l l e y s l e
 o v r e l y a m k i t a x e s y
 w i x e r p i t c h e s n t o x
 u w l b o x e s y c g s d r o w

berry	dish	mouse	sky
box	foot	penny	tax
cherry	goose	pitch	tax
child	lady	pulley	tooth
deer	lunch	salmon	turkey
desk	monkey	shelf	tusk
valley	wax	wife	wolf
woman	word		

Possible score: 28

My score _____

Section 5

Meanings determined by content

Objective: Exercise to help the student acquire and retain the meanings of words.

Method: A wordo game such as this one can be devised for any specific subject area. The rules are the same as for bingo except the student must have a full card. The teacher can ditto various cards with different words and distribute them to the group. The teacher should keep a master sheet to check on the words called out and to help the student check on his or her answers. The teacher calls out the meaning of a word. The student will cover that word with a small cardboard square if it is on his card. The first student with a full card wins.

1. Past tense of ring.....rang
2. A small, crawling insect.....ant
3. Chew and swallow food.....eat
4. Insects that make honey.....bee
5. Place where animals are kept.....zoo
6. To use up money.....spend
7. Trade goods for a price.....sell
8. At the present time.....now
9. A short letter to someone.....note
10. Unable to hear.....deaf
11. To move quickly on foot.....run
12. Period during which a person is alive.....life
13. A drink made from leaves.....tea
14. Sixth month of the year.....June
15. Used for catching fish.....net
16. Round container from which paste is squeezed.....tub
17. Unkind or nasty.....mean
18. To express one's choice in an election.....vote
19. Place where you live.....home
20. What is left after wood is burned.....ashes
21. A place where vegetables or flowers are grown.....garden
22. An old piece of cloth.....rag
23. Rule of conduct set by a government.....law
24. What a poet writes.....poem
25. Heavenly body that circles the earth.....moon

Name _____

Date _____

eat	garden	deaf	mean	spend
note	rag	life	ashes	June
net	law	rang	bee	sell
poem	now	vote	tuba	tea
zoo	moon	run	home	ant

Possible score: 25

My score: _____

Objective: Exercise to teach the student about expectancy clues.

Method: A clue is given which will help the student select the correct answer. The teacher can go over some examples on the blackboard before beginning the exercise. Other sheets can be constructed along these lines using various topics such as things found in the city or on a farm.

Name _____ Date _____

Select the one word out of the four that completes the meaning of the sentence. Write this word in the space provided.

1. This animal loves bananas. (cat, dog, monkey, goat) _____
2. An elephant is a _____ animal. (big, bug, bit, small)
3. This animal would be found on a farm. (zebra, cow, tiger, lion)
4. _____
4. She bakes an apple _____ (pin, pit, pie, pay).
5. The farmer painted his _____ a bright red. (bran, barn, bean, yarn)
6. The _____ is not loaded. (gum, bun, fun, gun)
7. Try to _____ the ball. (bet, tab, bat, beg)
8. Anne received a new _____ for her birthday. (wasp, watch, wash, what)
9. The leather on the toe of your _____ is cracked. (hose, show, shoe, hoes)
10. The boys rode over the snow on the _____. (sleigh, store, house) peanut)
11. Billy liked to _____ about all the fish he caught. (grab, garb, rage, brag)
12. Mother put a candle on the cake for Bob's _____. (football, feelings, birthday, ceiling)
13. He can't _____ loud enough to be heard. (spout, shout, sprout, crowd)
14. My _____ sat next to me at the ball game. (freight, friend, fiend, fight)

15. The _____ traveler sat down on a bench to rest. (wear, worry, weary, ready)
16. The doctor told Dad to take a _____ before every meal. (pill, pail, poll, pile)
17. _____ box of cookies do you like best? (witch, with, which, wish)
18. The lifeguard quickly _____ the drowning girl. (sewed, sawed, said, saved)
19. John was told not to _____ his money. (waist, wait, waste, weight)
20. The soldiers stood at _____ when the general passed. (caution, attention, invention, invitation)

Possible score: 20

My score _____

Objective: Exercise to help the student develop the ability to use context clues.

Method: The teacher can illustrate the use of context clues before beginning the exercise. The student might wish to use a dictionary to aid with the spelling of a word. Answers may vary.

Name _____ Date _____

Use the content of the sentence and the given letters of the word to find the required word for each sentence.

1. We bought the apples at the st_____.
2. Mr. Smith, who lives next door, is a good nei_____.
3. Bill said we could go sw_____ if the water is warm.
4. Because he likes cars, John would like to get a job in a ga_____.
5. Mary and Jane go everywhere together; they are very good fr_____.
6. The car went roaring down the str_____.
7. The farmer grows many kinds of veg_____.
8. The teacher gave us a lot of ho_____ to do last night.
9. Ottawa is the capital city of Ca_____.
10. The man was wo_____ because his dog had been missing for two days.
11. When he cut his hand, Jim had to go to the ho_____.
12. When he went to court, Mr. Jones had to hire a la_____.
13. It is the po_____ job to protect people from robbers.
14. Ye_____ it was cold but today it is warm.
15. Many people were in_____ to Jane's birthday party.
16. Mr. Smith grows roses and many other types of fl_____.
17. Donna had a toothache, so she had to go to the de_____.
18. During the earthquake, many buildings were de_____.
19. In the future, cars may use el_____ instead of gasoline.
20. After the trial, the criminal was sent to pr_____.

Possible score: 20

My score _____

Objective: Exercise to help the student use the specific meaning of a word.

Method: The student has to select a word which matches the given definition. It is important to discuss the various answers when correcting this exercise. Also the teacher should explain the reason for the correct answer.

Name _____ Date _____

Read each brief definition and underline the word that fits the given definition.

1. What something costs. a) cash b) price c) dollar d) check
2. Laugh in a silly way. a) joke b) roar c) giggle d) comic
3. Clothes for a special occasion. a) costume b) suit c) coating
d) custom
4. Have a plan in your mind. a) ~~imagine~~ b) intend c) outline
d) date
5. Harm done to get even with someone. a) threat b) crime
c) revenge d) punishment
6. Not at all deep. a) skin b) shallow c) surface d) empty
7. Can be depended upon. a) reliable b) honest c) clever
d) friendly
8. A landing place for ships. a) bridge b) wharf c) platform
d) anchor
9. Not afraid to say what you think. a) proud b) brave c) frank
d) tactful
10. A cure for trouble or illness. a) remedy b) victory c) comedy
d) doctor
11. Move from a higher to a lower place. a) slide b) secede
d) depress d) descend
12. A letter of the alphabet that is not a vowel. a) period b) hyphen
c) consonant d) syllable
13. Do as you are told. a) help b) attention c) obey d) prepare

14. Think of something new. a) wish b) invent c) obtain d) plan
15. Take a chance of losing or getting hurt. a) risk b) choose
c) bet d) predict
16. Little house. (a cottage b) igloo c) playroom d) tent
17. Get something back. a) recite b) prevent c) release d) recover
18. Completely covered by a liquid. a) wet b) suppressed c) flowing
d) submerged
19. Not lasting. a) permanent b) stopped c) temporary d) dream
20. Praise yourself too much. a) boast b) bluster c) challenge
d) modify

Possible score: 20

My score _____

Objective: Exercise to help the student form a new word by rearranging letters. Also useful exercise for using context clues.

Method: Explain the idea of anagrams. It is the ability to use the same letters to form new words. The teacher should go over the following example before beginning the exercise. (a, e, m, t)

The old grey mare

she is friendly, mild, and tame.

But since the dog-food makers came

and took her mate for dog-food,

she will no longer drink or eat.

Name _____

Date _____

The following are anagram poems. The letters that spell the missing words are given in brackets. The first two lines rhyme, and the last two lines rhyme. The title of the poem will also help you find the missing words. Write your answers on the blanks provided.

1. (o, n, y) The Big Winner
 One time he _____ a T.V. set,
 then lost it in another bet.
 He's wiser _____, for life has shown
 that gamblers can lose all they _____.

2. (s, c, e, r) The Fast Farmer
 To win an _____ in good lands
 he ran a _____ upon his hands;
 He didn't _____ just who might frown,
 because he knew he'd win, hands down.

3. (a, d, e, r) Love Letter
 Her letter makes him float on air,
 but he can't _____ it. Does he _____
 to have it read where all can hear
 his first love letter from his _____.

4. (e, s, t, v) The New Bride
 As the sun sets in the _____
 she makes the table look its best.
 But that won't help her lumpy _____
 It _____ your mouth, but tastes like glue.

5. (e, i, l, v) The Nasty Neighbor
 That _____ man is never kind.
 He's always plotting in his mind
 to pull some _____ and nasty trick.
 All who _____ near him fear he's sly.

6. (c, h, o, s) The Awkward Gardener

In her yard she weeds and _____,
 and trips upon the garden _____.
 She keeps from falling, it is true
 but rips the heel right off her _____.

7. (f, o, l, w) The Lone Wolf

Beside a stream a _____ crouched low
 and sadly watched the water _____.
 He then gave such a mournful howl,
 he scared some nearby barnyard _____.

8. (a, b, d, e, r) Wild Dog

The wild dog _____ his teeth at Rand,
 and tore the _____ out of his hand.
 He gulped the food, then ran away.
 Rand stroked his _____ with some dismay.

Possible score: 24

My score _____

Objective: Exercise to help the student associate a word with its meaning.

Method: The exercise is based on a puzzle called a word box. The student is given a number of letters which are to be used only once. The words formed fit the definitions given in the following order:

- a) is the first word across
- b) is the first word down
- c) is the second word down
- d) is the second word across

Name _____

Date _____

Below you will find a type of puzzle called word boxes. You are given a certain number of letters which you are to use only once. Use the letters to form words which match the given definitions. The words fit the word box in the following pattern: a) is the first word across, b) is the first word down, c) is the second word down, d) is the second word across.

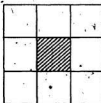
1. Letters: a, a, b, d, e, e, n, t

- a) not good
b) flying mammal
c) bear's home
d) a number



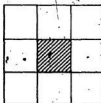
2. Letters: a, d, e, g, o, o, o, t

- a) a female deer
b) man's best friend
c) put food to use
d) past tense of get



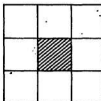
3. Letters: a, a, c, o, o, p, t, t

- a) covering for the head
b) household pet
c) what you can cook in
d) a small child



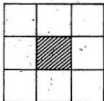
4. Letters: a, a, d, d, g, o, r, t

- a) put things together
b) another word for drawing
c) man's best friend
d) a sticker



5. Letters: n, o, o, t, u, w, w

- a) belonging to you
- b) opposite of "in"
- c) happening at this time
- d) to pull something



Possible score: 20

My score _____

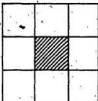
Name _____

Date _____

The following word boxes are a little more difficult than the previous ones. You are given a certain number of letters which you are to use only once. This time you are given only one or two of the definitions. Fill in the word or words to match the given definition or definitions. You have to find the missing words. Once you get the missing word, write it in the word box and write its definition on the line opposite the correct letter. Remember the words fit the word box in the following pattern: a) is the first word across, b) is the first word down, c) is the second word down, d) is the second word across.

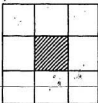
Letters: a, e, g, m, o, s, u

- a) total
 b) _____
 c) _____
 d) _____



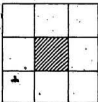
2. Letters: a, a, i, i, k, r, r, t

- a) Noah's boat
 b) _____
 c) _____
 d) _____



3. Letters: a, b, e, i, s, s, t, u

- a) Boy Scouts of America (initials)
 b) _____
 c) _____
 d) _____



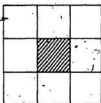
4. Letters: a,a,o,o,p,p,t,t

a) hit lightly

b) _____

c) _____

d) _____



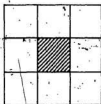
5. Letters: a,d,d,n,n,n,t,t

a) it explodes

b) poison

c) _____

d) _____



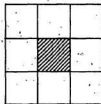
6. Letters: a,a,b,d,g,g,u,u

a) small paper sack

b) _____

c) a joke

d) _____



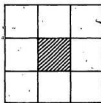
7. Letters: a,e,e,e,g,n,t,w

a) slang for horse

b) _____

c) _____

d) _____



Possible score: 47

My score _____

Objective: Exercise to demonstrate the various meanings of words and help the student use the context of a sentence to determine the appropriate meaning.

Method: The teacher should first demonstrate that words have different meanings depending upon their use in a particular sentence. A word and several of its meanings are given. Several sentences follow using the particular key word. The student has to use the context of the sentence to determine the appropriate meaning for a particular sentence. The student places the number of the meaning on the blank following the sentence.

Name _____

Date _____

Each of the following key words have more than one meaning. Several sentences follow each of the key words. Decide which meaning is being used for the key word in each sentence. Place the number of that meaning on the blank following the sentence.

1. guide: 1) a person who shows the way, 2) a book that shows the way, 3) to lead or direct
- a) This guide has no table of contents. meaning no. _____
- b) I will try to guide the boat into the small space. meaning no. _____
2. fire: 1) heat and light produced by burning, 2) to set aflame 3) to discharge a weapon, 4) to dismiss from a job 5) strong feeling or spirit
- a) Did the soldier fire his gun? meaning no. _____
- b) His speech filled the audience with fire. meaning no. _____
- c) If you don't do your job, she can fire you. meaning no. _____
- d) The fire kept us warm. meaning no. _____
3. light: 1) the kind of energy that affects the eye so that we can see, 2) pale in color, 3) a flame or spark, 4) not heavy, 5) cheerful; free from care
- a) One boxer wore dark trunks, the other wore light trunks. meaning no. _____
- b) That light is too bright. meaning no. _____
- c) I need a light for my pipe. meaning no. _____
- d) He treats everything in a light way. meaning no. _____
- e) I'll let you carry the light package. meaning no. _____
4. park: 1) a place set aside for public relaxation, 2) to put a vehicle in a certain spot, 3) a place where vehicles may be kept
- a) Is this a trailer park? meaning no. _____
- b) We had a picnic in the park. meaning no. _____

5. string: 1) thin cord or twine, 2) to thread a cord, 3) a series or line of things, 4) to put strings on somethings,
5) wire or catgut cord for a musical instrument
- a) I just broke a guitar string. meaning no. ____
b) Will you help me string my tennis racket. meaning no. ____
c) I need some string for this box. meaning no. ____
d) I'm going to string these beads. meaning no. ____
6. roll: 1) a small piece of baked dough, 2) a heavy sound, 3) to turn over and over, as a wheel does, 4) to wrap around itself; to shape into a ball or roll
- a) Roll up the rug and put it in the corner. meaning no. ____
b) Let the ball roll down the hill. meaning no. ____
c) Does the roll taste good? meaning no. ____
d) After the lightning came a roll of thunder. meaning no. ____
7. bowl: 1) a hollow, rounded dish, 2) an athletic stadium, 3) to play a game with ball and pins
- a) Have you learned to bowl yet? meaning no. ____
b) Fill the bowl with candy. meaning no. ____
c) We went to the Rose Bowl. meaning no. ____

Possible score: 25

My score _____

Objective: Exercise to help the student develop the concept of context clues.

Method: The teacher should explain the idea of context clues. The following clues should be explained and demonstrated:

- 1) Words of similar meaning joined by "or."
- 2) Words following a dash usually define the word before the dash.
- 3) Meaning of a word often given in parentheses.
- 4) Meaning of a word given in a sentence before the word.
- 5) Meaning of a word given in a sentence after the word.
- 6) Meaning of a word often given within the sentence.
- 7) Phrase "that is" often joins together words of similar meanings.

After going over the above context clues, the teacher should instruct the student to read the sentences carefully and write the meaning of the underlined word on the blank following each sentence. Exercises such as this one can be devised for special subject areas such as science or social studies.

Name _____ Date _____

Using context clues to help you, write the meaning of the underlined word on the line following each sentence.

1. Our planet is shaped like a ball or sphere. _____
2. Because of automobiles, people can now live in the suburbs (out-lying sections of the city). _____
3. The earth revolves, that is, travels, around the sun. _____
4. The llama--a woolly animal of the Andes--can carry heavy loads. _____
5. Some people are always slow and late in doing their work. Such people are said to be tardy. _____
6. Continents are the largest bodies of land on earth. _____
7. He was an insomniac. He lay awake almost every night, trying to fall asleep. _____
8. Most people were reluctant or unwilling to help the injured man. _____
9. Because it paid out more money than it took in, the company had a large deficit last year. _____
10. He was an aggressive person, the type who was always pushing himself into things. _____
11. These lines are parallel, that is, the same distance apart. _____
12. John would take anything that wasn't nailed down. Most people said he was a kleptomaniac. _____
13. A fish tank is also called an aquarium. _____

14. Some materials allow electrons to flow through them more easily than others. We say that they are good conductors. _____
15. Seaquakes, as you can guess, cause huge ocean waves. These are called tsunamis. _____

Possible score: 15

My score _____

Objective: Exercise to help the student associate a word with its meaning.

Method: Explain to the student that in this particular word square the words read the same from left to right as they do from top to bottom. The teacher might wish to go over the following example before the student begins the exercise.

<u> b </u>	<u> a </u>	<u> d </u>	1) something is not good
<u> a </u>	<u> t </u>	<u> e </u>	2) past tense of eat
<u> d </u>	<u> e </u>	<u> n </u>	3) wolf's home

Name _____ Date _____

Below are several word squares. Use the definitions to complete the word square.

- | | | | | |
|-----------------|--------------|--------------|--------------|--|
| 1. <u> s </u> | <u> t </u> | <u> i </u> | <u> r </u> | 1) the rise and fall of the ocean |
| <u> t </u> | _____ | _____ | _____ | 2) a thought, something in your mind |
| <u> i </u> | _____ | _____ | _____ | 3) to get meaning from written or printed words |
| <u> r </u> | _____ | _____ | _____ | |
| 2. _____ | _____ | _____ | _____ | 1) the place where you live |
| _____ | _____ | _____ | _____ | 2) part of a stove used for baking and roasting |
| _____ | _____ | _____ | _____ | 3) to repair; to fix |
| _____ | _____ | _____ | _____ | 4) finishes; completes |
| 3. _____ | _____ | _____ | _____ | 1) a narrow path, usually in the country |
| _____ | _____ | _____ | _____ | 2) length times width equals ? |
| _____ | _____ | _____ | _____ | 3) opposite of far |
| _____ | _____ | _____ | _____ | 4) what you hear with |
| 4. _____ | _____ | _____ | _____ | 1) animal |
| _____ | _____ | _____ | _____ | 2) a large bird; the symbol of the United States |
| _____ | _____ | _____ | _____ | 3) to have the same opinion; I _____ with you. |
| _____ | _____ | _____ | _____ | 4) past tense of sleep |
| _____ | _____ | _____ | _____ | 5) what you chew with |

Possible score: 15

My score _____

Section C

Meanings based on feelings

Objective: Exercise to help the student associate words with sensory impressions.

Method: Discuss the idea of sensory impressions. Explain to the student that certain writers use words to express an idea or a scene very vividly. Use some examples to illustrate this point.

Name _____ Date _____

Read the following sentences carefully. Draw a line under the word in brackets that best described the idea expressed in the sentence.

1. What would you hear when a stone hit the water? (splash, crack, bang, boom)
2. What would you hear when a gun went off? (splash, bang, crack, tingle)
3. Which color best describes trees during autumn? (gray, black, green, brown)
4. How does fur on a coat feel? (rough, fine, soft, sharp)
5. What would you hear when a branch broke? (bang, crack, slam, bong)
6. What color is the sky as the sun is setting on a clear day? (gray, blue, red, white)
7. What kind of taste does vinegar have? (sweet, bitter, salty, fresh)
8. How do the stars look on a cold, clear night? (dull, gray, deep, glittering)
9. How does the wind feel on a hot, summer day? (brisk, gentle, frosty, bitter)
10. How does a car look after you have waxed her? (shiny, dull, rusty, tarnished)
11. What sound do you hear when the wind is blowing the trees? (crash, rustling, bang, flapping)
12. How does the air smell after a spring shower? (dusty, stale, moldy, clean)

Possible score: 12

My score _____

Objective: Exercise to help the student expand his vocabulary and develop an appreciation for the feelings that words can create.

Method: The student is given three key words. The student must make a list of as many words as possible describing the key word. The teacher can construct worksheets similar to this page. It is a good idea to move from a general topic to a specific item. At the end of the exercise discuss the words given by the student. The teacher should reinforce unique choices that the student may apply to a key word.

Name _____ Date _____

Below are three key words. On the lines provided write as many words as you can that describe the key words.

	house	kitchen	chair
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____

Objective: Exercise to help the student understand the sensory impressions created by words.

Method: The teacher can construct sheets similar to the one presented here. Remember to go from the easier examples to the more difficult as the student progresses.

Name _____

Date _____

Match the word in Column A with the word that is associated with it in Column B. An example has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	enjoy	merry
2.	glow	wish
3.	rushed	fun
4.	smell	pretty
5.	beautiful	fair
6.	center	new
7.	jolly	hurried
8.	gift	reply
9.	fresh	present
10.	answer	fear
11.	desire	smart
12.	wise	shine
13.	afraid	lofty
14.	high	scent
15.	just	selfish
16.	mean	middle

Possible score: 16

My score _____

Objective: Exercise to help the student associate a word with an attribute of that word.

Method: The teacher should explain what an adverb is and what it does in a sentence. Before beginning the exercise it might be helpful to go over some examples on the blackboard. An example could be: "The heater is working well," she said warmly.

Name _____ Date _____

Below is a word game. The statement tells what someone said. You have to select an adverb from the list below which tells how the statement was said. Remember the adverb should have something to do with what the person said.

1. "The river is very rough," he said _____.
2. "Sometimes you burn me up," she said _____.
3. "I just ate a whole lemon," she said _____.
4. "This pencil needs to be sharpened," he said _____.
5. "It's freezing in this room," he said _____.
6. "Would you like some sugar?" she asked _____.
7. "There's nothing written on this paper," he said _____.
8. "Who turned off the light?" he asked _____.
9. "There's too much starch in my shirt," he said _____.
10. "I can't keep on key when I sing," she said _____.
11. "This figure has four equal sides," he said _____.
12. "The clock woke me up this morning," he said _____.
13. "He pulled the wool over my eyes," she said _____.
14. "I'm very good at fixing motors," he said _____.
15. "You have torn my valentine in two," she said _____.

alarmingly	halfheartedly	sheepishly
blankly	hotly	souly
coldly	mechanically	squarely
darkly	pointlessly	stiffly
flatly	rapidly	sweetly

Possible score: 15

My score _____

Objective: Exercise to help the student associate slang expressions with their actual meaning.

Method: The teacher should listen and record examples of the student's slang expressions before giving this type of exercise. The student's answers should be discussed at the end of the exercise.

Name _____ Date _____

Read each of these slang expressions carefully. On the line following each expression write its meaning.

1. hang loose _____
2. right on _____
3. he's a real turkey _____
4. blew my mind _____
5. rip off _____
6. that's hip _____
7. cool, man _____
8. a real drag _____
9. get it together _____
10. a cool dude _____
11. real tough _____
12. far out _____
13. a square chick _____
14. go, man _____
15. a real swinger _____

Objective: Exercise to help the student understand and appreciate figurative language.

Method: The teacher should give an explanation of the purpose of a simile. It is important that the student understand that many writers use similes to help develop and give expression to their writing. The explanation can be accompanied by some examples. An example might be:

When you say a person or thing is LIKE something else, you are using a simile. For example, "He works like a horse," is a simile. "He smells like a skunk," is another simile.

Explain to the student that a simile makes a very vivid picture.

Name _____ Date _____

At the end of each line below, you'll find the name of an animal. Try to make each line into a simile. Describe the action of a person or thing in the blank spaces.

1. _____ like a cow.
2. _____ like a deer.
3. _____ like an elephant.
4. _____ like a gorilla.
5. _____ like a duck.
6. _____ like a dog.
7. _____ like a cat.
8. _____ like a pig.
9. _____ like a lion.
10. _____ like a bear.

Objective: Exercise to help the student understand and appreciate figurative language.

Method: The teacher should give an explanation of the purpose of a metaphor. The explanation can be accompanied by some examples. An example might be:

When you say a person or thing is another thing, you are using a metaphor. For example, "He is a bull," is a metaphor.

Name _____ Date _____

Each sentence needs an ending to make it into a metaphor. Study the first words in each sentence. Then make each sentence into a metaphor, but be sure that you can explain how the beginning of the sentence and your ending are related.

1. That tall fellow is _____.
2. The girl in the last row is _____.
3. That building is _____.
4. He's quiet, but he's _____.
5. Her voice is _____.
6. The sun is _____.
7. The moon is _____.
8. That red car _____.
9. Her hair is _____.
10. The thunder is _____.

Section D

Meanings based on explanation

Objective: Exercise to help the student enlarge his or her vocabulary.

Method: Explain to the student that a synonym is a word having the same or nearly the same meaning. Examples can be placed on the blackboard before the student is assigned the exercise sheet. The teacher may also make reference to a Thesaurus to help with the development of further exercise sheets. As the students progress, the use of a Thesaurus should be encouraged.

Name _____ Date _____

On the line following the key words, write as many synonyms as you can.

1. little _____
2. big _____
3. beautiful _____
4. strong _____
5. tall _____
6. happy _____
7. walk _____
8. pull _____
9. new _____
10. battle _____
11. careful _____
12. wild _____
13. feel _____
14. nice _____
15. sad _____
16. old _____
17. cute _____
18. rich _____
19. weak _____
20. horror _____

Objective: Exercise to help the student work with words with similar and yet different meanings.

Method: Explain what is expected of the student before beginning this exercise. A good idea is to put examples on the blackboard. An example would be:

(cat, kitten) A cat is the name usually given when the animal is fully grown. A kitten is a very young cat.

Discuss the student's answers after the exercise is finished. Student answers will vary.

Name _____ Date _____

In the space provided, explain how the two words in brackets are similar or alike.

1. (horse, colt) _____

2. (house, cabin) _____

3. (divide, share) _____

4. (boots, shoes) _____

5. (road, path) _____

6. (shovel, spade) _____

7. (grin, smile) _____

8. (trace, draw) _____

9. (dislike, hate) _____

10. (rock, stone) _____

Objective: Exercise to help the student associate words which belong in a certain category and are related in meaning.

Method: Explain to the student that words can be grouped into certain categories according to their attributes. Some examples can be done on the blackboard before beginning the exercise. An example might be: building: house, shed, store, cabin, hotel.

Name _____ Date _____

Write the words listed at the bottom of the page in the space under the key word. Remember the words you write must be related to that key word.

clothes	animals	trees	time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
food	games	people	colors
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
furniture	flowers	fruit	tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

afternoon	chair	father	horse	peanuts	spring
apple	coat	file	lion	pears	spruce
sunt	daisy	fish	maple	pine	table
banana	desk	football	morning	pink	tennis
baseball	donkey	green	mother	poppy	tulip
bed	dress	hammer	oak	potato	uncle
bread	drill	hat	orange	screwdriver	yellow
brown	elephant	hockey	pansey	shoe	yesterday

Possible score: 48.

My score _____

Objective: Exercise to help increase the meaning vocabulary of the student.

Method: Explain to the student that an antonym is a word meaning the opposite of another word. Use some examples to illustrate this point. Other sheets can be constructed similar to this exercise.

Name _____

Date _____

On the lines provided, write as many antonyms as you can find for the following key words.

1. big _____
2. soft _____
3. quick _____
4. many _____
5. high _____
6. happy _____
7. down _____
8. ugly _____
9. long _____
10. bright _____
11. poor _____
12. start _____
13. right _____
14. dull _____
15. dangerous _____
16. strong _____
17. far _____
18. stretch _____
19. return _____
20. adult _____

Objective: Exercise to help the student work with words that have opposite meanings.

Method: Explain what is expected of the student before beginning the exercise. Some examples on the blackboard will help to illustrate what the student has to do. An example would be:

(up, down) Up means to place something on a higher place. Down means to place something on a lower place.

Discuss the student's answers after the exercise is finished. Answers will vary.

Name _____ Date _____

In the space provided, explain how the two words in brackets are opposite in meaning.

1. (hot, cold) _____

2. (wet, dry) _____

3. (in, out) _____

4. (north, south) _____

5. (old, new) _____

6. (far, near) _____

7. (speak, listen) _____

8. (thick, thin) _____

9. (rough, smooth) _____

10. (fine, coarse) _____

Objective: Exercise to help the student associate words of similar meanings.

Method: The teacher will need to review the meaning of synonyms. Examples can be used to illustrate words that are similar in meaning. The students may use a dictionary or Thesaurus with this exercise.

Name _____

Date _____

Underline the words in the following columns that are similar in meaning.

- | | | | |
|--|---|--|--|
| 1. dangerous
orange
unsafe
shirt
hazardous | 2. bright
shine
quarter
glow
roll | 3. baseball
replied
rib
answered
said | 4. center
cut
around
always
middle |
| 5. jump
window
leap
fence
spring | 6. basket
fence
container
door
score | 7. rushed
ruler
walked
ran
hurried | 8. merry
jolly
bftter
joyful
small |
| 9. fought
battled
soared
clashed
vivid | 10. job
brown
judge
task
work | 11. require
demand
resort
insist
ferun | 12. ugly
wise
horrible
gruesome
cute |
| 13. good
little
rotten
unfit
bad | 14. willing
satisfied
catch
doubt
content | 15. quite
morning
rod
staff
stick | 16. minute
goal
purpose
salt
end |

Possible score: 47

My score _____

Objective: Exercise to help the student associate a word with its meaning.

Method: The student is given the meaning of a word in one column. The word is given in another column with a letter or two missing. The student uses the meaning opposite the partially completed word to find the missing letters. An example to use is:

tan.....to burn with the sun

Name _____ Date _____

Use the clue and add a letter or two to the beginning or end to make the required word that fits the clue.

<u>Word</u>	<u>Clue</u>
1. ___and	on the beach
2. rode___	cowboy contest
3. ___ranch	limb of a tree
4. nick___	a piece of money
5. ___oat	something to sail in
6. ___are	to have the courage to
7. bear___	hair that grows on a man's chin
8. ___team	what water becomes when boiled
9. ___ale	not fresh
10. rack___	a bat used for tennis
11. bat___	to fight
12. ___nop	belonging to many
13. ___run	to go around
14. ___arm	place where crops are grown
15. ___and	the part of the arm below the wrist
16. gent___	kind
17. mark___	a place where goods are sold
18. ___ape	to arrange something in a certain form
19. star___	to begin
20. wind___	an opening in a building for letting in light

Objective: Exercise to help the student understand that some words sound the same but have different meanings.

Method: The teacher will need to explain what homophones are. Homophones are words that sound the same but have different meanings. Examples can be used to illustrate this before beginning the exercise. An example could be:

sow and sole
sow means to plant something in the ground
sole means the bottom part of the foot or shoe

The teacher might want to help the student explore the various other meanings of the two sample words. The extent of this type of exercise will depend on the student's knowledge of word meanings.

Name _____

Date _____

Each of the following sentences has a word that does not belong in it. The word is underlined. It has the same sound as the correct word. From the list below select the correct word that belongs in the sentence. Write the correct word on the blank following the sentence.

1. I can't do the hole job by myself. _____
2. See if you can get a lone from the bank. _____
3. I sewed the wrong seems together. _____
4. How much hire do you think the price will go? _____
5. The baby likes to weighed in the poor. _____
6. The blood hounds followed the cent of the man. _____
7. All I want is a peace of bread and some butter. _____
8. The dog chased the hair through the field. _____
9. I got part of the answer right, at leased. _____
10. If they don't applaud you, don't take a bough. _____
11. She road the horse for six hours. _____
12. His grandfather is a minor in Buchans. _____
13. We watched the plane sore into the sky. _____
14. I hope my story didn't boar them. _____
15. Be careful, or you might brake those glasses. _____

bore	least	scent
bow	loan	seams
break	miner	soar
hare	piece	wade
higher	rode	whole

Possible score: 15

My score _____

Objective: Exercise to help the student understand that words have specific meanings.

Method: The teacher will need to explain to the student that the specific analysis is just a very specific meaning for a word. The teacher may wish to illustrate the exercise by doing some examples on the blackboard.

Name _____

Date _____

Match the word in Column A with its specific analysis in Column B. The first one has been done for you.

	<u>Column A</u>	<u>Column B</u>
1.	rule	age in history
2.	fade	sounds that have meanings
3.	words	lack of courage
4.	tame	to get money for work done
5.	goal	control people
6.	tried	series of thoughts occurring during sleep
7.	drink	to grow weak
8.	earn	not wild
9.	fear	attempt, make an effort
10.	era	aim or purpose
11.	stale	a thought or plan
12.	dream	rising and falling of the ocean
13.	tide	cars coming and going along a road
14.	traffic	to swallow a liquid
15.	idea	not fresh
16.	sue	take someone to court

Possible score: 15

My score _____

Objective: Exercise to help the student associate a word with its ostensive definition.

Method: The teacher will need to explain to the student that an ostensive definition is just the apparent or obvious definition. In this exercise the phrases in Column B are usually the result caused by the word in Column A. The teacher should work through some examples on the blackboard before beginning the exercise. An example is:

hot.....burn your hand

Name _____

Date _____

Match the word in Column A with its ostensive definition in Column B. The first one has been done for you.

<u>Column A</u>	<u>Column B</u>
1. tickle	what you get when you see something strange
2. smash	moved slowly
3. fright	you make someone laugh
4. chant	how you feel when you are tired
5. sleepy	a loud scream
6. lagged	noise made when you break a dish
7. howl	when a group of people sing together
8. gurgled	sound a rusty hinge will make
9. slap	flowed with force
10. rushed	made a noise as it flowed
11. squeak	sound of a bird's wings
12. gushed	to hit very hard
13. flap	die out
14. patter	moved along rapidly
15. fade	to make someone feel upset
16. disturb	sound of rain on a roof

Possible score: 15

My score _____

Objective: Exercise to provide the student with some word fun. Also, to get the student thinking about words and the construction of questions and answers.

Method: The teacher will need to explain this type of puzzle carefully. It would be a good idea to work through one on the blackboard or use an overhead transparency. Explain that the letters are in code. The letters in the question and answer stand for other letters. One word "winter" has been completed in the question section. Look at the word "winter;" the letter "w" is under "z." This means that in the code "z" stands for "w." Use the coded letters and your choice on the bottom of the page to help you break the code. Remember only certain words such as: what, which, when, where, how, etc. begin a question.

Name _____

Date _____

Decode the following coded puzzle. Remember questions usually begin with certain words. Use the code letters and your choice section at the bottom to help you with your choice of letters. One word "winter" has been filled in to help you.

Question:

Z A N G	H S D G N X D M	W S F I	
-----	-----	-----	
O L L G	X D	Z X D G L F	G A H D
-----	---	<u>w i n t e r</u>	-----
X D	M Y W W L F ?		
---	-----		

Answer:

N D	S Y C K S S F	M T I N G X D U
---	-----	-----
F X D T . .		

Code letters: A B C D E F G H I J K L M

Your choice: -----

Code letters: N O P Q R S T U V W X Y Z

Your choice: -----

Section E

Meanings in relation to purpose of writing
in which the word is used

Objective: Exercise to help the student determine the various meanings of the same word.

Method: Explain to the student that a word can have more than one meaning. The meaning will depend on the sentence in which it is used. The teacher can discuss some examples before beginning the exercise. An example is:

At what point in the story, did you know
she was the killer? at what time or moment
Don't point that gun at me. aim

Name _____ Date _____

The following pairs of sentences contain the same word. In the space provided write the meaning of the word as it is used in that sentence.

1. a) Use your right hand. _____
b) Is this the right way? _____
2. a) Your socks don't match. _____
b) Use a match to start the fire. _____
3. a) Who threw the rock through the window? _____
b) Don't rock the boat. _____
4. a) The game ended in a tie. _____
b) Tie this rope to the fence. _____
5. a) This crate is very light. _____
b) I painted the walls light yellow. _____
6. a) He has very strong arms. _____
b) They have many soldiers, but few arms. _____
7. a) He gave the bully a punch in the nose. _____
b) Is there any orange juice in this punch? _____
8. a) The train leaves in five minutes. _____
b) All of the leaves fell off the tree. _____

Possible score: 16

My score _____

Objective: Exercise to help the student recognize and use expectancy clues.

Method: Explain that often writers give clues to what they are saying without really stating it in vivid words. The teacher can give examples of these expectancy clues before beginning the exercise. An example is:

There was the smell of french fries in the air.
The man was in? a) bank b) mine c) kitchen

Name _____

Date _____

Place an X in front of all the phrases that answer each question.

- Words you might expect to use in a story about a rabbit?
 - cotton
 - walking very slowly
 - burrowing
- Which of the following phrases might a sailor use?
 - port the helm
 - raise the sails
 - pretty autumn leaves
- Which of the following phrases might a baseball player use?
 - hit a home run
 - touchdown
 - right field
- Which of the following phrases would you expect an Eskimo to use?
 - seal skins
 - frozen northland
 - pineapple trees
- Which of the following phrases would a carpenter use?
 - a very wide beam
 - children of the wilderness
 - a very sharp saw
- Which of the following phrases might a farmer use?
 - tilling the soil
 - talk softly
 - use the seeder

Objective: Exercise to help the student use expectancy clues and the initial elements of a word to find the required word.

Method: Explain to the student that he or she will be given some paragraphs. The paragraphs will have certain words missing. Part of the missing word will be given. They must use the given letter or letters and the clues given in the paragraph to write the rest of the missing word.

Name _____ Date _____

Read the following paragraphs. Fill in the missing words, using the initial elements that are given.

1. Billy caught the ball. Then he th_____ the ball to his father. His father c_____ the ball, too. Billy and his father were pl_____ catch. A dog came to play. He j_____ up and got the ball. Then he ran a_____ with it.
2. A stranger stepped out of the alley and asked Gary for a quarter. Gary shook his h_____, saying no. The s_____ asked again. Gary was f_____. The stranger grabbed Gary's a_____. Gary broke away from the s_____ and ran out of the a_____. Two days later, Gary began to think he had been a c_____.
3. This was a bad day. I got up l_____ and m_____ the bus to school. I had to r_____ to keep from being late. In my rush I left my e_____ homework home and that got me in trouble with my t_____. Then Mom found out I tore my shirt last n_____. This made her very a_____. She really let me have it when I got back from s_____. I had to stay in at n_____ and Dad told me I had to v_____ to buy myself a new s_____. One thing for sure, t_____ has got to be a better d_____ than this.

Possible score: 25

My score _____

Objective: Exercise to help the student use context clues.

Method: Explain that clues are given in the riddle to help the student make the correct choice. The teacher may wish to do a couple of examples before beginning the exercise.

Name _____ Date _____

Use the context clues in the riddle to help you select the correct answer. Write your answer in the space provided at the end of the riddle.

- It lives in a zoo.
It hops about.
It carries its baby in its pouch.
It is a _____
elephant crocodile kangaroo
- The turkey was cooking in the oven.
All the family had gathered together.
The tree was brightly lit.
What day is it? _____
Easter Sunday Thanksgiving Christmas
- Mr. Smith was always busy.
Most of his family helped him with the work.
Mr. Smith hoped his crops wouldn't die because of the lack of rain.
Mr. Smith is a _____
barber welder farmer
- Jim and his Dad got up early.
They packed a lunch to take with them.
Jim went and dug some worms.
Jim and his Dad are going _____
gardening troutng hiking

Possible score: 4

My score _____

Objective: Exercise to help the student enlarge his vocabulary.

Method: Explain to the student that he or she must get as many words as possible that can describe or be associated with the key word. The teacher can go over examples on the blackboard before beginning. Encourage the student to get as many words as possible. The teacher may wish to set a minimum number that the student must obtain for each key word. The important part of this exercise is when the teacher and the student discuss the various answers.

Name _____

Date _____

List as many words as possible that can be associated with the key word.

1. game _____

2. automobile _____

3. school _____

4. cowboy _____

5. friend _____

6. movie _____

Objective: Exercise to help the student use context clues to extend his or her reading ability and vocabulary.

Method: The teacher should explain that the student is given part of a story. The student has to use the context of the story and write a suitable ending. Stories from various books may be used and the student can compare his or her ending with the original.

Name _____

Date _____

Read the following story carefully. Then, using the context of the story, write a suitable ending for it.

John and Kirby were both Indians. Their grandfather was a respected man in the tribe. He wanted the boys to grow up believing in the Indian way of life. Their grandfather even pretended that John and Kirby didn't attend the white man's school.

One day John and Kirby decided to go hunting. While climbing up a ledge, Kirby's rifle slipped out of his hand and a shot rang out. The bullet suddenly burned deep into Kirby's leg. The boys were about midway between their home and the white man's hospital. John knew that his grandfather would want him to bring Kirby back to the Indian village. The Indian Medicine Man would heal Kirby's leg. But Kirby was losing a lot of blood and the doctor at the white man's hospital was good at stopping blood. John took Kirby on his back and _____

Objective: Exercise to help the student use context clues.

Method: This type of exercise can be developed for any kind of topic. It is a good idea to start with a very general topic at first. The student has to use context clues to help him or her select the correct response.

Name _____ Date _____

Select the correct word that completes each of the following sentences. Write your answer on the blank following the sentence.

Trees

- Most trees are usually very (tall, short) _____.
- The (roots, stem) of the tree holds it in the ground. _____
- Some trees are used for making (tin, paper) _____.
- Trees live to be many (years, weeks) old. _____
- Some trees have very broad (tops, leaves) _____.
- Other trees don't have leaves but they have (points, needles) _____.
- Some trees stay green all year; they are called (evergreen, maple) trees. _____
- Trees are cut down and sawn into (feet, lumber) _____.
- In warm climates, some trees don't have leaves so they can (save, use) water. _____
- Some trees are cut to help celebrate (Christmas, Thanksgiving) _____.
- The roots of a tree help to hold the (soil, stake) together. _____.
- Trees are important in (saving, drilling) water. _____
- The tree makes its food in its (roots, leaves) _____.
- Birds often make their (nest, flight) in trees. _____
- Trees provide (rest, shelter) for animals. _____

16. Indians used the (leaves, bark) of trees to make a canoe. _____

17. Farmers plant trees to keep the (crops, soil) from blowing away. _____

18. Trees can add (beauty, moisture) to a home. _____

19. Trees are also useful in helping to (use, clean) our air. _____

20. Trees are very (important, burdensome) to our way of life. _____

Possible score: 20

My score _____

Objective: Exercise to help the student associate a word with its meaning.

Method: Explain to the student that he or she will use the definition of words to help change a word into its opposite. The student is given a key word. By matching the word with its definition and changing only ONE letter at a time, they will arrive at the opposite of the key word.

Name _____

Date _____

You can change a word into a word with an opposite meaning. In the following, write the word that fits the definition. Remember that the word you write will have only ONE letter different from the previous word.

1. Rich

- _____ white, starchy food
 _____ plural of mouse
 _____ 5,280 feet
 _____ large heap
 _____ tablet of medicine
 _____ opinion survey
 _____ place to swim

Poor

2. Sick

- _____ a bag made of strong cloth or paper
 _____ a short nail or pin with a broad, flat head
 _____ to speak
 _____ to travel on foot without running
 _____ the side of a room or building

Well

3. Boy

- _____ part of a sea or lake extending into the land
 _____ to forbid or stop something

Man

4. Lead

- _____ to get meaning from written or printed words
 _____ the back part of something
 _____ genuine; not fake
 _____ a sea animal with fur
 _____ opposite of buy
 _____ something that rings
 _____ a round object used in games
 _____ not having any hair
 _____ brave; fearless

Gold

5. Farm

- _____ opposite of cool
 _____ battles between countries
 _____ the planet closest to earth
 _____ small rugs; door----
 _____ strokes or taps lightly
 _____ the stones in cherries, peaches, and plums
 _____ to feel sorry for; "I ---- him."

City

6. Hate

- _____ opposite of early
 _____ a narrow road
 _____ with no one else; "The ---- ranger."

Love

Possible score: *33

My score _____

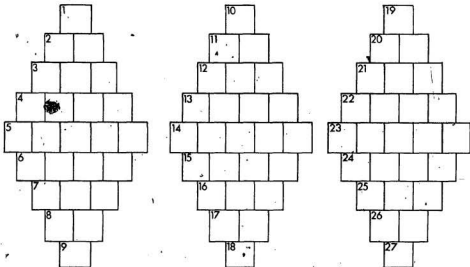
Objective: Exercise of word fun designed to help the student associate a word and its meaning.

Method: The puzzle is similar to a crossword except the words are filled in from left to right rather than top to bottom. The new word always contains the letters in the word above it. Exercises such as this one can be easily developed by the teacher.

Name _____

Date _____

This is a puzzle something like a crossword puzzle, except the words are filled in from left to right and not from top to bottom. Also, each new word contains the letters in the word above it. Use the clues at the bottom to complete the puzzle.



- | | |
|-----------------------------------|------------------------------------|
| 1. first letter of the alphabet | 15. to take quickly |
| 2. short for advertisement | 16. sack; purse; suitcase |
| 3. past tense of has | 17. Georgia (abbrev.) |
| 4. top of one's body | 18. seventh letter of the alphabet |
| 5. understood sounds | 19. third letter of the alphabet |
| 6. group of cows or horses | 20. alternating current (abbrev.) |
| 7. another form of she | 21. house pet |
| 8. another form of him | 22. proved piece of information |
| 9. eighth letter of the alphabet | 23. art; skill |
| 10. second letter of the alphabet | 24. logs tied together |
| 11. common verb | 25. opposite of thin |
| 12. to ask for money; to plead | 26. 12 inches (abbrev.) |
| 13. a huge mass of ice | 27. sixth letter of the alphabet |
| 14. large flat boat | |

Possible score: 27

My score _____

Comprehension

Preface

This section of the study contains a description of the testing carried out with the student population involved in the project. A description of the reading anthology and questions used as advanced organizers are also included. Questions used with the two Action Libraries, which were also part of this project, have been included. This section also contains a detailed explanation of a magazine used in conjunction with the Action Libraries. A method of individualizing Reader's Digest Skillbuilders and a sheet for recording the student's progress is also included. The use of listening centers with an Aural Reading Laboratory were utilized as an essential part of this project. The method of using these centers is explained in this section of the study. Another method of individualization, through the use of reading job cards and paperbacks, is also analyzed. Finally, the science and social studies programs that accompanied the other reading materials in this project are described in detail.

Classroom Physical Environment

Prior to any discussion of the comprehension section of this study, it is important to examine the physical environment of the classroom in which this study was done. It was an average size classroom with a teacher's desk and individual student desks for about 15 students. In one section of the room there were four large cafeteria style tables.

These tables were used for group reading and discussions. Another section of the classroom contained bookshelves with about 400 paperback books. The books in these shelves were selected by the students, or on the basis of the student interest inventory, which will be discussed later. The students selected the books by browsing through catalogues or through the use of the Scholastic Book Club. Also in this area was another cafeteria style table and several extra student desks. The operation of the classroom library was carried out by the students themselves. Books were numbered with a marker and all the student had to do was write his or her name and the number of the book in an exercise book on the bookshelf. The students took turns, based upon the individual's interest, in maintaining the student library. Students from other classes also borrowed books from this area. Other references on the physical environment will be made in the section on comprehension.

Student Population

The students involved in this study came into the high school from a junior high in September. When the students entered the high school, they were given the Gates-MacGinitie Reading Tests (Canadian Edition 1979), Level D or E, depending on how they scored on the Canadian Test of Basic Skills which every student did during the previous June at the junior high school grade level.

This survey gave the writer several valuable pieces of information. The "Speed and Accuracy" section provided an objective measure of how rapidly a student read with understanding. It provided the basis for grouping in the Aural Reading Lab, which will be described later. The "Vocabulary" section gave an example of the student's

reading vocabulary. This information was useful in helping to match the individual student with a specific academic program. It was also useful in helping with the placement of the student in the Reader's Digest Skillbuilders and other high-interest low vocabulary material. The "Comprehension" section of the survey measured the student's ability to read with understanding on a literal and inferential level. This also aided in the establishment of the academic program and reading materials.

These reading tests have several forms. The writer gave form one of the test in September and form two in June of the same school year. This provided some comparative scores to measure the success for both the student and the program. Individual reading tests such as The Durrell Analysis of Reading Difficulty were also administered to those students that needed further testing. These tests were given by the reading consultant for the school district.

Early in September, each student was given an individual interest inventory. The writer obtained this inventory from a reading course called Teaching Reading in Secondary School that was offered at Memorial University. From the interest inventory, the writer was able to obtain information on the reading and non-academic interests of the students. A careful interpretation of this inventory can help in the selection of reading materials for the classroom library and the selection of stories in materials such as the Reader's Digest Skillbuilders. The writer read each of the questions on the inventory aloud. Time was given for every student to respond. The completed inventory was then studied and various reading interests recorded on a separate sheet of paper for each

student. The reading interest inventory and the information record on the separate sheets were placed in individual folders. This provided the writer with ready information concerning the student's reading and helped to build a profile of that student and his program. A copy of this reading interest inventory is provided in Appendix B of this study.

To help facilitate the student's reading and comprehension, each student was given two copies of the Dolch Basic Sight Vocabulary list. The student placed one copy in his individual file and the other was taken home to be placed on the wall in his or her room. This list of 220 words makes up from 50-75 percent of all ordinary reading matter, exclusive of proper names. These words are reviewed frequently until the student has mastered them. Several exercises in the vocabulary section of this study are useful for teaching this list. It is important also to reinforce the student when he or she is successful in using the words properly in his or her reading and writing. Knowledge of the following list is essential to the student's reading and comprehension.

Reading Anthology

This study made use of a reading anthology as a basal reader. The reading anthology was part of, and used in conjunction with, a complete language arts program, the Scope English Program, Level Two. It consisted of: 1) a reading anthology, 2) a grammar and composition book, and 3) a workbook that accompanied the grammar and composition text. The exercises in the grammar and composition text and workbook were coordinated with the material in the reading anthology. The material in the reading anthology consisted of stories, poems, and plays most of which had been published in Scope magazine. This magazine will

Dolch Basic Sight Vocabulary

a	did	her	never	sing	want
about	do	here	new	sit	warn
after	does	him	no	six	was
again	done	his	not	sleep	wash
all	don't	hold	now	small	we
always	down	hot		so	well
am	draw	how	of	some	went
an	drink	hurt	off	soon	were
and			old	start	what
any	eat	I	on	stop	when
are	eight	if	once		where
around	every	in	one	take	which
as		into	only	tell	white
ask	fall	is	open	ten	who
at	far	it	or	thank	why
ate	fast	its	our	that	will
away	find		out	the	wish
	first	jump	over	their	with
be	five	just	own-	them	work
because	fly			then	would
been	for	keep	pick	there	write
before	found	kind	play	these	
best	four	know	please	they	yellow
better	from		pretty	think	yes
big	full	laugh	pull	this	you
black	funny	let	put	those	your
blue		light		three	
both	gave	like	ran	to	
bring	get	little	read	today	
brown	give	live	red	together	
but	go	long	ride	too	
buy	goes	look	right	try	
by	going		round	two	
	good	made	run		
call	got	make		under	
came	green	many	said	up	
can	grow	may	saw	upon	
carry		me	say	us	
clean	had	much	see	use	
cold	has	must	seven		
come	have	my	shall	very	
could	he	myself	she		
cut	help		shov	walk	

be discussed later in this study. This language arts program was selected because its readability level ranged from grade 3.0-5.0. This fell within the instructional reading level of the students.

The reading anthology was divided into nine sections. Each section dealt with a particular theme or writer. The following is a list of the sections in the anthology:

- Section 1. works of Mark Twain
- Section 2. theme of growing up
- Section 3. works of Damon Runyon
- Section 4. theme of danger
- Section 5. theme of finding each other
- Section 6. works of Shirley Jackson
- Section 7. theme of science fiction
- Section 8. limericks
- Section 9. theme of a place in society

The anthology is written in large type and is very well illustrated. Most of the stories and plays are either short in length (4-5 pages) or the selection may be divided into two parts. At the end of each selection there are some multiple choice questions to test the student's comprehension. In addition, there is a skills section which ranges from matching the opposite of particular words, to matching a proverb with its meaning. At the end of each section in the text there is a review of the selections and skills presented in that section.

The writer found that it was essential to develop comprehension questions to supplement the multiple choice questions in the text. It is important that the teacher-made questions follow the sequence of the plot in order to help direct the student in their reading. Duplicated sheets containing these questions can be passed out and gone over before

the student reads the selection. These serve as advanced organizers. The following are some examples of the type of questions that might be asked.

Edward Mills and George Benton

by Mark Twain

1. How were Edward and George related?
2. What became the rule of Edward's life?
3. Explain what George did when he ran away from home the second time.
4. What did the Brants leave to Edward and George in their will?
5. What did George do when he became a partner in Edward's business?
6. Explain why Mary decided to marry George instead of Edward.
7. Explain what happened to Edward while he was working late one night at the bank.
8. Who was the chief burglar?
9. How much money did the bank raise for Edward's family?
10. What was written on George's gravestone?
11. What was written on Edward's gravestone?
12. Discuss how you feel about the treatment received by Edward in this story.

Sarah T.--Portrait of a Teenage Alcoholic

A teleplay by Richard and Esther Shapiro

This particular play, as with other stories and plays in this text, have appeared on television. The teacher should encourage the watching of these programs to help provide motivation and reinforcement for the student's reading. Because of its length, this play has been divided into two parts. The break occurs just as we are becoming aware that Sarah has a serious drinking problem. It is a good idea to review

part one of the play before proceeding to part two. Also the writer found that doing plays in class presented several problems. First, avoid assigning roles to the students. Allow them to choose their own roles. Second, it is important for the teacher to create an atmosphere that we can all improve our reading. It is only by reading that we can improve. The teacher has to instill confidence in the student. After doing a few plays, most students tend to enjoy reading especially when they experience success.

Part 1

1. What did Sarah say about blind dates?
2. Explain what happened when Sarah tried out for the school glee club.
3. Why did Jerry give Sarah fifty dollars?
4. Who arranged Sarah's date with Ken?
5. Describe how Sarah sang at the party.
6. What did Sarah do to Marsha at the party?
7. Whom did Matt blame for getting Sarah drunk at the party?
8. Explain why Sarah's mother fired their maid.
9. Why did the principal of Sarah's school want to see her mother?
10. Do you think Sarah has a drinking problem? Discuss the reasons for your answer.

Part 2

1. What trick did Sarah use for getting liquor at home?
2. Explain what Sarah did when she went baby-sitting for the Tylers.
3. Whom did Dr. Kittredge say must decide if Sarah is an alcoholic?
4. What signs did Dr. Kittredge tell Sarah to look for when she thought she was becoming an alcoholic?

5. What did Carol say was the hard part of being an alcoholic?
6. Explain what the college boys did to Sarah.
7. Discuss what happened to Ken's horse.
8. What did Dr. Kittredge say Sarah must do before people can start to help her?
9. What does Sarah finally admit to herself and her parents?
10. Discuss the methods that can be used to help people with a problem like Sarah's.

Charles

by Shirley Jackson

1. Describe how Laurie looked as he went to school on the first day.
2. What did Laurie say the teacher had done to Charles on the first day?
3. Why did Charles hit the teacher the second day?
4. What had Charles done in school on Friday?
5. Explain what happened to Charles on Monday.
6. What did Laurie say Charles looked like?
7. Explain what Charles did to the teacher's friend.
8. What did Laurie's father ask his wife to do as she was leaving for the parent-teacher meeting?
9. What did Laurie's teacher say about Charles?
10. Which of the students do you think is Charles? Give reasons for your answer.

The following method was used in covering the material in this text. Each section was introduced by using the material provided in the teacher's manual. In the section on growing up, students are asked to give examples of problems and situations that can be experienced in growing up. At the beginning of each story or play there is an intro-

ductory paragraph. It is designed to create interest in the selection and invites the student to read and discover the answer to a question posed during this introduction. The teacher should ensure that any specific or difficult words are explained before the student begins reading.

After reading the selection, the student began work on the multiple choice and matching exercises in the text. Once the student finished these exercises, he or she began work on the duplicated copy of the teacher-made questions. Most of these questions are related to the material in the selection. However, the last one or two questions usually asked the student to react to the material he or she had just read. The multiple choice and matching exercises can be corrected by the teacher and the students as a group. The teacher-made questions should be collected and corrected by the teacher. Discussion of answers should follow after this correction is completed. In addition to this type of evaluation, the teacher may wish to evaluate the student at the end of each section. Teacher-made tests can be used for this type of evaluation.

Use of Novelettes

This study made use of a double period in the six-day cycle for a variety of reading activities. The writer found that a double period was needed to accommodate the various reading rates of the students. During this time period, the students did work in a novelette from either Action Library 1 or Action Library 2. These two libraries consisted of four copies of five different novelettes per set. In addition to the work in the novelette, the student also did work in his or her

Scope magazine.

The novelettes in the Action Libraries were selected by the writer because they meet the independent reading level of the students. The books covered mature material at reading levels of 2.0-3.9. One book called The House that Half-Jack Built concerns the efforts of high school students to open a halfway house for kids trying to get off drugs. Another novelette called Silver Dollar Mystery describes the involvement of a teenage boy and girl in an industrial spy ring. The novelettes are well illustrated with art and photographs.

The following procedure was used with these two Action Libraries. Each student had to acquire an exercise book that was kept specifically for his or her novelette reading. The books in each library were then introduced. The introduction involved a brief description of the story in each book. It is important that the teacher give the students just enough information to arouse the student's curiosity. Following the introduction of each novelette, the students selected the book of their choice. The student was given a ditto sheet of word exercises that are included with each set of books. The sheet contains a list of new words that appear in the chapter, a review of words from the previous chapter, and exercises on various word attack skills. The writer worked with each student, individually, on the new words and any other questions related to the material on the ditto sheet.

In addition to the ditto sheet, the student was given a set of duplicated teacher-made questions on the chapter. These questions were designed to test the comprehension of the student. The last couple of questions usually asked the student's ideas on something that took place

in the chapter. The teacher should duplicate several copies of these questions in case the student forgets to return them. Also note that the student receives only the questions on one chapter at a time.

The student first works on the exercises on the ditto sheet. He or she then reads the chapter in the novelette and does the teacher-made questions in the exercise book. During this time, the teacher is available for any help that an individual student might need. Once the student has completed all of the exercises, he or she places the ditto sheet and question sheet inside his or her exercise book and passes it into the teacher. Before the next double period comes in the cycle, the teacher corrects the exercises and places the ditto sheet and question sheet for the next chapter inside the student's book. If there are any problems or if the student has missed some key points, the teacher will go over these individually before the student begins the next chapter. The writer found this to be an excellent way of individualizing reading in the classroom. Each student read and worked through the novelette at his or her own pace. When the student finished one novelette, he or she proceeded to select another book.

The following are the questions that were developed for the various novelettes in these Action Libraries.

The House that Half-Jack Built

Library I

Chapter 1

1. How old was Half Jack?
2. Explain why he was called Half Jack.
3. Why were the kids opening Halfway House?
4. Who was driving the N.C.?

5. What was the name of Wilson's High School basketball star?
6. What do you think about the way Ron treats his younger brother?
7. Do you think the idea behind Halfway House is a good one? Give reasons for your answer.

Chapter 2

1. What was the name of the school counselor?
2. How many students at Wilson High were using drugs?
3. What was the name of the student that killed himself?
4. What was the name of the mean looking cat?
5. How long did City Hall give Morris and the kids to fix up the store?
6. Whom did Ron see through the window as he went back to his painting?
7. Do you think that kids in your community might be mixed up with drugs?
8. Explain some ways to help young drug addicts.

Chapter 3

1. What was the one thing that got Ron fired up about the center?
2. To which group did Ron and Dee belong?
3. Explain the problem that Mayor Davies wanted Ron and Dee to solve.
4. Where did Ron and his family live?
5. Explain what had happened to Ron's father.
6. Explain what Half Jack was doing in the park.
7. Do you agree or disagree with the people who say they don't want a house full of dope freaks in their area? Why?
8. Should Ron have broken his date with Dee and stayed home with Half Jack when he discovered he was high on pot? Why?

Chapter 4

1. What was Halfway House going to be used for?
2. How many people agreed to help after the announcement was made in school?

3. How old is Half Jack?
4. Dee said that smoking grass often lead to what other things?
5. Explain how Ron and his friends got other students to work on Halfway House.
6. If you were Ron, what would you do about Half Jack?

Chapter 5

1. What did one of the churches give to Halfway House?
2. What did the girls from sewing class make for Halfway House?
3. What job did Morris start doing?
4. Explain why the boys working outside have a bad job.
5. Who were the first two patients to visit Halfway House?
6. What did Carl say he heard about Half Jack?
7. Do you think the older students were right in sending Half Jack and his friends away? Why?
8. Why do you think that Ron will not believe that Half Jack is on heroin?

Chapter 6

1. What had Weirido given to Half Jack?
2. Explain why Halfway House didn't have the "Bad Elements" rock band at the opening.
3. Explain what happened as Ron entered the back room at Halfway House.
4. Who started the fire at Halfway House?
5. Do you think Ron convinced Half Jack to stay away from drugs? Why or why not?
6. What do you think should be done with pushers like Weirido?

Chapter 7

1. How many days are left before the opening of Halfway House?
2. Explain why the kids at Halfway House lost their drive.

3. Who came over to help the kids?
4. What did Penny's mother bring over to Halfway House?
5. Explain how the fire at Halfway House might have turned out to be a good thing.
6. What do you think might happen when Penny goes to live at home again?

Chapter 8

1. What did Ron put on the front door of Halfway House?
2. When Ron's mother phoned, what did she say had happened to Half Jack?
3. Why did Ron call himself a hypocrite?
4. What did Dee say would be a good name for the center?
5. Discuss what you think about the future of Half Jack House.

The Ratcatcher of Whitestone

Chapter 1

1. What had happened in Whitestone several years ago?
2. What was Joe's dream?
3. What takes place at a crematory?
4. What did the strange man say to Joe?
5. What did Mike think he saw coming from the crematory?
6. Do you believe that towns are haunted? Why or why not?
7. Do you agree with Mike that "people don't come out of bad dreams and walk down the street?" Why or why not?

Chapter 2

1. What did Mike see behind the thick woods?
2. What was it that made Mike afraid?
3. What chased Mike in the graveyard?
4. What did Mike see as he was leaving the graveyard?

5. Explain why the man in black is so curious about Joe.
6. What do you think is going on in the crematory?

Chapter 3

1. How long had Mike and his parents lived in town?
2. What was the name of the man in black?
3. What did the man in black say he did for a living?
4. What was the sheriff's name?
5. Who was the sheriff going to watch closely?
6. Explain the reasons that Mike's mother gave for wanting him to have other friends in addition to Joe.
7. Do you think that Quick is really a ratchatcher? Why or why not?

Chapter 4

1. What person was Quick hoping to capture?
2. What was the name of the man who owned the pool hall?
3. Where did Joe live?
4. Where did Henry say was the only place in town with rats?
5. What is a warlock?
6. Explain why Henry painted a hex on his roof.
7. What things had the warlocks done in Whitestone?
8. How long has the crematory been closed down?
9. Why do you think Joe got upset when Mike told him about the ratchatcher's visit to his home?

Chapter 5

1. What ran between Mike's legs when he walked into his garden?
2. How much money did Quick want for getting rid of the rats?
3. What did Quick say as he was leaving?
4. How does Quick work his racket with the ratchatching?

5. Explain what Mike could have done to help his mother when Quick came to their house.

Chapter 6

1. What did Mike think the ratchatcher had brought to town?
2. How old was Mike?
3. When did Joe have to begin work?
4. Explain what Joe was doing when Mike found him.
5. Explain why the boys in town are so down on Joe.
6. Do you agree with Joe that "when you are afraid you cannot think straight?" Why or why not?

Chapter 7

1. What did Sheriff Flood say he was going to do the next day?
2. Where did Quick get the rats?
3. How many of the warlocks had gotten away from the sheriff?
4. What had happened to the baby that was in the burning house?
5. Explain why most of the people in town will have nothing to do with Joe.
6. What did Mike see when he looked towards Joe's house?
7. Why did Joe keep the fact that he was a warlock's baby a secret from Mike?
8. If you were Mike, how would you feel about Joe now?

Chapter 8

1. Where was the smoke coming from?
2. What did Mike find in the cornfield?
3. What did Joe call Quick?
4. What did the boys see running towards them as they got closer to the crematory?
5. Explain why the dog ran away from the boys.
6. Explain why Quick had to set the fire outside Henry's house.

7. Why did Joe blame Quick for kidnapping Henry?

Chapter 9

1. What did Quick say he was going to do with Joe?
2. What did Quick have in his hand?
3. Explain what the boys did to Quick as he was going to kill Henry.
4. Explain how Quick escaped.
5. What do you think happened to Quick?
6. Explain what Henry meant when he said "the scarecrow knows."

A New Life for Sarita

Chapter 1

1. What was Sarita and her father fighting about?
2. Where did Sarita want to go with Johnny?
3. What did Sarita's father want Johnny to do?
4. What does Sarita's father do for a living?
5. How old was Sarita when her mother died?
6. What is Sarita going to do on the night of the prom?
7. Do you think that Sarita's father is too strict? Why?
8. If Sarita's father was your father, what would you do to solve the problem between you?

Chapter 2

1. What type of work does Johnny's father do?
2. What did Johnny's mother tell him to do with the drawer?
3. How old is Johnny?
4. How much time is left before the night of the prom?
5. What type of work does Johnny's mother do?
6. Explain what Johnny thought of Sarita's father.

7. Explain the difference between Johnny's mother and Sarita's father.
8. Do you think Johnny's mother is giving him the right advice? Why or why not?

Chapter 3

1. Who walked to the locker with Sarita?
2. How far behind the times did Ruby say Mr. Peterson was?
3. Explain why Sarita cannot leave her father.
4. Who lives across the street from Sarita?
5. What piece of gossip did Ruby spread all over the neighborhood?
6. Do you think that Johnny should be more understanding towards Sarita's problem? Why?
7. Explain why Johnny is being so stubborn.

Chapter 4

1. Who was one of the boys in the school parking lot?
2. What had Mr. Peterson told Al to do?
3. How long had Al lived across the street from Sarita?
4. What was Al going to ask Sarita's father?
5. Did Sarita accept the ride home with Al?
6. What kind of person is Al Moreno?
7. Do you believe that Al will change his ways for Sarita? Why or why not?

Chapter 5

1. Why did Sarita invite Ruby into her house?
2. Describe how Sarita's house looked inside?
3. How old will Sarita soon be?
4. What two people did Sarita say she hated?
5. How did Sarita say she could make a living if she left home?
6. Do you agree with Ruby that it is better to have strict parents who keep an eye on you? Why or why not?

7. Explain why Sarita was crying when her father came home.

Chapter 6

1. What time did Sarita's doorbell ring?
2. Who was at the door?
3. Where was Johnny's mother and Sarita going to meet?
4. What were Johnny's mother and Sarita going to do together?
5. Did Sarita's father want to know what Johnny's mother wanted?
6. Do you think that Johnny's mother should have visited Sarita? Why or why not?
7. Do you think that if you believe that something will happen, it really will happen? Why or why not?

Chapter 7

1. Describe how Sarita felt the next morning.
2. Whom did Ruby think that Sarita was meeting after school?
3. What did Sarita tell Johnny's mother when they met?
4. What was Mrs. Seguin's answer to Sarita?
5. What two people did Sarita say she was finished with?
6. Explain why Johnny is so mad when Sarita meets him at school.
7. Explain why Sarita had a fight with Ruby.

Chapter 8

1. Which side of the street did Sarita use to walk home?
2. At what time does Sarita want Al to call her?
3. What did Al tell Sarita that Ruby did when she wanted to go out?
4. At what time is Al going to pick up Sarita?
5. What did Ruby tell Sarita not to do?
6. What did Sarita's father say when he saw Ruby?
7. What did Sarita say to her father that she had not said since she was a little girl?

8. Explain why Ruby told Sarita not to go out with Al?
9. Do you think that Sarita's father was right in telling her not to go out with Al? Why or why not.

Chapter 9

1. What was Sarita doing when Al's horn sounded?
2. Explain what happened when Sarita got into Al's car.
3. Whom did Al say was Sarita's kind of guy?
4. Explain what Sarita means when she said, "I can be me without being bad."
5. What do you think of Al Moreno as a person?

Chapter 10

1. What did Sarita's father tell her he could not do?
2. What did Sarita tell her father about Al?
3. Whom did Sarita say she was going to telephone?
4. Whom did Sarita tell Johnny she wanted to talk with?
5. Do you agree with the way Sarita acted in this story? Why or why not?
6. Explain what might have happened if Sarita's father had sent her away.

The 50 Ford

Chapter 1

1. How old is Marvin?
2. What does Uncle Jerry do for a living?
3. What was Mr. Henderson's nephew called?
4. What did Mr. Henderson want Marvin to do?
5. What was Mr. Henderson going to give Marvin for doing the work?
6. Marvin is doing a lot of work for something that may not work. Would you accept a deal like that? Why or why not?

7. Describe how Mr. Henderson feels about his nephew.

Chapter 2

1. How often did Marvin say Ford changed its body style?
2. What was the name of the car that was a hard top and a convertible at the same time?
3. How might Marvin have to get his car out of the garage?
4. What was the only thing in the garage that looked new?
5. What did Marvin see on a picture in the garage?
6. Explain why Mr. Henderson kept all the junk.
7. Explain why Mr. Henderson started "Operation Clean-up."

Chapter 3

1. What part of the car did Marvin see when he shone the flashlight through the boxes?
2. How long did Marvin have to work to clear a very small space?
3. What did Marvin see in the center of the grille?
4. How late was Marvin going to work that day?
5. What kind of car did Marvin find in the garage?
6. Do you think Marvin would be so excited if he didn't have to work for the car? Why or why not?
7. Why is it important to Marvin that the car is a convertible?

Chapter 4

1. How long did it take Marvin to clean Mr. Henderson's garage?
2. What kind of engine was in the car?
3. How many miles were on the car?
4. How much money did Marvin have in the bank?
5. What did Marvin buy for Mr. Henderson at the corner store?
6. In what year did Ford introduce an automatic transmission?
7. Why didn't the car start at first?

8. What surprises Marvin the most about Mr. Henderson?
9. Do you think Mr. Henderson feels sorry for Marvin? Why or why not?

Chapter 5

1. What two things did Uncle Jerry give Marvin for his car?
2. Explain the two things that Marvin said he would do for his mother.
3. What did Ralph call Marvin's car?
4. How much will a new top for the car cost?
5. What had Marvin's mother made up her mind she was going to do?
6. Why is it important to Marvin when he sees a car like his on T.V.?
7. How do you think Marvin's mother feels about him and the car?

Chapter 6

1. How many days did Marvin have to work in the body shop to pay for the new paint job?
2. What color did Marvin have the car painted?
3. What color top did the shop put on the car?
4. Who paid for the new top?
5. What did Mr. Henderson's nephew say he wanted?
6. Explain what you think might have happened if Marvin's mother hadn't helped him.
7. If you had to think of one word to describe Cliff, what would it be?

Chapter 7

1. Where did Cliff tell Mr. Henderson he was going?
2. If you were Marvin would you have told Mr. Henderson about meeting Cliff? Why or why not?
3. Do you think Mr. Henderson had the right to give away Cliff's car? Why or why not?

Chapter 8

1. What sign did Marvin remember seeing not too far from his home?

2. When did Marvin say he could call the lawyer?
3. What was the lawyer's name?
4. What did Marvin discover when he went to the garage that night?
5. What do you think is the difference between fair and legal?
6. The lawyer said, "Some people think men go bad because no one was ever good to them." Discuss how you feel about this statement.

Chapter 9

1. Was the lock on the garage door broken?
2. How many days did Marvin call the police station?
3. What idea did Mr. Henderson have for finding the car?
4. What did Marvin and Ace have to do?
5. Where was Cliff going to visit?
6. Do you think that Mr. Henderson was wrong in calling the police once he knew where Cliff was gone? Why or why not?
7. Marvin would rather not have the car at all than have it found as a wreck. Discuss how you would feel about this.

Chapter 10

1. When they got to Garden City, how was Marvin and Mr. Henderson going to find the car?
2. Had the man at the gas station seen the car?
3. Where did Marvin see the car?
4. Explain what happened to Marvin as he was driving home.
5. Explain what you think will happen to Cliff.
6. Do you think that Cliff should have been put back in jail for stealing the car? Why or why not?

The Silver Dollar Mystery

Chapter 1

1. When was the first day that the two men came into the diner?

2. When was Jim's last day on the job?
3. What did the sign in the diner window say?
4. At what time did the two men leave the diner?
5. What did Jim think one of the men had under his coat?
6. What was the name of one of the men?
7. What kind of coin did the man drop on the floor?
8. Explain why Jim thought that the men were using the diner as a lookout?
9. Why do you think the man attacked Jim?

Chapter 2

1. How many days passed before the men returned to the diner?
2. What was the name of the girl who came into the diner?
3. Why had Lee come to see Jim?
4. How much money had Lee saved from baby-sitting?
5. What did Jim think the men were going to do as soon as their friend came?
6. What color was the tie in Jim's pocket?
7. Describe the man who came in as Lee and Jim were leaving the diner.
8. What did Lee and Jim think the men were going to do with the man who went into the diner?
9. What makes Jim think the man with the gun is going to kill the third man?

Chapter 3

1. Which one of the men did Lee recognize?
2. What did Sally give Jim as he was leaving the diner?
3. What was the name of the man that ran the pawnshop?
4. What did Mr. Rudd give Jim after he saw the silver dollar?
5. Explain what Mr. Rudd did after he took the silver dollar?

6. What seemed to be the key words that made Mr. Rudd bring out the watch?
7. Explain why the two men are coming over to the pawnshop.

Chapter 4

1. After he looked at it, how much did Jim think the watch was worth?
2. Where was Jim going to take the watch to have it cleaned?
3. Why did the drama club want big men like Jim?
4. Who was following Lee?
5. What did Jim hear as he stood outside the drugstore?
6. Jim thinks the watch is stolen. Discuss what you think.
7. Do you think Lee and Jim should have gone back to the pawnshop to check on Mr. Rudd? Why or why not?

Chapter 5

1. Explain what the men did to Lee.
2. Explain how Jim thought the men got away.
3. Describe the car that Jim saw.
4. Describe the man who took Lee's purse.
5. At what time is Jim going to pick up Lee?
6. What do you think happened to the man who took Lee's purse?
7. Do you think the thief was a drug addict? Why or why not?

Chapter 6

1. What people did Jim have to pick up?
2. How much did Mr. England say it would cost to fix the watch?
3. What did Nelda say had been stolen from her father's plant?
4. Who was Hoppy?
5. What did Lee ask Jim to get from Hoppy's car?
6. Explain what happened to Jim when he got to Hoppy's car.

7. When Jim came to, what did he discover was missing?
8. Why does Jim think the men at the diner are involved in the trouble at the aircraft plant?
9. Why do you think Jim found his wallet in the wrong pocket?

Chapter 9

1. What did Jim tell Nelda to ask her father?
2. What did Jim see as he got close to his house?
3. Who grabbed Jim's arm as he went around the corner of the house?
4. What kind of a policeman did the man say he was?
5. What kind of cars did the man say they used?
6. What had been taken from Jim's room?
7. What did Lee say the man was after?
8. Why was Jim so anxious to talk to Nelda's father?
9. What made Jim suspicious of the police patrol car?

Chapter 8

1. What did Lee tell the man the yellow piece of paper was?
2. What did the officer ask Jim before they got into the car?
3. What was Jim's answer to the question?
4. What did Lee say the two spots on the watch were?
5. Why didn't Jim want to put up a fight as the officer pushed him into the car?
6. Why did the driver say he brought Lee and Jim along?
7. If you were Jim would you have screamed for help? Why or why not?

Chapter 9

1. Where did the blond man say they were going to take Lee and Jim?
2. What was Jim going to use as a weapon?
3. Whom did Lee say she wished was there as she got out of the car?

4. Where was Lee's father attending a meeting?
5. How did Jim get Mr. Wicket's attention?
6. Who was in the hotel room when Jim got there?
7. Where was Lee?
8. Who was at the door when Bud opened it?
9. Explain how Lee told Jim her father was in the hotel?
10. Explain how Jim told Mr. Wicket that they were in trouble.

Chapter 10

1. Who untied Jim?
2. Who was Mr. Wicket's old friend?
3. Explain why the police car was at Jim's house.
4. Who was Mr. Alvarez?
5. Why did the crooks use a silver dollar?
6. What did Mr. Fielding have for Jim?
7. What did Jim say he was going to do with the other silver dollar?
8. Explain what Mr. Wicket did when he got Jim's message.
9. What do you think Lee and Jim got out of this adventure?

The Race Driver

Library 2

Chapter 1

1. What kind of car did Randy Walker own?
2. Who was the only person to have laughed at Randy?
3. What was Randy's job?
4. How fast did Randy go in the trial time?
5. What position did Randy have in the starting lineup?
6. What two things made Randy feel good about racing?

Chapter 2

1. What made Nascar'Novice Class Stock Car races different?
2. How many laps must be driven in the Novice race?
3. What happened as Randy was going to pass the other car?
4. What parts did Randy need for his car?
5. Why did Al give up racing?
6. How much did Randy pay for the grille and radiator?
7. How was Randy going to pay Al for his help?
8. How do most of Randy's friends act when he wrecks his car?
9. If you were Randy, would you give up racing or keep trying? Why or why not?

Chapter 3

1. What did Al help Randy take off his car?
2. What was Randy's time in the trials this time?
3. On what lap did Randy pass the car ahead of him?
4. How much money did Randy win?
5. How much money did Randy and Joey play for in the first game of pool?
6. Explain what happened after Randy won the second game of pool.
7. Why do you think the men at the garage were so cool about Randy winning the race?
8. What kind of person is Joey Callazzo?

Chapter 4

1. Why did Randy want to move up to the Sportsman Class?
2. Explain what happened to Randy's car at the trial time?
3. How much did it cost to tow Randy's car away?
4. How much did the parts for Randy's car cost?
5. What did the tire man say had happened to Randy's tires?

6. What could have happened if all of Randy's tire blew during the race?
7. Whom do you think cut the tires? Why?

Chapter 5

1. Who showed up at the garage two weeks after the race?
2. What was Joey's job?
3. What did Joey say about Randy's tires?
4. Whom did Joey say told him about the tires?
5. What did the boss do to Randy?
6. Who gave Randy a new job?
7. Why did the tire man give Randy a discount?
8. How much was the discount?
9. What makes Randy so sure it was Joey who cut his tires?
10. What kind of person is Mr. Rosten?

Chapter 6

1. How much did Randy pay for the two tires?
2. What was wrong with Randy when he started the race?
3. Where did Randy finish in this race?
4. In what position did Randy think he had finished?
5. How did Mr. Rosten describe Randy's race?
6. How much did Randy earn for this race?
7. Explain why Randy came in second this time?
8. Why did Mr. Rosten say, "First you drove like an old lady, then you drove like a young idiot?"

Chapter 7

1. How long did Mr. Rosten keep Randy waiting outside his office?
2. What did Mr. Rosten ask Randy to find for him?

3. What do you have to know to find the right fuel pump for a car?
4. What is the job of an order writer?
5. How long does it take to train an order writer?
6. What does Mr. Rosten want Randy to do if he accepts the job?
7. Would you like a job as an order writer? Why or why not?
8. Do you think Mr. Rosten would make a good or tough boss? Why?

Chapter 8

1. What did JoeY give Randy as he entered the pool hall?
2. What was Randy's reason for racing cars?
3. What does Randy ask Al to do?
4. When did Al give up Sportsman racing?
5. What position was Al in by the twenty-sixth lap?
6. What position was Al in by the thirty-fifth lap?
7. Explain what happened to Al's car?
8. Do you agree or disagree that Randy should stop racing? Give reasons for your answer.
9. Explain the difference between Novice Class and Sportsman Class in car racing.

Chapter 9

1. What did Mr. Rosten call Randy and Al when he came over to the scene of the crash?
2. What two reasons did Randy give for quitting as a race driver?
3. What deal did Mr. Rosten offer Randy and Al?
4. What was Mr. Rosten's part of the deal?
5. What was Randy's part of the deal?
6. What was Al's part of the deal?
7. What do you think about the idea of a two-way partnership?
8. Do you think that Al will become a more successful driver than Randy? Why or why not?

The Girl Who Knew Rule Number One

Chapter 1

1. How old is Carla?
2. What were the names of Carla's parents?
3. Explain what happened to Carla's parents.
4. With whom does Carla live?
5. What crime is Carla supposed to have committed?
6. What other two girls were with Carla?
7. What was Carla's Rule Number One?
8. Do you think Carla is guilty or innocent? Why?
9. Describe how Carla feels about her aunt and uncle.

Chapter 2

1. Did Carla steal anything?
2. When did Miss Klein come to talk with Uncle Arthur?
3. What did Carla's friends tell the lawyer?
4. When did Carla have to go to court?
5. What three things did the judge tell Carla she was going to have to do?
6. What did Miss Klein say a police record can do to a young person's future?
7. If you were not guilty, would you have pleaded guilty to the crime? Why or why not?

Chapter 3

1. What was the first thing Carla noticed in the hospital?
2. What did Mrs. Bridge tell Carla was the one thing she should remember about hospitals?
3. Why are most of the elevator doors closed?
4. What surprised Carla about the hospital kitchen?

5. What time did Carla get home?
6. How did Carla describe her first day at the hospital?
7. What was Carla's first job at the hospital.

Chapter 4

1. Explain what happened at the school on Tuesday.
2. What was Carla's first job when she went to the hospital?
3. What was the worst thing that happened at five o'clock?
4. Where did Carla have to bring the dinner trays?
5. What was the name of the little girl who was alone in her room?
6. Whom did Carla think the girl looked like?
7. What did the nurse say had happened to the girl?
8. How often has the little girl been in hospital?
9. What do you think the hospital or the nurses can do about parents who beat their children?
10. Would you like to work in a hospital? Why or why not?

Chapter 5

1. What happened to Carla during her first hour at school?
2. Explain what happened to Carla after school.
3. How long will Carla's uncle be her guardian?
4. Where did Carla ask to take the dinner trays?
5. Who picked Carla up after work?
6. What did Carla dream about that night?
7. Why does Carla question the fact that Pirate was so friendly?
8. How does Loretta Lou seem to feel about Carla?

Chapter 6

1. What did Carla buy at the hospital gift shop?
2. What was Loretta Lou doing when Carla took the gifts to her?

3. What name did Carla call the boy on the construction job?
4. Where did the boy and Carla eat lunch?
5. What did the boy want Carla to get for him?
6. What did the boy say he would do if Carla didn't help him?
7. What was the best thing that Carla thought Pirate had done for her?
8. What type of person is Pirate?
9. If you were Carla, would you do what Pirate asked her to do? Why or why not?

Chapter 7

1. What time did Carla go to work on Saturday?
2. What pictures had Loretta colored?
3. Why do Loretta's parents continue to keep her?
5. When did Carla finish at work?
6. What did Carla do when she was finished her work?
7. What had Loretta's parents done to her the last time?
8. What is the name of Loretta's grandmother?
9. Explain what Carla did after she left Loretta's room.
10. Do you think that Carla was right in calling Loretta's grandmother? Why or why not?

Chapter 8

1. What did Mrs. Hunt ask Carla to get from the print shop?
2. What did Carla steal from the print shop?
3. Where did Carla hide it in her locker?
4. Who showed up at the hospital looking for Loretta?
5. Where is Loretta going to live?
6. What did Carla decide about her Rule Number One?

7. What was Carla thinking about as she went back to work?
8. Do you think it would be fair for Nurse Shaw to report Carla? Why or why not?
9. Explain why Carla decides she cannot believe in her Rule Number One.

Chapter 9

1. What became a game for Carla?
2. What day did Carla report to Miss Klein?
3. What answer did Carla give Miss Klein when she asked her how she liked her work?
4. What did Miss Klein say happened on basket day?
5. Where had Carla put the prescription slips.
6. Where does Pirate tell Carla to be on Saturday night?
7. Where will the party be really held?
8. What did Carla do with the prescription slips?
9. What do you think Carla can do to get Pirate caught without getting herself in trouble?
10. If you were Miss Klein, would you have faith in Carla the second time? Why or why not.

Chapter 10

1. Where did Carla have to bring two trays?
2. What did Carla see as she looked out the window on the fourth floor?
3. Explain what happened as Carla was going to the elevator.
4. What did Carla tell Dr. Bell?
5. Who was the only one left at the party?
6. How did the doctors get Pirate down from the roof?
7. What do you think will happen to Carla after this story ends?

Crash at Salty Bay

Chapter 1.

1. Who had started the fight?
2. Who stopped the fight?
3. What was written on the jeep door?
4. Who were the only people to call Ape by his real name?
5. Why does Ape have to work?
6. What was the name of Ape's boat?
7. What had happened to Ape's outboard motor?
8. Why does Sharon think Shortcut picked on Ape?
9. Why does Ape feel that no one at school likes him?

Chapter 2

1. Where did Shortcut attend school before?
2. Why was Carter called Shortcut?
3. What did Shortcut's father do for a living?
4. Why did the kids make fun of Ape?
5. Why did Ape check the front seat in the classroom?
6. Explain why Shortcut's friends pushed him into a fight with Ape.

Chapter 3

1. How did Shorty make a living?
2. What news did Shorty have about Ape's trap?
3. What were the names of Ape's brothers?
4. Who offered to go to the net with Ape?
5. Where had Shortcut been in boats before?
6. What did Ape tell Shortcut he wanted to get straight?
7. When was Sharon's birthday?

8. Do you think the students really feel the way Ape thinks they do? Why or why not?

Chapter 4

1. How long would it take to get to the trap?
2. What shape did the poles of the trap form?
3. Explain what happened to Shortcut as they pulled in the net.
4. Why does Ape need every fish in the net?
5. What happened to the weather as the boys pulled the net?
6. What was Ape going to do with the kingfish?
7. How close did the plane come to the boat?
8. Explain why Ape knocked Shortcut into the bottom of the boat.

Chapter 5

1. What did Ape tell Shortcut he was going to do when he started the motor?
2. How far did Ape go before he shut off the motor?
3. Explain how Ape knew the location of the shoreline.
4. What did Shortcut want to do instead of looking for the plane?
5. Describe how the plane looked when the boys saw it.
6. Explain why Ape used the oars instead of the motor?

Chapter 6

1. How many men were in the plane?
2. Explain how Ape got the plane door open.
3. Why couldn't Ape lift the injured man?
4. How much time did Ape think they had before the plane sank?
5. Explain how Ape stopped the man's leg from bleeding.
6. Why couldn't all of the people go back in the boat?
7. Who decided to stay behind?

8. Explain why Shortcut doesn't want Ape to leave him behind.

Chapter 7

1. Who went in the boat with Ape?
2. How deep is the water under the plane?
3. How old was the man who stayed with Shortcut?
4. How did Ape get the boat stuck?
5. What did Ape throw overboard to lighten the boat?
6. When Ape reached the shore, where did he take the pilot?
7. Explain what Shortcut has to do when the plane sinks.

Chapter 8

1. What name did the man with Shortcut call out?
2. What idea did Shortcut get as he stood on the wing of the plane?
3. What three things made Shortcut feel afraid?
4. Who was in the car that Ape had stopped?
5. How long will it take Ape to get back to Shortcut?
6. What was Ape's prayer?
7. Explain how Shortcut was going to keep the man afloat and still work the tourniquet.

Chapter 9

1. What had the man said to Shortcut when he opened his eyes the last time.
2. How many times did Shortcut slip off into the deep water?
3. What was the first thing the man said when Ape got him into the boat?
4. How long was it before Ape heard the Coast Guard coming?
5. Ape and Shortcut say they were wrong about each other. Discuss what they meant.

Chapter 10

1. When did the pilot become conscious?
2. What did the Seaport Police Department give to the boys?
3. What did the man with the injured leg give to Shortcut?
4. What did the pilot give to Ape?
5. On what condition did Ape take Shortcut's boat?
6. What do you think will happen to Shortcut and Ape after the story ends?

No Girls Allowed

Chapter 1

1. From which direction was the wind blowing?
2. What were the girls shouting as they walked down the beach?
3. Who was the girl in front of the group?
4. Who had sponsored the surfing club?
5. What did the sign over the clubhouse state?
6. Why did the girls want to get into the club?
7. Do you think the boys have the right to keep the girls out of the club? Why or why not?

Chapter 2

1. Describe Lisa's plan for getting into the club.
2. Who has been the best surfer for the past three years?
3. Explain how Lisa is going to get Tom to help her with her surfing.
4. Who is the best girl surfer on the beach?
5. Do you think that Lisa's plan can work? Why or why not?
6. Do you think making Tom fall in love with her is a dirty trick on Lisa's part? Why or why not?

Chapter 3

1. What time did Lisa get up the next morning?
2. What was the name of the ocean where Lisa went surfing?
3. What did Lisa hurt when she wiped out?
4. Why did Lisa cause Tom to wipe out?
5. What type of work does Tom do?
6. Describe the type of person that Tom seems to be.

Chapter 4

1. What does Lisa ask Tom to do for her?
2. What two things did Tom say controlled the surf board?
3. How many weeks did Lisa and Tom meet to go surfing?
4. What do you think Tom was going to tell Lisa?
5. Explain what you think Lisa meant when she said, "Why did he have to be so nice?"

Chapter 5

1. Who got to the beach first, Tom or Lisa?
2. What is the Flying Swan?
3. Where did Tom ask Lisa to go?
4. What excuse did Lisa try to use for not going with Tom?
5. What time is Tom suppose to pick up Lisa?
6. What was Lisa thinking about as Tom was leaving?
7. How do you think Tom feels about Lisa?
8. How do you think Lisa feels about Tom now?

Chapter 6

1. What kind of car does Tom drive?
2. What was Lisa's favourite thing besides surfing?
3. What was the name of Jerry Fall's girlfriend?

4. What did Marge want to do?
5. Who was chosen as the surfing queen?
6. Explain what Lisa did with the crown.
7. Why does Tom love Lisa?
8. Now that Tom and Lisa have admitted that they love each other, what should Lisa do?

Chapter 7

1. What did Marge say as Lisa rejoined the group?
2. What did Lisa tell the girls she wanted to do?
3. What conflict does Lisa have in her mind as she walks home?
4. Who had been calling for Lisa?
5. Lisa wants to get out of the contest. The girls say she must go through with it. Whom do you agree with and why?
6. Explain why Lisa doesn't want to talk to Tom.

Chapter 8

1. What did Mrs. Glass tell Lisa she won't let her do?
2. Why couldn't Lisa go out?
3. Where did Lisa go later in the day?
4. What did Tom tell Lisa about the surfing club?
5. What did Lisa decide as she walked home?
6. What is Lisa trying to tell Tom about him calling her pretty?

Chapter 9

1. What was Lisa's number in the contest?
2. What was Tom's number in the contest?
3. What name did Lisa use to fool the judges?
4. Who cut in front of Lisa on the wave?
5. What score did Lisa get from each judge?

6. What was Lisa's final score?
7. Who won the contest?
8. What do you think will happen to Lisa and Tom after the story ends?

One Punch Away

Chapter 1

1. Which team won the basketball game?
2. Explain why Lee was on probation.
3. What did Lee see going on below one of the baskets?
4. What was Lee's father called?
5. How much of a sentence did Lee receive?
6. How old was Lee?
7. Lee knew that fighting was breaking his probation. If you were Lee, would you have helped the girl? Why or why not?
8. How do you feel about Lee's father?

Chapter 2

1. Who was Lee's best friend?
2. What did one of the boys who surrounded Lee have with him?
3. What had the counselors said to Lee?
4. Which of the girls came to visit Lee?
5. What course was Lee taking?
6. What do you think of the way Lee handled the boys who were bothering him? What else could he have done?
7. What do you think is going to happen to Barbara?

Chapter 3

1. What was the name of the sports director at the center?
2. In what round did Lee see the opening to get Thompson?
3. Who became the best fighter at the center?

4. Who was Lee's surprise visitor?
5. What kind of work is Lee's father doing?
6. What is the name of the trainer that Lee's father knows?
7. How did winning over Freddy Thompson change Lee's life at the center?
8. How does Lee really seem to feel about his father?

Chapter 4

1. Where did Lee get a job?
2. What was it that other white store owners never let blacks do?
3. What was it that Bangs didn't have in his gloves?
4. Explain what happened to Barbara when she saw Lee fighting.
5. Who else was watching Lee fight?
6. What does Lee like most about Mr. Reef?
7. Explain why Barbara won't go to see Lee train and fight anymore.

Chapter 5

1. When did the A.A.U. Championships take place?
2. How many fights did Lee have to win to get into the city championships?
3. Explain how Lee won the second fight.
4. How old was Jimmy Atkins?
5. Who won the fight between Lee and Atkins?
6. What championship did Lee win?
7. Where did Lee meet his father?
8. Do you think Lee is ready to fight as a pro? Why or why not?

Chapter 6

1. From whom did Lee receive a letter?
2. What did Mr. Wicker want Lee to do?

3. How much is Mr. Wicker going to pay Lee?
4. What did Lee hope to buy with the money?
5. What did Lee ask Barbara to do?
6. Do you think that Lee really trusts Mr. Wicker?
7. How does Lee explain his turning pro to Barbara?

Chapter 7

1. How many fights did Lee have in the first six months?
2. When did trouble arise for Lee?
3. Why didn't Bangs want Lee to fight Juniors?
4. How many fights did Arthur have?
5. Explain why Lee wanted to fight Arthur.
6. If you were Lee, would you have fought Arthur? Why or why not?

Chapter 8

1. What did Barbara want Lee to do?
2. What did Barbara say Lee was trying to prove?
3. What did Barbara do when Lee said he was going to fight Arthur?
4. What was the crowd shouting by round eight?
5. Explain what happened when Lee stood up to leave the dressing room.
6. Why is Wicker so sure that Lee will never make a real fighter?
Do you agree with the statement that Wicker made about pro fighters?
Why or why not.
7. What do you think will happen to Lee and Barbara after this story ends?

Chapter 9

1. Where was Lee when he became unconscious?
2. What did Lee ask Barbara?
3. What did Lee have in his pocket for Barbara?
4. What showed Mr. James that Lee would never make it as a fighter?

5. How much money was left in Lee's file?
6. How much had Lee expected to be in his file?
7. What type of work is Lee going to do now?

The student's reading, comprehension, vocabulary, and ability to write acceptable answers can all be improved with the Action Libraries. It is essential that the teacher encourage the student to answer the questions in complete and logical sentences. In fact, most of the previous questions have been worded in such a manner so as to aid the student in stating his or her answers correctly. The following are some sample answers for the questions:

Question: How old was Half Jack?

Answer #1: How old was Half Jack? 14

Answer #2: He was 14.

Answer #3: Half Jack was 14 years old.

Question: What do you think about the way Ron treats his younger brother?

Answer #1: What do you think about the way Ron treats his younger brother? bad

Answer #2: Ron treats his brother no good.

Answer #3: I think that Ron doesn't treat his younger brother very well.

The teacher should use the novelettes and the previous questions to obtain the best possible answers from the student. The student and the teacher should aim for answers similar to the number three answers in the above examples. The teacher might wish to do some examples on the blackboard to help get the students started. Remember to observe what the student can do and try to bring him or her as close as possible

to that well written answer. Well written answers can help the student to see how language works and this in turn can help improve his reading and comprehension.

Scope Magazine

Having completed a chapter in a novelette, the student spent the remainder of the double period working in Scope Magazine. This magazine is published by Scholastic Book Services and the student receives a copy every week of the school year. Scope provides high interest, topical content on a readability level from 4.0-6.0. The magazine has a very attractive format for teenagers. The cover and many of the pictures are from a current movie or T.V. show.

A typical magazine contained some of the following features. A script from the T.V. show Fame called "Passing Grade." There is the regular "Scope Spotlight" which is an article usually about a teenager who is doing something special. In the section "Express Yourself," the student is presented with a structured writing assignment. This assignment is usually related to the feature script or story in the magazine. The "Trackdown" section is designed to improve the vocabulary of the student. A number of words from the feature story or play are located at the bottom of the page. Also on the page is an equal number of sentences which have a word missing from each one. The student has to find the word that completes the sentence. In one corner of the page there is a puzzle and the student has to find the words on the bottom of the page in this puzzle. The magazine also contains a short story which is usually written by a student. The "Basits" section is devoted to helping the student improve in the area of life skills. An example

would be ads from a newspaper with multiple choice questions based on these ads. The "Entertainment" page helps the student to improve his or her reading skills and also informs the student about a particular T.V. or movie star. The authors of this page make use of the cloze procedure when constructing their article. The magazine also contains a crossword puzzle that is designed to improve the student's spelling and vocabulary. The puzzle is designed around a specific rule in grammar. An example would be that before adding "ing" to verbs ending in "e," you usually drop the final "e." Various examples are given (e.g. take....taking, vote....voting).

The teacher's edition of this magazine contains a synopsis of the major stories or plays. Also included are the vocabulary words necessary for reading the selections. Motivational activities and procedures are suggested for discussion of the various articles. Answers and follow-up activities are also included in the teaching edition. Each teacher edition contains a "Skills Master" page. This page contains exercises in some of the following areas: reading/meaning from context, reading/main ideas and details, or reading/words that connect ideas. The teacher can use a copying machine to reproduce copies of this page for each student. Such exercises are extremely useful in the teaching of reading skills. It is suggested that the teacher use a three ring binder to categorize and keep these exercises for future use.

During this double period, the student having finished his or her novelette, was assigned certain exercises in the Scope Magazine. The

page number of these exercises were written on the blackboard. The exercises given were usually the ones that required little explanation and allowed each student to work independently. They included the crossword puzzle, Entertainment section, and the Basics section. The teacher was always available during this time period to assist the individual student with the novelette or Scope Magazine. Another class period was given to the discussion of the major articles in the magazine. Teacher made questions were also assigned during this other period on the stories contained in Scope. Questions on the material in Scope are also very useful for home assignments.

Reader's Digest Reading Skill Builders

Each student in the class was placed on an individualized reading program using the Reader's Digest Reading Skill Builders. The student's placement in the program (i.e. which reading level) was done on the basis of his or her scores on the Gate-MacGinitie Reading Tests. The interest inventory, discussed earlier in this study, was used in the selection of stories to be read in the Skill Builders.

To assist in the individualization of the program, the writer duplicated short answer sheets. These sheets enables the student to do the assigned work and pass it in for correction. Having corrected the sheet, the teacher can then select the next story and the various sections to be answered. The page and section numbers are written on a new answer sheet and passed back in the book along with the corrected answer sheet. The teacher should keep a record of the scores, stories, and books which the student has completed. Each individual student

should also be provided with a graph which is kept in the student's reading folder. This graph is used by the student to plot the results of each lesson. The teacher should stress that the student is competing with no one except him or herself.

An essential part of this program is the individual conference. The teacher should take from five to ten minutes to meet each individual student at least once during the six day cycle. Discussions on the student's current reading selection can be held. Problems arising from the student's reading can be examined and corrected. Sometimes a check on the student's reading ability can be done by having the student read one or two paragraphs orally. Such a conference can be very valuable in helping the teacher to diagnose and remediate the student's reading problems.

Copies of the answer sheet and graph used with this program are given on the following pages.

Aural Reading Lab

Once in the six day cycle, the student worked in the Aural Reading Lab. The reading lab consisted of forty cassette recordings, individual pupil response booklets, story cards, and the teacher's manual. Each tape was approximately 22 minutes in length and consisted of a vocabulary, comprehension, reading rate, and skills section.

The tape began with the vocabulary words. The student was asked to write the definition of 18 words chosen from the story card. The student was aided in this task through the use of context clues. The writer found that it was useful to allow the students to obtain some of the meanings through the use of a dictionary. When the student was

Name _____ Pages _____ Sections _____ Score _____

Section 1: _____

_____Section 2: _____

_____Section 3: _____

_____Section 4: _____

_____Other activities: _____

Note to student: Write your answers in good clear sentences. Questions that have choices of a, b, c, write the phrase out, and not just the letter.

finished, the narrator reviewed the vocabulary words by giving a definition for each one. The narrator encouraged the student by asking him or her to compare their answers with the ones given on the tape.

Following the completion of the vocabulary section, the student was guided through material designed to motivate him or her to read the story. The motivation was provided either through the dramatization of part of the story or having the student read a specific paragraph. During this motivational exercise, the narrator carried on a discussion of particular paragraph or dramatization.

The student was then instructed to turn off the tape and read the complete story. When the reading was completed, the narrator asked a series of questions designed to check the student's comprehension. The narrator then gave the correct responses so the student could check his or her answers. The student also computed his or her comprehension score and entered it in the comprehension score box on the bottom of the response page.

The reading rate section was designed to aid the student in improving his or her rate of reading and at the same time maintaining good comprehension. The narrator directed the student to a specific section in the story. The student was given a signal to begin reading and sixty seconds later was directed to stop reading. The student was then asked from four to six comprehension questions. Each question was assigned a "words per minute" value and the student was directed to multiply the number of correct answers by that value. The student entered this score in the reading rate score box at the bottom of the response page.

The last portion of each tape was devoted to the development of a specific word attack skill. Following this the student was instructed to turn to the back of the pupil response booklet. The last page of the booklet contained two progress charts which the student had to complete. The comprehension score was recorded in the form of a bar graph and the reading rate score was shown in the form of a line graph. The writer found it essential to instruct the student on how these graphs were to be completed. It was necessary to check the first two or three lessons to ensure that the student was doing the graphs correctly.

The writer was very fortunate in obtaining the use of four listening centers from the school's French Department. These centers were used with the Aural Reading Lab. The centers were placed on four cafeteria style tables in the classroom. The results of the Gates-MacGinitie Reading Survey were used to group some of the students for group work using the centers. It is advised that one set of headphones be left vacant if group reading is used. The vacant set of headphones enabled the writer to sit in with the various groups at certain times during the lesson. The use of listening centers or the school language laboratory can greatly enhance the use of the Aural Reading Lab.

Individualized Job Cards

As stated in the brief description of the physical environment, this study made use of about 400 paperback books. To further utilize these books, job cards were used as a means of encouraging the students to read them. It involved the implementation of 156 individualized job cards. The list of job cards was obtained in a reading course, Corrective Reading, in the Elementary School, which the writer did at Memorial

University. To facilitate the program, the cards were kept in a small metal box. Each week the student selected a card and did the job typed on that card. Use of a good classroom or school library is essential to this program. The teacher and the student both keep a record of the cards completed by the student. The teacher can assist the student with any difficulties that might arise with the specific tasks. An individual conference is very useful when using this series of individual job cards. The job cards are organized according to the following categories:

Category	Job Card
Comprehension: anticipating outcomes	1-4, 137, 140-144
Comprehension: comparing and contrasting	5-8, 121, 151-153
Comprehension: sensory imagery	9
Comprehension: evaluating character traits	10-12, 119
Comprehension: evaluating ideas gained from reading	13-18
Comprehension: figurative speech	19, 20, 138, 139
Comprehension: finding the main idea	21-25, 46, 115, 116
Comprehension: identifying the setting of the story	26, 27, 60
Comprehension: identifying the time of the story	28
Comprehension: interpretation through oral reading	29, 33
Comprehension: interpreting the emotional reactions of story characters	30, 31
Comprehension: interpreting the motives of story characters	32
Comprehension: interpreting emotional reactions, motives, and behavior of story characters	34, 47, 59, 62, 63, 67, 133, 134
Comprehension: interpretation through oral reading and storytelling	35
Comprehension: making generalizations	36, 48, 68
Comprehension: making judgments and drawing conclusions	37, 49, 56, 69, 110-114
Comprehension: recognizing plot structure	38, 41, 42, 45, 53, 54

Comprehension: recognizing sequence in a story	39, 52, 73, 125-129
Comprehension: relating ideas gained from reading to personal experience	40, 44, 76-80
Comprehension: relating pictures to the text	43, 58, 82, 105
Comprehension: making inferences	50
Comprehension: relationships: cause and effect	51, 130-132
Comprehension: identifying the speaker and the words spoken by him	55
Comprehension: phrase and sentence meaning	57, 71, 72, 154-156
Comprehension: interpretation through art	61
Comprehension: word meanings	64, 86, 89, 109
Comprehension: strengthening memory of material read	65, 66, 83, 106, 135, 136
Comprehension: noting details	70, 145-147
Comprehension: reference skills	74, 75
Comprehension: easy book report or story report	81
Comprehension: summarizing and organizing ideas	84, 85, 107, 108, 120
Comprehension: understanding the meaning of prefixes and suffixes	87, 88
Comprehension: identifying the problem or plot of the story	117, 118, 122-124
Comprehension: generalizations: pioneer life	148
Comprehension: generalizations: citizens of other lands	149
Comprehension: generalizations: famous people	150
Word attack skills: structural analysis	90, 91
Word attack skills: phonics: consonant blends	99
Word attack skills: phonics: syllabication	100
Word attack skills: phonics: vowels	101-104
Dictionary skills: alphabetizing	97, 98
Reading in the content subjects: science	92-94
Reading in the content subjects: spelling	95, 96

JOB CARDS FOR STUDENTS IN AN INDIVIDUALIZED READING PROGRAM

Compiled by Mr. Richard Amos, Issaquah School District,
 Reproduced by Edmonds School District No. 15

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 1

1. The teacher will read orally the first half of an adventure story, then stop.
2. Pretend that you are the author. Finish the story as you think the author would finish it.
3. Read the rest of the story to see how well you were able to guess what the author would write.

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 2

1. Read about half of a mystery story or an adventure story, then close your book.
2. Draw three pictures to show what you think will happen in the remainder of the story.
3. Finish reading the story. Which of your pictures matched events in the story?

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 3

1. BEFORE you read the story, do these things:
 Read the title.
 Study the first picture.
 Read the introductory paragraphs.
2. Now--before you finish reading the story--tell what you think will happen in the story. Put your ideas into good sentences.
3. Finish reading the story.
4. How many of your ideas were correct?

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 4

1. Read the introductory paragraphs of a new story.
2. Before you finish reading the story, tell who you think the main character is.
3. Tell what kind of person you think this character is.
4. Tell what you think he will do in the story.
5. Finish reading the story.
6. Draw a line through each of your statements which was incorrect.

COMPREHENSION: COMPARING AND CONTRASTING.

JOB CARD NO. 5

1. Read two stories from the same unit in a reader.
2. Tell which of the two stories you like best. Explain why.
3. In what way(s) were these stories alike?
4. In what way(s) were they different?
5. What kind of stories were these: Make-believe? True-to-life?

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 6

1. Read two stories which deal with the same subject.
2. In what ways were these stories alike?
 - a. characters
 - b. setting
 - c. time
 - d. plot
 - e. information
3. Which story did you like best? Why?

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 7

1. Read a story about some famous person.
2. In what way was this person different from most famous people whom you have read about?
3. Does this famous person remind you of any other famous person? Whom?
4. In what way(s) were they alike?
5. In what way(s) were they different?

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 8

1. Where did this story take place? Would you have to make any change in your daily life to live in a setting such as this? If so, list the changes.
2. Choose one character from the story. Compare this character with some person you know quite well. Tell the ways in which they are alike. Then tell the ways in which they are different.

COMPREHENSION: SENSORY IMAGERY

JOB CARD NO. 9

1. Authors often choose words which will help the reader to "see" or "hear" what is happening in the story. Sometimes they use words which help the reader to "smell" or "feel" something in the story. Make a list of words in this story which helped you to see or hear or smell or feel something in the story.

COMPREHENSION: EVALUATING CHARACTER TRAITS

JOB CARD NO. 10

1. Write a few sentences about each of the characters in the story.
2. Use specific words from the story to describe the kind of individual each character is.
3. Underline the words you have taken from the story to make this character description:

COMPREHENSION: EVALUATING CHARACTER TRAITS

JOB CARD NO. 11

1. Think about two characters in the story. Write sentences telling what kind of individual each of these characters is.
2. Tell whether these characters would make good neighbors. Give good reasons for your answers.

COMPREHENSION: EVALUATING CHARACTER TRAITS

JOB CARD NO. 12

1. Choose an interesting character in your story and write a character description of him.
2. Make an illustration of your character. Choose your own way to do it.

You may make him out of clay.

You may make a paper and cloth picture of him.

You may paint him at the easel.

You may put him on the flannel board.

You may design him with fingerpaint.

You may paint him with water colors.

You may draw him with pencil or crayons.

JUST MAKE HIM!

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 13

1. Read the Letters to the Editor in your newspaper.
2. Find one which you think contains a good idea. Tell why you think it is a good idea.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 14

1. Find five sentences in a story or article which give true facts.
2. Find five sentences that you think show the opinion of the author and may or may not be true facts.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 15

1. Read a biography or informational article or story.
2. Look for more about the subject in other books.

3. Can you find anything to add to what the author has said on this subject? If so, what is it?
4. Would you change anything the author has written? Explain.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING JOB CARD NO. 16

1. Find an article or story which is written for the purpose of persuading someone to believe something or do something.
2. How can you tell what purpose the author has in mind?
3. Does the author use good arguments to support his ideas?
4. Do you agree with the author?

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING JOB CARD NO. 17

1. Read a story or article that deals with a subject which is familiar to you.
2. List three statements which you know to be true.
3. List any information or ideas which you gained from reading this article. Try to find out from other sources whether these statements are true.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING JOB CARD NO. 18

1. Find a story or article that tells about a place that is familiar to you.
2. Give the name of the story and the name of the place.
3. Can you find any statements about this place which you think are incorrect. Explain.

COMPREHENSION: FIGURATIVE SPEECH JOB CARD NO. 19

1. Animal names are sometimes used to tell us about a person, such as, He is as smart as a fox. Can you think of some sayings that use the names of animals to tell us about people. See if you can think of two or three or four and write them down.
2. Read a story to find some of these sayings.

COMPREHENSION: FIGURATIVE SPEECH JOB CARD NO. 20

1. Sometimes authors use special language to help you understand what is happening. Perhaps you have heard or read the expression, "It is raining cats and dogs!" Try to find other expressions of this kind. Keep a list of them. When you have found three, turn them in to your teacher.

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 21

1. Read the story, then write four sentences which tell:
 - a. Who or what did something important, funny or exciting in the story?
 - b. When this happened, or was done.
 - c. Where it happened.
 - d. Why it happened.

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 22

1. Pretend that you are going to change a certain story into a play. Give the title of the story.
2. List the characters you will need for the play.
3. Tell what scenes you will need.
4. Which scene will be the most important? Why?

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 23

1. Read a new story.
2. Write sentences which tell the most important things which happened in the story.
3. Arrange your sentences in the order that the events occurred.
4. Which of these events was the most important?

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 24

1. Read a story and fill in the following outline for each character.
 - a. Name of character
 - b. Tell the problem that he had.
 - c. Tell how he solved his problem.

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 25

Read a story.

1. Draw a series of pictures to show the main things that happened in the story.
 - a. What happened in the beginning? Show this in a picture.
 - b. What happened next? Show this in a picture.
 - c. How does the story end? Show this in a picture.

COMPREHENSION: IDENTIFYING THE SETTING OF THE STORY

JOB CARD NO. 26

1. List as many words and phrases as you can find in the story which tell where the story took place.

2. Write a paragraph describing the setting of the story in your own words.

COMPREHENSION: IDENTIFYING THE SETTING OF THE STORY JOB CARD NO. 27

1. Make a map to show where the characters went in this story.
2. Put labels on the map to show what happened in each place.

COMPREHENSION: IDENTIFYING THE TIME OF THE STORY JOB CARD NO. 28

1. Make a time sheet to fit this story. Start with the time at the beginning of the story. Tell the important things that happened then. Tell the next time that something important happened. Tell what happened then. Go on until you finish all the main events of the story.

COMPREHENSION: INTERPRETATION THROUGH ORAL READING JOB CARD NO. 29

1. Practice reading a poem aloud. Be sure to observe all punctuation marks.
2. When you have learned to read it well, record your poem on tape.
3. Listen to the tape recording. What improvements can you make?

COMPREHENSION: INTERPRETING THE EMOTIONAL REACTIONS OF STORY CHARACTERS JOB CARD NO. 30

1. Sometimes authors tell about the feelings of their story characters. Sometimes you can tell how the story characters feel by the way they act in the story. Was someone in this story very happy, or excited, or sad, or gay, or worried, or puzzled, or disappointed, or pleased? If so, tell which character had this strong feeling and tell what kind of feeling it was.
2. Now tell what caused him to have that strong feeling.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS OF STORY CHARACTERS JOB CARD NO. 31

1. Choose one of the characters in the story. Tell how he felt at the beginning of the story. What made him feel this way? Tell how he felt in the middle of the story. What made him feel this way? Tell how he felt at the end of the story. What made him feel this way?

COMPREHENSION: INTERPRETING THE MOTIVES OF STORY CHARACTERS JOB CARD NO. 32

1. Most story characters do things for a reason. Pick out some important thing which one of the story characters did. Tell what it was and what you think his reason was for doing it.

COMPREHENSION: INTERPRETATION THROUGH ORAL READING JOB CARD NO. 33

1. Reread a page in the story. Choose words you think should have special emphasis.
2. Practice reading this page orally, emphasizing the words you have chosen.
3. Read the page aloud to the class.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES AND BEHAVIOR OF STORY CHARACTERS JOB CARD NO. 34

1. Tell what kind of person the main character was.
2. Copy several sentences from the story to prove your statements.
3. What can you find in the story pictures to help prove your statements?

COMPREHENSION: INTERPRETATION THROUGH ORAL READING AND STORYTELLING JOB CARD NO. 35

1. Choose a story with interesting conversation.
2. Invite classmates to join with you in taking the speaking parts.
3. Practice with your classmates until you think you are ready to read the conversational parts of the story as if you were really talking.

COMPREHENSION: MAKING GENERALIZATIONS JOB CARD NO. 36

Read some stories about famous Americans

1. What was there about each man or woman you read about that helped to make him or her famous?
2. Can you name one characteristic which all of these individuals had in common?
3. Do you think that characteristic had anything to do with their success?
4. What are some characteristics which you think would help to make a person famous or successful?
5. Do you think most famous people make the world a better place in which to live? Explain your answer.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS JOB CARD NO. 37

1. Which character in the story did you like best? Why?
2. Was the main character true-to-life or make-believe? Write a paragraph giving good reasons for your answer.

COMPREHENSION: RECOGNIZING PLOT STRUCTURE JOB CARD NO. 38

Answer the following questions:

1. What was the story about?
2. Where did the story take place?
3. When did the story take place?
4. Who were the chief characters?
5. What part of the story did you like best? Why?
6. Draw a cartoon strip showing the main parts of the story. Be sure to show what happened at the beginning, middle and end of the story.

COMPREHENSIONS: RECOGNIZING SEQUENCE IN A STORY JOB CARD NO. 39

Read a story, then:

1. Briefly outline the major events as they happened in the story.
2. Draw several pictures in comic strip form showing the events as they happened. Write a caption for each picture.
3. Prepare a short oral report from your outline. Be sure to tell all episodes in order in which they were related in the story.

COMPREHENSION: RELATING IDEAS GAINED FROM READING TO PERSONAL EXPERIENCE JOB CARD NO. 40

1. Write a paragraph telling something you have seen or done yourself which is related to material read in this story or book.

COMPREHENSION: RECOGNIZING PLOT STRUCTURE JOB CARD NO. 41

1. List the main characters in the story.
2. Which one do you think plays the most important part in the story?
3. Could he have done everything that was done in the story by himself?
4. What, if anything, did others do to help the main character solve his problem?

COMPREHENSION: RECOGNIZING PLOT STRUCTURE JOB CARD NO. 42

1. Write down in sequence the different times and places where the main events of the story took place. Use words or phrases from the story.

2. Would this list be useful as an outline for telling the story?

COMPREHENSION: RELATING PICTURES TO THE TEXT JOB CARD NO. 43

1. Study carefully the pictures which go with the story you have read.
2. Use a sentence or a part of a sentence from the story to make a label or caption for each picture.
3. Write down each caption and give the page number of the picture that it matches.

COMPREHENSION: RELATING IDEAS GAINED FROM READING JOB CARD NO. 44
TO PERSONAL EXPERIENCE

Read a story about a pioneer.

1. Compare the pioneers' way of traveling with that of your own.
2. What problems did these people have? Do we still have these problems?
3. Would you like to trade places with this person? Why?

COMPREHENSION: RECOGNIZING PLOT STRUCTURE JOB CARD No. 45

1. What is one problem in the story?
2. Which character has this problem?
3. Tell how the character solved this problem.

COMPREHENSION: FINDING THE MAIN IDEA JOB CARD NO. 46

1. In most stories the main things are told in a few key sentences. Copy four or five key sentences which cover the main events in this story.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, JOB CARD NO. 47
MOTIVES AND BEHAVIOR OF STORY
CHARACTERS

Read a fictional story and then:

1. Choose one of the characters in the story and tell how he felt at the end of the story.
2. What had caused him to feel this way?
3. Did his feelings at the end of the story differ from his feelings at the beginning of the story? If you think they did, explain the difference.

COMPREHENSION: MAKING GENERALIZATIONS

JOB CARD NO. 48

Read some stories about pioneers.

1. Give some reasons why you think pioneers moved to new lands to make their homes.
2. Name some stories which you have read that tell why people choose to move to new, undeveloped places.
3. What are some of the problems that pioneers face?
4. Do we face similar hardships in Washington today?
5. Are there any pioneers anywhere today?

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 49

1. Choose a story character which you would like to have as a friend. Tell why you believe this character would make a good friend.
2. Name a story character which you would not like to have for a friend. Tell why.

COMPREHENSION: MAKING INFERENCES

JOB CARD NO. 50

1. Make a list of things you learned from the story by reading "between the lines."
2. Make a list of things shown in the pictures but not directly stated in the text.

COMPREHENSION: RELATIONSHIPS: CAUSE AND EFFECT

JOB CARD NO. 51

Read an adventure story.

1. Tell something exciting that happened to the main character.
2. What caused this exciting thing to happen?
3. What was the outcome of this adventure?
4. What do you think the story character learned from this experience?

COMPREHENSION: RECOGNIZING SEQUENCE IN A STORY

JOB CARD NO. 52

1. Make four pictures to show what happened in the story.
2. Arrange the pictures in order.
3. Write a sentence under each picture to tell what is happening.
4. Clip the pictures together to make a book.

COMPREHENSION: RECOGNIZING PLOT STRUCTURE

JOB CARD NO. 53

1. List the important events of the story in chronological order.

2. Write a paragraph telling about one of these events.
3. Did this event occur in the beginning of the story, the middle, or the end?

COMPREHENSION: RECOGNIZING PLOT STRUCTURE

JOB CARD NO. 54

1. Divide the story into its main parts. Make a sub-title for each part.
2. Make a sentence outline of the things that happened in each part.

COMPREHENSION: IDENTIFYING THE SPEAKER AND THE WORDS
SPOKEN BY HIM

JOB CARD NO. 55

1. Select some of the most important sayings of one of the story characters. Write these words down just as they were given in the story. Put in all the punctuation marks correctly.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 56

1. What was the main problem of the story?
2. How was this problem solved?
3. Do you believe it was solved in a good way?
4. Would you have solved it differently? Explain your answer.
5. What do you think might have happened to the main character after the end of the story?

COMPREHENSION: PHRASE AND SENTENCE MEANINGS

JOB CARD NO. 57

1. List words or groups of words from a story that tell:
 - a. Where
 - b. When
 - c. How
 - d. Which
 - e. What kind
 - f. How many

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 58

1. Choose one of the pictures which illustrate this article or story. Tell what page it is on.
2. Tell three or more things that you learned from this picture.
3. Draw a picture of your own to illustrate one of the main points or events described in the text.
4. Make a label for your illustration.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS,
MOTIVES AND BEHAVIOR OF STORY
CHARACTERS

JOB CARD NO. 59

1. Read a fictional story which has several characters.
2. Choose two important characters from the story.
3. Tell how they were alike.
4. Tell how they were different.

COMPREHENSION: IDENTIFYING THE SETTING OF THE STORY

JOB CARD NO. 60

1. Describe the setting of the story
2. Compare this setting with your own neighborhood.

COMPREHENSION: INTERPRETATION THROUGH ART

JOB CARD NO. 61

1. Choose something important that happened in the story. Then make a paper sack diorama to illustrate it. If you do not have a sack, use a carton of a flat piece of cardboard.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS,
MOTIVES, AND BEHAVIOR OF STORY
CHARACTERS

JOB CARD NO. 62

1. Read a biography.
2. Choose one of the important events in the life of this person.
3. Now tell how you think this person felt about this important event in his life.
4. Copy some sentences from the biography which support your opinions.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS,
MOTIVES, AND BEHAVIOR OF STORY
CHARACTERS

JOB CARD NO. 63

1. Read a fictional story.
2. Describe one of the important events.
3. Tell what the main character did during this time.
4. Tell why you think he behaved as he did.
5. Would you have behaved in the same way under the same circumstances?

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 64

1. Choose the main topic or one of the main topics of an article or story. Make a list of words or phrases that tell about it. Be sure that every word or phrase listed tells something about the topic.

COMPREHENSION: STRENGTHENING MEMORY OF MATERIAL READ JOB CARD NO. 65

1. From memory list all the characters in the story. As you list each one tell something that he did.
2. Check your work by re-reading the story.

COMPREHENSION: STRENGTHENING MEMORY OF MATERIAL READ JOB CARD NO. 66

1. From memory list the important parts of the story in the order that they occurred.
2. Check your work by re-reading the story.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS,
MOTIVES, AND BEHAVIOR OF STORY
CHARACTERS JOB CARD. NO 67

1. Study the pictures in a story book. Find and give the page number of:
 - a. A picture showing someone who seems to be very happy.
 - b. A picture of someone who looks sad.
 - c. A picture of someone who looks anxious or worried.
 - d. A picture of someone who is very excited.
 - e. A picture of someone who is angry or displeased.
 - f. A picture of someone who is frightened.

COMPREHENSION: MAKING GENERALIZATIONS JOB CARD NO. 68

1. Read some stories about modern machines. Then list some machines which:
 - a. Make work easier.
 - b. Make us more comfortable.
 - c. Help us to learn.
 - d. Help us to have fun.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS JOB CARD NO. 69

1. Did the actions of the story seem true-to-life or make-believe? Give good reasons for your answer.
2. Did you learn anything from this story that you can use in your daily life? If so, tell what it is.

COMPREHENSION: NOTING DETAILS JOB CARD NO. 70

1. Read a description of something.
2. Make an illustration to fit this description. Use any material you wish: clay, chalk, fingerpaint, cloth, crayons, paper, cardboard, string.
3. Make a label to fit your illustration.

COMPREHENSION: PHRASE AND SENTENCE MEANINGS

JOB CARD NO. 71

1. Make a list of words from the story which you did not understand. Look up their meanings in the dictionary.
2. Use each word in a sentence which will help to explain its meaning. Draw a line under the word that you are explaining.

COMPREHENSION: PHRASE AND SENTENCE MEANINGS

JOB CARD NO. 72

In our language there are certain "sayings" which have special meanings. Sometimes you will find these phrases or sentences in the stories you read. It will help you to understand the story if you know the special meanings of these sayings. Try to answer these questions:

1. Have you ever been a thorn in the side of one of your friends? How?
2. Have you ever cried crocodile tears? Why?
3. Have you ever looked for a needle in a haystack? Did you find it?

COMPREHENSION: RECOGNIZING SEQUENCE IN A STORY

JOB CARD NO. 73

1. Write the names of the characters, in the order they came into the story. Number them in this order.
2. Write one speech for each character. In each quotation, tell who is speaking. Arrange these speeches in the order that they were given.
3. Copy the first quotation in the story.
4. Copy the last quotation in the story.

COMPREHENSION: REFERENCE SKILLS

JOB CARD NO. 74

1. Prepare a scrapbook of additional material on the subject of this book or story. Include in your scrapbook pictures and articles from old newspapers and magazines. Also put in some pictures you have made yourself. Be sure to put in captions and labels so that one can tell what each thing is.

COMPREHENSION: REFERENCE SKILLS

JOB CARD NO. 75

1. Read an informational article or story. What is the subject of this article or story?
2. Look in the room library or in the school library for other books or stories on this same subject.
3. Write down the title of each book and the author. Then give the number of the page where you found more information on this subject.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 76

1. Read a story about a person in another country.
2. Tell some things he or she does that are different from things you do.
3. Tell some things he or she does that are similar to things that you do.
4. Would you like to visit his country?
5. How would you get there?

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 77

1. Read a story about a wild animal.
2. Describe this animal, using as many different descriptive words as you can.
3. Have you ever seen an animal like this?
4. If you have, tell when and where you saw it.
5. If you have not seen one, tell some ways in which it is like an animal that you have seen.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 78

1. Read an adventure story.
2. Have you had an adventure of this kind?
3. List the ways in which your adventure was like the adventure in the story.
4. Which do you think was the most exciting--your adventure or the story adventure.
5. In what ways was your adventure different from the one in the story?

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 79

Read a story about an animal.

1. Do you think this animal has any value for you or your town? Answer yes or no, and tell why.
2. How does this animal compare to your pet or your friend's?

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 80

Read a story about an inventor.

1. Did his invention cause any change in your way of living? If so, how did it change?
2. Why do you feel there was a need for this invention at that time?
3. Briefly tell about something you have considered inventing.

COMPREHENSION: EASY BOOK REPORT OR STORY REPORT

JOB CARD NO. 81

1. What is the title of this story?
2. Who wrote it?
3. In two or three sentences tell what happened in the story.

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 82

1. Look at each picture in the story. Choose one picture and study it. Pick out the words and phrases on the page or pages near the picture which tell what is happening in the picture.
2. Make a list of the words and phrases which relate to the picture.
3. Give the book title and the page number of the picture you have chosen.

COMPREHENSION: STRENGTHENING MEMORY OF MATERIAL READ

JOB CARD NO. 83

Read a story, then, from memory:

1. Describe in detail the main event in the story.
2. Re-read that part of the story. Do you think you have a good memory?

COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 84

1. Divide the story into three main parts: the introduction, the plot, the ending.
2. Give each of these parts a name, or sub-title.
3. Retell the story in your own words following these main parts in correct order.

COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 85

1. List each main event in the story in the order in which it occurred.
2. As you do this, use specific words from the story to tell when the event took place.

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 86

1. Make a list of the words which are new to you in the story you have read.
2. Enter each of these words in your vocabulary book giving a) the pronunciation symbols and b) the definition of the word which fits the context of the story.

COMPREHENSION: UNDERSTANDING THE MEANING OF PREFIXES
AND SUFFIXES

JOB CARD NO. 87

1. List the words from this story which have prefixes or suffixes.
2. Underline the root word.
3. Give the meaning of the prefix or suffix.

COMPREHENSION: UNDERSTANDING THE MEANING OF PREFIXES
AND SUFFIXES

JOB CARD NO. 88

Use the form below to list words from the story which have prefixes and suffixes:

Word from the story	Prefix or Suffix	Meaning of Prefix or Suffix	Root Word
1.			
2.			

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 89

1. Pick out the words, phrases and exclamations which make a good word picture of an event which occurred in the story.
2. Write an original story. Use these words, phrases, and exclamations to make a word picture which will fit your own story.

WORD ATTACK SKILLS: STRUCTURAL ANALYSIS

JOB CARD NO. 90

1. List all the words you can find in the story which are made up of a prefix and a root word. Underline the prefix.
2. List all the words you can find in this story which are made up of a suffix and a root word. Underline the suffix.
3. List the different contractions which you are able to find in this story.
4. List the compound words which you are able to find in this story.

WORD ATTACK SKILLS: STRUCTURAL ANALYSIS

JOB CARD NO. 91

1. List as many words as you can from this story which are formed by adding one of these endings to a root word. Underline the ending.
- s e s d e d i n g

READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 92

1. Review of a science experiment.
2. Where did you read about this experiment?
3. Tell how the experiment should be carried out.
4. Draw diagrams to illustrate each step in the experiment.

READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 93

Report on a science book or story.

1. Name of book.
2. Name of story or article (if this is not a book report).
3. Number of pages read.
4. Science subject.
5. Summarize the new ideas and information you gained from reading this material.
6. In your judgment was this an accurate presentation of facts?
7. Did you find the material interesting and helpful? Please explain your answer.

READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 94

Review of a science experiment.

1. Name of book and author.
2. On what page is this experiment described?
3. Does this experiment have a title? If so, what is it?
4. List the materials and equipment used in the experiment.
5. Tell, step by step, how the experiment should be carried out.
6. What is the expected outcome? What science principle is demonstrated?

READING IN CONTENT SUBJECTS: SPELLING

JOB CARD NO. 95

1. Choose 5 of the longest words from your story.
2. Find the definitions of each of these words in the dictionary. Make sure that you know what they mean. Then write a good sentence explaining the meaning of each word.

READING IN THE CONTENT SUBJECTS: SPELLING

JOB CARD NO. 96

1. List the words in your spelling lesson in alphabetical order.
2. List each word in the lesson that names something. These words are nouns.
3. List each word in the lesson that begins with a consonant blend.
4. List each word in the lesson that begins with a consonant digraph.
5. List any words in the lesson which begin with capital letters.
6. Tell why each of these words should be written with a capital.
7. List any words in the lesson which have more than three syllables.

DICTIONARY SKILLS: ALPHABETIZING

JOB CARD NO. 97

1. List all the words you can find in this story which begin with the letter "c". List them in alphabetical order.

DICTIONARY SKILLS: ALPHABETIZING

JOB CARD NO. 98

1. Make a list of names of things (objects, people, places, streets, books, etc.) which you have found in your story.
2. Arrange these names in alphabetical order.

WORD ATTACK SKILLS: PHONICS: CONSONANT BLENDS

JOB CARD NO. 99

1. List the words in this story which begin with two-letter or three-letter consonant blends. Underline the initial blend in each word.
2. List the words in this story which have final consonant blends. Underline the final consonant blends.

WORD ATTACK SKILLS: PHONICS: SYLLABICATION

JOB CARD NO. 100

1. Make a list of two-syllable words from this story.
2. Make a vertical line to show where the syllables break in each word.
3. Show which syllable is accented.

WORD ATTACK SKILLS: PHONICS: VOWELS

JOB CARD NO. 101

1. Make a list of words from this story which have a schwa sound.
2. Check the pronunciation of each word in the dictionary to be sure about the schwa sound.
3. Underline the letter or letters in each word which make the schwa sound.

WORD ATTACK SKILLS: PHONICS: VOWELS

JOB CARD NO. 102

1. List all the words you can find in this story which have diphthongs.
2. Draw a line under the diphthongs.
3. After each word write the pronunciation symbol for the sound of the diphthong.

WORD ATTACK SKILLS: PHONICS: VOWELS

JOB CARD NO. 103

1. Make a list of words from this story which have long vowel sounds.
2. After each word write the pronunciation symbol for the vowel sound in that word.

WORD ATTACK SKILLS: PHONICS: VOWELS

JOB CARD NO. 104

1. List the words in this story which have vowel digraphs. Underline the vowel digraphs.
2. After each word write the pronunciation symbol for the sound of the vowel digraph.

Example: Head (e)
Reach (e)

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 105

1. Look at each picture in the story. Choose one picture and study it. Pick out the words and phrases on the page or pages near the picture which tell what is happening in the picture.
2. Make a list of the words and phrases which relate to the picture.
3. Give the book title and the page number of the picture you have chosen.

COMPREHENSION: STRENGTHENING MEMORY OF MATERIAL READ

JOB CARD NO. 106

Read a story, then, from memory:

1. Describe in detail the main event in the story.
2. Re-read that part of the story.

Do you think you have a good memory?

COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 107

1. Divide the story into three main parts: the introduction, the plot, the ending.
2. Give each of these parts a name, or sub-title.
3. Retell the story in your own words following these main parts in correct order.

COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 108

1. List each main event in the story in the order in which it occurred.
2. As you do this, use specific words from the story to tell when the event took place.

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 109

1. Make a list of the words which are new to you in the story you have read.
2. Enter each of these words in your vocabulary book giving a) the pronunciation symbols and b) the definition of the word which fits the context of the story.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 110

Read a story about children in a land you would like to visit.

1. Draw three pictures--one as you see it happening before the main event, one which shows the main event, and one that shows the results after the main event.
2. What did you like best about this country?
3. If you were to take a visit to this country, what would you like to do while you were there?

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 111

Read an exciting story.

1. What part of the story was the most interesting to you?
2. How would you have reacted at the most exciting time, had you been the main character?
3. Did you like the ending of the story? If not, how would you have liked it to end? Did it seem complete to you the way it ended?

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 112

1. Read the story until you come to a place where the main character has a problem. STOP. Close your book. Write a few sentences telling how you would solve the problem.
2. Finish the story. Could this story have happened in any other part of the country? Tell why or why not.
3. Now that you have read the story, did the main character solve the problem as you thought he would? Write a short paragraph telling what you think could happen next in the story.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING
CONCLUSIONS

JOB CARD NO. 143

Fictional

1. Who was your favorite character in the story? Why?
2. Was our main character of the story real or make-believe? Why do you think so?
3. Could our story have ended differently? How would you have liked it to end?

COMPREHENSION: MAKING JUDGMENTS AND DRAWING
CONCLUSIONS

JOB CARD NO. 114

Fictional

1. Choose a character you would like to have as a friend. Tell why you chose this "make-believe" friend.
2. Was there any character in our story whom you didn't like? Did you feel different about him before our story had gone too far? What made you feel this way?
3. Where do you think this story took place? Why do you think so? Can you locate this general area on our map?

COMPREHENSION SKILLS: MAIN IDEA

JOB CARD NO. 115

1. What was the big idea in this story?
2. List me what steps led up to the big idea. What steps followed the big idea?
3. With your crayons draw the part that you think is most important.

COMPREHENSION SKILLS: MAIN IDEA

JOB CARD NO. 116

1. What was the important idea in the story you read?
2. Divide the big idea into smaller parts and give each smaller part a subtitle.
 - A. Important Idea
 1. Sub-title
 2. Sub-title
 3. Sub-title

(This should lead to a simple outline)

COMPREHENSION: IDENTIFYING THE PROBLEM OR PLOT OF
THE STORY

JOB CARD NO. 117

1. List the important events that happened in the story. List at least two.

2. What story character or characters had an important part in these important events? What did they do that was important?
3. Write a paragraph telling about one of these events.

COMPREHENSION: IDENTIFYING THE PROBLEM OR PLOT OF THE STORY JOB CARD NO. 118

1. What is one problem in the story?
2. Which character has this problem?
3. Tell how the problem is solved.

COMPREHENSION: EVALUATING CHARACTER TRAITS JOB CARD NO. 119

1. Draw a picture of the characters in the story, and show what kind of persons they are. Make their faces tell this. Put the characters' names under their pictures.

COMPREHENSION: SUMMARIZING AND ORGANIZING JOB CARD NO. 120

1. Imagine you are a character in the story. Write in complete sentences the following:
 - A. Everything you saw.
 - B. Everything you felt.
 - C. Everything you smelled.
2. Skip back over your story and write down the time phrases that tell how many days the story has.

COMPREHENSION: COMPARING AND CONTRASTING JOB CARD NO. 121

1. What lesson did the story characters learn? List each character separately.
2. In what way were characters alike? In what way were they different?
3. Read another story. What lesson did the characters in this story learn? In what way were the two lessons alike? Different?

COMPREHENSION: PLOT STRUCTURE JOB CARD NO. 122

1. What problem did the main characters have?
2. Tell what they did to solve their problem.
3. Find another story where the main characters had a similar problem. Tell what story it is and how these characters solved their problem.
4. Tell what was different about the way the characters solved their problem. Tell what was similar.

COMPREHENSION: PLOT STRUCTURE

JOB CARD NO. 123

1. Divide the story into its main parts by outlining what happened in each part with sentences.
2. Find sentences in your story where the author was able to make you feel:
happy sad excited afraid
3. Write your own sentences to make someone else feel:
happy sad excited afraid

COMPREHENSION: IDENTIFYING THE PROBLEM OR PLOT OF
THE STORY

JOB CARD NO. 124

1. What do you think was the main event in the story?
2. List the main characters in the story.
3. Which character do you think plays the most important part in the story? Why do you think so?
4. What does the main character do that helps the story move along?

COMPREHENSION: SEQUENCE OF EVENTS

JOB CARD NO. 125

Read a story, then:

1. Briefly outline the major events as they happened in the story or article.
2. Draw several pictures in comic strip form showing events as they happened. Label each picture.
3. Prepare a short oral report from your outline. Be sure you have all events in order of their happening.

COMPREHENSION: RECOGNIZING SEQUENCE

JOB CARD NO. 126.

1. Skim the story. Trace in sequence the events that happened to the main character and give a reason why you think each happened.
2. Review the story action. Tell the story in five sentences using such words as first, then, next, after that, and finally.
3. Write words or phrases that tell you how long a period of time the story events cover.

COMPREHENSION: RECOGNIZING SEQUENCE

JOB CARD NO. 127

1. Did all the events in the story happen one right after the other? Did something happen at the same time as something else? Find and write some sentences that tell where two things happened at once.
2. Write the important things that happened to the main character. Write them in the order they happened.

COMPREHENSION: RECOGNIZING SEQUENCE IN A STORY

JOB CARD NO. 126

Read a story, then:

1. Write a short play.
2. Arrange the events for the play in the order they are written in the story.
3. Think of a good name for the play.
4. Would you like to do this play for your class?

COMPREHENSION: RECOGNIZING SEQUENCE

JOB CARD NO. 129

1. Recall an incident in the story. Tell what happened just before and just after this thing happened.
2. Find two things in the story that happened at the same time. Write them down.
3. How did the author make us know that time was passing? Write the sentences that let us know when the different events happened.

COMPREHENSION: CAUSE AND EFFECT

JOB CARD NO. 130

Read a story of adventure.

1. What effect did the adventure have on the main character?
2. Would you have liked to do what he did? Why?

COMPREHENSION: CAUSE AND EFFECT

JOB CARD NO. 131

Read a story of adventure.

1. Draw a picture of an exciting thing that the main character did. How did it affect the story?
2. Why did you choose the one you did.

COMPREHENSION: CAUSE AND EFFECT

JOB CARD NO. 132

Read a story of adventure.

1. Write the adventures in the order that they happened and tell what effect they had on the main character.
2. Could these adventures have happened today? Why?

COMPREHENSION: RECOGNIZING THE EMOTIONAL REACTIONS,
MOTIVES, AND INNER DRIVES OF
CHARACTERS

JOB CARD NO. 133

Read a fictional story and then:

1. What does the story tell you about the kind of a person the main character was?
2. In what ways would you like to be like one of the story characters? Why?

COMPREHENSION: RECOGNIZING THE EMOTIONAL REACTIONS, MOTIVES, AND INNER DRIVES OF CHARACTERS JOB CARD NO. 134

Read a fictional story and then:

1. Choose one of the pictures in the story and tell how you think the person in the picture feels.
2. Would you like to have known one of the characters in this story? Why?

COMPREHENSION: STRENGTHENING MEMORY JOB CARD NO. 135

From memory:

1. List all the characters in the story. Tell their individual characteristics.
2. Check your work by re-reading the story.

COMPREHENSION: STRENGTHENING MEMORY JOB CARD NO. 136

From memory:

1. Describe the place or places where the events happened in your story.

COMPREHENSION: ANTICIPATING OUTCOMES JOB CARD NO. 137

1. Look at the title of a story and tell what you think might happen in that story. Then read the story to check the outcomes.
2. Read the introductory paragraphs of the story and determine what the main event of the story will be.

COMPREHENSION: FIGURATIVE SPEECH JOB CARD NO. 138

1. Write down the places in the story where you are helped to understand what is happening by the comparison of what is happening to something imaginary, such as, it is raining cats and dogs.
2. Why does this help you understand what is happening?
3. Does the author use any words that almost make you hear what is happening? An example is, the whispering wind. What are they?

COMPREHENSION: FIGURATIVE SPEECH

JOB CARD NO. 139

1. What words, that aren't really true, does the author use that tell us something about the main characters?
2. In your own words, tell what these words in the story mean.

COMPREHENSION: ANTICIPATING WHAT COMES NEXT

JOB CARD NO. 140

Instructions: Teacher will read orally half way through an adventure story, then stop.

- Job: 1. Do you think the main character will return from his journey? If so, how do you think he will get back home?

COMPREHENSION: ANTICIPATING WHAT COMES NEXT

JOB CARD NO. 141

Read a sea story.

1. Write a short paragraph on where you thought the captain was going to sail his ship and why he was going there.
2. How do you think the crew and passengers felt when the storm hit? Write several sentences telling what you think they will do to get safely home.

COMPREHENSION: ANTICIPATING WHAT COMES NEXT

JOB CARD NO. 142

Read two chapters of a mystery story and then close your book.

1. Draw three pictures to describe what you think will happen in the remainder of the story.
2. What do you think will happen to the main character after the end of the story?

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 143

1. Read the introductory paragraphs of a story and try to tell the ending of this story.
2. From the introductory paragraphs tell who the main characters are.

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 144

1. Look at the pictures of a story and tell the probable outcome of the story.
2. Read the introductory paragraphs of this story and try to determine if it will still develop the same way. If you think it will end differently now, write these changes.

COMPREHENSION: NOTICING DETAILS

JOB CARD NO. 145

1. Give three examples of things you learned from the pictures.
2. Draw a picture illustrating a main point in this story. Give the page on which this part of the story is located.

COMPREHENSION: NOTICING DETAILS

JOB CARD NO. 146

1. Do the pictures illustrate the main characters as you imagined them?
2. Give three reasons why you think so.
3. Draw a picture of how you see the main character in this story.

COMPREHENSION: NOTICING DETAILS

JOB CARD NO. 147

Fiction of information

1. Do the pictures help explain this story? (yes or no)
2. Give two reasons why you think so.
3. Draw a picture of your favorite character in this story.

COMPREHENSION: GENERALIZATIONS: PIONEER LIFE

JOB CARD NO. 148

Read some stories about pioneers.

1. Give reasons why people lived where they settled.
2. Can you name stories which you have read that tell why people lived where they settled.
3. What are some of the things that these pioneers faced? Do we face similar hardships?

COMPREHENSION: GENERALIZATIONS: CITIZENS OF OTHER LANDS

JOB CARD NO. 149

Read some stories about people in other lands.

1. Did any of the people you read about in other lands remind you of anyone you know in our land? In what way?
2. Compare the way we live to the way people live in other lands.
3. Compare living and customs of children from other lands to the living and customs of children of our land.

COMPREHENSION: GENERALIZATIONS: FAMOUS PEOPLE

JOB CARD NO. 150

Read some stories about famous people.

1. Make a list of other famous people who remind you of famous people you read about in this story. Tell how they are alike.
2. In what way was the main character different from most famous people whom you have read about? Does he remind you of other famous people? In what way?
3. In what way were these famous people like other famous people you read about? Were their daily lives alike? In what ways were they different?

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 151

Read: Just Imagine

1. Which two stories in "Just Imagine" did you like best? Why?
2. In what way are both of these stories alike as to plot and characters?
3. What kind of stories are these?
 - A. Underline your choice:
 1. Make Believe or Maybe It Happened or History

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 152

1. Who was the main character in the story? Would you say this character was a good or bad one? Why?
2. Did this story have a pleasant or unpleasant setting for you? Why?
3. Was this an exciting plot? List the most exciting events of the story for you in the order which they happened.

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 153

1. Who was the main character in the story? List the things you liked best about this character. List the things you liked least about the character.
2. What events in the story were appealing to you? What events in the story were less appealing to you?
3. Do you think this story took place in the present time, long ago, or in the future? What events in the story caused you to feel the way you do? List the events.

COMPREHENSION: PHRASE AND SENTENCE MEANING

JOB CARD NO. 154

Read a story.

1. How did you feel about the main character in the story? List some phrases or sentences that made you feel this way.

2. Write some sentences from the story which show that someone was excited, sad, or ashamed.
3. In the story you read, look for ways in which things are described by saying they are like another thing. List any that you find. (Example: red as fire--hungry as a bear) For each one that you find, see if you could have written it another way. Write it your way.

COMPREHENSION: PHRASE AND SENTENCE MEANING

JOB CARD NO. 155

Read a story.

1. Find some sentences in the story that have pronouns in them. Copy the sentence, and then tell to whom or what the pronouns refer.
2. Use the following words in two sentences, each to show two different meanings and pronunciations. You may need the dictionary:

object	permit	record
contest	project	survey
3. If there were pictures in the story you read, give the page number; then find and copy the sentence that tells about that picture.

COMPREHENSION: PHRASE AND SENTENCE MEANING

JOB CARD NO. 156

Read a story, then:

1. Make a list of phrases or words which tell when this story took place.
2. From the pictures, what clues do you get as to when the story took place? How might the pictures be different if the story happened many years later?
3. Is this story about the present, the past, or the future? Make a drawing of something from the story to show how you came to this conclusion.

Content Area Reading

Selecting the appropriate science and social studies programs to accompany the reading materials in this study presented some difficulties. It was essential that the programs reinforce the skills developed by the vocabulary and comprehension materials. The writer used the criteria suggested by Venturi (1968) and the Special Education Curriculum Development Center of Iowa City, in Chapter 3 of this study, to help with the selection of the science and social studies program content.

Science

The science program that was chosen came from the Pathways in Science series. It consisted of Book I of three separate textbooks on Biology, Physics, and Earth-Science. The books featured a controlled readability level of fifth to sixth grade, combined with a high interest level. Every chapter began with a "target question." This supplied the student with a purpose for reading. Each paragraph was numbered and had a title printed over it in blue. The chapters were short and were frequently broken up by sections called "you now know." These sections were a short review of what the student had just read. Simplified sentences and short paragraphs helped to make the text extremely readable. New words were printed in italics accompanied by its phonetic pronunciation. The definition and the phonetic pronunciation of these new words were also given in the glossary at the end of each unit. Included in each chapter were: diagrams, drawings, charts, photographs, and illustrations of simple experiments.

The questions at the end of each chapter were designed to strengthen reading skills as well as test the student's grasp of the subject matter. A typical set of chapter questions included the following sections: in section 1, the student was given four sentences and he or she had to choose two that were the main ideas of the chapter. Four questions were asked in section 2 and the student had to write the number of the paragraph where the answer was given. In section 3, the student was asked a number of questions and he or she had to select the correct answers from four given responses per question. Section 4 asked the student to supply missing words in a story from a list of words accompanying the story. Section 5 often involved some extra work that the student did to reinforce the ideas presented in the chapter. This may have involved writing to a government department to obtain information on soil erosion or having the student construct a simple series circuit. The writer found that teacher designed questions and the experiments helped to add to this science program.

Social Studies

The Social Studies text selected to accompany this study was entitled Exploring the Western World. It was high interest material on a fifth grade readability level. More than one-third of the text was devoted to illustrations (e.g. photographs, drawings, maps, and graphs). The chapters were concise and began with a "topic to explore," which established the theme and purpose of the chapter. The paragraphs were numbered and introduced in the form of questions which gave the student a purpose for reading. New words and terms were printed in boldface

and accompanied by a phonetic pronunciation guide. The phonetic pronunciation and meanings were also given in the glossary at the back of the text.

There were five general types of work exercises at the end of the chapters. The section headed "testing your understanding," checked on the comprehension of what had been read and included some vocabulary development. The "working with skills" section was constructed to improve such skills as: the pupil's ability to read and interpret maps and charts, place events in their proper sequence, make simple outlines and summaries; and separate fact from opinion. The "chapter roundup" section took any number of the following forms: agree or disagree exercises in which data was summarized, it involved a photography study, picture identification exercise or a pupil-constructed chart. Often, there was a "people around the world" section. It focussed on a way of life that was different from that experienced by the student. It was designed to show the diversity of life around the world. The "things to do" section was dedicated to pupil activity. These were suggestions for individual or class projects, bulletin board displays, and outside research. Teacher constructed questions and films were excellent ways of enriching this social studies program.

Summation

The materials for vocabulary and comprehension improvement combined with the science and social studies programs in this study are an effective method for improving the reading skills of the mildly mentally disabled student. The study is not intended to be a panacea. Rather, it is an attempt to bring together various ideas obtained from university

courses, fellow teachers, and experience in the field. The implementation of some, if not all, of the ideas presented in this study can help to enhance the program for the mildly mentally disabled student. It is hoped that the teachers of such students can benefit from this collection of ideas and materials. The greatest wish of the writer is that the students, for whom this program is designed, will be the beneficiaries.

Chapter 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter summarizes the study, states implications related to the materials contained in the study and makes recommendations concerning areas for further study.

Summary

The purpose of this study was to develop the criteria for the selection of instructional materials, techniques and strategies which can be utilized to teach reading to the educable mentally handicapped students at the senior high school level. Although such students are attending classes in a senior high school, their reading level usually ranges from a grade one to a sixth grade instructional level. This implies that the teacher of the educable mentally handicapped students must be careful to select materials that meet not only the interest level of the student but at the same time is on his or her reading level. These students require books and materials that have the physical appearance of those carried around the school by their peers. Anything less only serves to reinforce the idea that they are "exceptional." To further complicate this situation there appears to be, according to Marsh and Price (1980), a lack of materials for the educable mentally handicapped student at the secondary school level. This suggests that the teacher must spend a tremendous amount of time in making adaptations to the materials that are used to meet the needs

of these students.

The materials contained in this study are designed to help the teacher with the problem of adaptation of materials. The exercises have been designed to assist the teacher of the educable mentally handicapped in two areas of reading: vocabulary development and reading comprehension. As stated in Chapter 3 of this study, there is no one reading method or program that works best for all educable mentally handicapped students. The burden is placed on the teacher of these students to provide the appropriate program to meet the specific needs of the individual student. This study attempts to provide the teacher with some guidelines in the selection of materials, techniques, and strategies to use in devising a program for their students. It is essential that the teacher realize that he or she is the key element in any program. It is the teacher who makes the selection of materials and it is the teacher who selects the methods of presenting that material. The teacher must select and present materials that are designed to give the student a feeling of academic success and prepare the educable mentally handicapped student to function in society.

General Conclusions and Implications

It isn't easy to devise and implement a program for the educable mentally handicapped student at the secondary school level. Schools are increasingly being asked to be accountable to the public and often this accountability is in terms of academic success. Also, there exists in education today the movement for going "back to the basics." Both of these ideas present serious problems when dealing with the educable

mentally handicapped student. Their academic success is measured in terms of individual progress. This is often not the type of success that is presented to the public. It is presented with the number of passes or failures in a particular subject or grade. "Back to the basics" oftentimes implies that some of the programs that have been developed for the individual have to be cancelled or curtailed. Some elements of society feel that the mildly mentally disabled student is better served in the "regular" classes. Programs for the individual are regarded as frills. Often the educable mentally handicapped student is placed in a program involving "mainstreaming" and little effort or attention is given to the student's individual needs.

Programs such as pre-vocational courses can be of tremendous value to the educable mentally handicapped student. However, in Newfoundland, the revised high school program is placing some of these programs in jeopardy. Some courses are in danger of being cancelled because the pupil-teacher ratio requires that the teachers be used in other more academically oriented programs. Also, the positions that are available in the pre-vocational courses are being filled by students other than the educable mentally handicapped. It is the duty of every teacher of the educable mentally handicapped to see that the above problems do not interfere with the overall education of these students.

Cartwright, Cartwright, and Ward (1981) stated that:

There is no reason the mildly mentally disabled children cannot become independent self-supporting citizens when they reach adulthood--provided, of course, that they receive appropriate educational experiences. (p. 182)

Reading is the basic tool used in providing these educational experiences. Cohen and Plaskon (1980) stated the importance of reading

this way:

Reading is a fundamental learning tool that is practically indispensable both in school and out. The individual who learns to read is more likely to function as an independent, self-sustaining adult. (p. 362)

Since the ability to read is essential in today's society, the teachers of the educable mentally handicapped students have a tremendous responsibility thrust upon them. The teacher must understand the various theories of reading, the sequence of reading skills, reading assessment, and the various features of reading approaches and remedial techniques in order to structure a reading program that can facilitate learning for the educable mentally handicapped students. This is a grave responsibility and the materials in this study are an attempt to help the teacher meet it.

At the secondary school level, teaching reading to the educable mentally handicapped students is a very difficult task. In most cases, these students have already been exposed to several years of special education and some type of remedial reading programs. The chances of success at the senior high school level are oftentimes minimal. Also, some teachers, especially if the educable mentally handicapped student is mainstreamed, feel that remedial reading takes time away from the other content subjects. The educable mentally handicapped adolescent is, also, likely to have experienced considerable frustration and failure in past efforts learning to improve his or her reading skills. The teacher must not only overcome skills deficits but the defeatist attitude and lack of motivation on the part of the students. This implies that the teacher must have a positive attitude towards the

students and provide them with reading materials that can reinforce them in a positive way.

Payne, Polloway, Smith, and Payne (1981) stated that the approaches to reading can be divided into two types, that of developmental and remedial. Developmental approaches emphasize sequential instruction that takes place on a daily basis in the classroom. The reading anthology from the Scope English Program used in this study would be an example of this type of approach. Remedial approaches consist of various teaching techniques and programs that are designed to remediate the reading skills that the student failed to master. Many of the exercises in the vocabulary section of this study come under the heading of remedial approaches. In practice, few approaches to teaching reading can be identified as purely developmental or remedial. Payne, Polloway, Smith, and Payne (1981) went on to suggest that:

For mildly mentally disabled students, a variety of quasi-remedial or developmental approaches can and should be used and modified to build a systematic program of reading instruction. (p. 198)

The materials presented in this study have been an attempt to satisfy this type of approach. Many of the exercises are carried out on a daily basis and follow a developmental reading approach. The basal reader series and the texts used in the content areas of science and social studies are developmental in nature. Other aspects of the study, such as the exercises in the vocabulary development section, follow the remedial approach. Once the specific reading problem of the student is diagnosed, then the teacher can select the specific technique and exercise in an attempt to remediate this disability.

Based on the piloting of this study, it appears that such techniques and strategies help to assist the educable mentally handicapped students in the area of reading. Although this study was not a statistical one, some rudimentary statistics were kept. The study was piloted with a senior special education class of twelve students who were diagnosed as educable mentally handicapped. In September of the school year, the students were given the Gates-MacGinitie Reading Test, Survey D, Form I. This test is referred to as the pretest. In June of the same school year, the students were given the Gates-MacGinitie Reading Test, Survey D, Form 2. This test is referred to as the posttest. Results indicated that nine of the twelve students made gains when their pretest and posttest scores were compared. The gains ranged from .3, or three months, to a high of 1.3 or one year and three months progress. Two of the twelve students scored the same on the pretest and the posttest. One of these two, when using a reading expectancy table, showed that he was reading at his reading expectancy level on both the pretest and the posttest. One of the students had a lower set of scores on the posttest than on the pretest. Although the results were not startling, they did indicate that the materials in this study did help to improve the reading level of most of the students involved in the pilot project.

It is essential that materials, techniques, and strategies for teaching the educable mentally handicapped be developed. This study has been a small step in helping to develop reading materials for this segment of the school population. As stated by Clifford K. Andrews, the former Director of Special Education for Newfoundland and Labrador,

in Csapo and Goguen (1980):

. . . quality programing will become the challenge of the 1980's. It is an incumbent responsibility of all concerned to promote the concept that exceptional children, the handicapped, and the gifted, must be both mentally and emotionally challenged to use their capabilities to the highest possible degrees. (p. 143)

This is a challenge that the teacher of the educable mentally handicapped cannot ignore.

Recommendations

The following are recommendations which may give direction for further studies or use for the materials contained in this study:

1. Researchers might make use of the study as a guide for the development of further vocabulary and reading comprehension skills for the educable mentally handicapped students.
2. Educators might make use of the study as an in-service/pre-service instructional guide for teachers of the educable mentally handicapped. It may prove to be very valuable for the beginning teacher of such students.
3. Administrators might make use of the study as a basis of a curriculum guide or set of guidelines for the selection of reading materials made available to teachers through the Provincial Department of Education.
4. Special education teachers might make use of the study as a basis for a reading program in a full-term special education class or as remedial materials to be used individually with those educable mentally handicapped students that are integrated into the regular school system.

5. The materials in the study can be updated on the basis of new ideas and materials.
6. This study can be used as the basis for future studies using statistical, research design concepts.
7. There exists a need for materials to be used with the educable mentally handicapped students in the senior high school. The emphasis has mainly been on a few subject areas such as language arts and mathematics. Materials need to be developed for the educable mentally handicapped in the other content subject areas.

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Appendix A

Selected List of Materials Used in the Project

- Gates-MacGinitie Reading Tests, Survey D and E, Forms 1 and 2
- Durrell Analysis of Reading Difficulty, Examiner's Kit
- The Nelson, Reading Test, Vocabulary and Paragraph Comprehension,
Grades 3-9
- English on the Job Available from:
- Vocational English Globe/Modern
Curriculum Press
- Pathways in Science 200 Steelcase Road East
Markham, Ontario
- Exploring the Western World
- Scope English Program, Level Two . . Available from:
- Action Libraries Scholastic Book Services
123 Newkirk Road
- Scope Visuale Richmond Hill, Ontario
- Scope Magazine
- High-Interest Low-Vocabulary
Novels
- Reader's Digest Skill Builders . . . Reader's Digest
215 Redfern Avenue
Montreal, Quebec
- The Imperial Junior High School
Aural Reading Lab. Imperial Productions Inc.
247 West Court Street
Kankalee, Illinois

Appendix B

Individual Interest Inventory

Name _____ Class _____ Sex _____ Age _____

1. How much reading do you do in your spare time (lot, little, none)? _____
2. How many comic books do you read a week? _____
3. What are your favorite T.V. programs? List the one you like first.
 (a) _____ (b) _____
 (c) _____ (d) _____
4. About how many hours a week do you spend watching T.V.? _____
5. Name three movies that you have seen in the past year that you have enjoyed:
 (a) _____ (b) _____
 (c) _____
6. Place a check mark in front of the kind of movies you like:
 _____ adventure _____ love stories _____ sad pictures
 _____ musicals _____ war pictures _____ travel pictures
 _____ mysteries _____ westerns _____ cartoons
7. Name three songs that you like:
 (a) _____ (b) _____
 (c) _____
8. What famous man or woman would you most want to meet? _____
9. What magazines do you sometimes read?
 (a) _____ (b) _____
 (c) _____
10. To which magazines do you or your family subscribe?
 (a) _____ (b) _____
 (c) _____
11. What newspapers do you read most often? _____

12. What book has been your favorite of all time? _____
13. Why is this your favorite? _____
14. What book have you read which you really disliked? _____
15. Why did you dislike it? _____

