

THE IMPLEMENTATION OF SOME PRESCRIPTIVE TEACHING
TECHNIQUES IN READING IN THE PRIMARY GRADES
THROUGH IN-SCHOOL MATERIALS DEVELOPMENT

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TECHNIQUES IN READING IN THE PRIMARY GRADES
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ABSTRACT

The implementation of prescriptive teaching techniques in reading through in-school materials development took place at St. Pius X Girls School, St. John's, Newfoundland, during May and June of 1974. Although the school is both a primary and elementary school, the focus of the internship was in the primary grades, kindergarten through three. Eight teachers, two at each grade level, and 249 students participated in the program.

At a preliminary meeting, the principal and the teachers expressed an interest in the need for individualizing instruction and developing learning materials to meet this need. The intern proposed a program to be initiated that would provide development in these two areas. The objectives for the program were formulated from discussions with the teachers about student needs and needs for learning materials in the classroom.

The proposed program was implemented through the use of a variety of techniques. Classroom observation by the intern focused on teacher rapport with students and teaching style. This aided the intern in identifying specific learning materials that would be most beneficial in individual classrooms. An inventory of all school-owned materials was made to determine those that would be adaptable to classroom use as learning aids in reading. All such

materials that were not being used in the classroom were organized in a small resource center in the school. Each item was catalogued in a file under its title and the skill area for which it could be used. Materials from the library and teacher-created ideas for materials were also included. In addition, suggestions for classroom use of each item were described.

Individual teacher conferences focused upon individual needs of particular students and teacher needs for materials. Materials were suggested that would fulfill these needs. Follow-up meetings were held to determine the effectiveness of the materials and further suggestions were made. Some diagnostic testing was done by the intern at the teachers' request to aid them in formulating plans for teaching individual students.

Large group and grade level meetings were used as evaluation and planning sessions. The effectiveness of materials being used in the classroom and teacher-ideas for the adaptation of these materials toward more efficient classroom use were reviewed. After a number of school-owned materials had been assessed and evaluated through classroom use, more current published instructional materials were borrowed from the Language Arts Resources Center and Curriculum Materials Center at Memorial University. These materials were assessed in a similar manner.

A resource book, Skill Reinforcement Activities and Classroom Games, was compiled by the intern and the teachers.

This book included ideas that the teachers had found most effective for classroom use from previous experience and from evaluation of the published instructional materials. Each teacher chose ideas from this book which were used to create individual activity kits. These kits were made at a workshop which was held at the end of the internship.

A conference with the principal, informal teacher conferences; individual and large group, and a questionnaire responded to by the teachers were used to evaluate whether the objectives of the internship had been achieved. The overall response to all three evaluation methods was a positive one. During the conferences, the principal and the teachers expressed the view that the internship had been a beneficial experience which met the proposed objectives. The responses to the questionnaire concurred with the results of the conferences. Of a possible eighty-eight responses, eighty were in the strongly agree and agree categories, only eight were in the undecided category, and there were no responses in the disagree or strongly disagree categories.

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The materials which were used were borrowed from the Language Arts Resources Center and the Curriculum Materials Center of Memorial University. Appreciation is also expressed for the opportunity to use these materials.

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Chapter 1

INTRODUCTION

The internship described in this report was conducted at St. Pius X Girls' School, St. John's, Newfoundland, in the primary grades, kindergarten through three, during May and June of 1974. There were eight teachers involved, two at each grade level, and 249 students.

A preliminary meeting was held with the principal and the teachers to determine areas of interest from which the internship could be developed. The general areas of interest identified were the need for individualizing reading instruction, the need to develop prescriptive teaching techniques, and the need for specifically developed learning materials to aid teachers in meeting these first two expressed needs. Because these areas of interest were of particular concern to the intern and the teachers, a proposal was prepared for an internship project which would involve the in-school development of instructional procedures and materials in answer to the expressed interests and needs of the teachers.

Classroom observations were made by the intern followed by individual teacher conferences. Teacher-felt needs for materials for particular students were discussed. Published materials were selected and used to determine effectiveness in promoting learning in specific skill

areas. Each teacher collected ideas that she felt would be successful for classroom use and a resource book was compiled. A workshop was held at which the teachers constructed a kit of learning materials from ideas presented in the resource book. The intern collected all published learning materials belonging to the school and that were not in use in the classrooms and organized a resource center for the teachers. All materials were catalogued according to title and various possible uses. Additional references were selected for teacher use. These included a selection of books on classroom reading and learning aids. (See Appendix B)

RATIONALE

Teaching children to read is the most important responsibility of the school. The vast majority of future school learning depends upon reading ability. Despite this fact, Gray, as early as 1922, stated:

Regular classroom instruction fails to provide adequately for pupils who encounter unusual difficulties in reading. There are thousands of boys and girls in school each year who make little or no progress because of inaccuracies and personal handicaps which could be eliminated. (p. 2)

It is the major responsibility of the school to develop each child to the limit of his own capability. Any failure in the teaching program to adjust to individual differences thwarts this aim. The failure to adjust materials and methods in reading instruction to the range

of reading abilities found within any classroom will impede growth in reading. Likewise, failure to adjust the difficulty of reading material to the known capabilities of the individual pupils in the classroom reduces the usefulness of printed material as an aid to learning in all areas. Materials that do not challenge the capable learners in various curricular areas limit the possibility of superior achievement for the brighter children and limit their growth in reading. Materials that are too difficult for less able readers may cause confusion or rejection of reading that may result in reading disability. In addition, inappropriate use of materials limits their usefulness as aids to learning.

Bond and Tinker (1967) suggest that the problem of adjusting to the wide range of reading capabilities resulting from different rates of growth found in any classroom has many dimensions. Each of these dimensions must be considered in formulating workable programs for adjusting to individual differences in reading. Some of the current approaches to this problem fail to take into account one or more of these important dimensions and are therefore, to some degree, inadequate or incomplete solutions. Among the more important facets to consider in developing an instructional approach to individualization are the following six areas that deal with the nature of children and the teaching task.

1. Children are alike in many ways. A program

that adjusts to individual differences in reading must recognize the similarities as well as the differences among children. Each child within a classroom is an important individual. He needs to feel that he is progressing in the learnings that are taking place. To the extent that a program of individualization recognizes the personal worth of each child, allows him to participate, gives him a feeling of worth, security, and well-being, and to the extent that it avoids stigmatizing the child, it will encourage growth in reading for all children.

2. A second area to consider is the nature of children's growth. Children grow in many ways other than reading and therefore, any adjustment provided to allow for individual differences must take into account the characteristics of child growth and development other than just the level of reading ability. The primary school child is changing in physical size, social adaptability, and in interests. Individualized programs that keep children, as nearly as possible, with children of their own level of overall development are the ones that are most likely to succeed.

3. Because a child's general growth in reading is not necessarily uniform, any individualized program which does not allow for the possibility of moving the child from one group to another is inadequate. Classroom organization that allows for a child to grow in reading capability and is flexible enough to adjust for varying

rates of growth, can be expected to foster good progress in reading for each child.

4. The reading process is complex. A reading program designed to meet the individual differences and needs of children must consider the characteristics of each child's growth pattern in reading. This is a difficult task for the teacher because she must know the reading profiles of the students and utilize the materials and methods to facilitate individual adjustment.

5. Any program of individualization must be realistic in respect to the time it requires. Because of this time factor, some form of grouping for basic reading instruction is recommended in order to make instruction more efficient. Common concerns of the whole group can be dealt with together, leaving more time for individual activity or instruction.

6. The last area of concern is one of adjustment that must be based on a recognition of the fact that a teacher's time and energy are not unlimited. Adequate time for teacher preparation should be an integral part of any reading program. The lack of proper consideration of this fact renders many individualized programs inappropriate for school use.

In conclusion, a class of children cannot be taught as though all members of the class had the same interests, desires, or intellectual capabilities. Neither can they be taught as though they had reached the same levels of

attainment in reading or as if they demanded identical instructional needs. Each child must be given material that is as nearly suitable to his reading level as possible. He must be taught by methods that are compatible with his capabilities and that emphasize areas that require immediate attention. As Aukerman (1971; p. 383) has stated:

Every aspect of individualized reading is concomitant to the individual.... Consequently, individualized reading conforms to the basic principle of learning which insists that learning is the function of the learner and that teaching is merely the arranging of the optimum conditions for learning.

CURRENT METHODS OF INDIVIDUALIZING INSTRUCTION

Currently there are a variety of individualized reading programs in use. Each method can be categorized under one of the following headings (Harris, 1970):

1. retardation and acceleration
2. curriculum adjustment
3. a fixed grouping plan.

None of the methods developed thus far can provide a fully adequate program that encompasses all the dimensions previously mentioned. Each has its limitations.

Retardation refers to non-promotion of a child at the end of a school year because he did not demonstrate sufficient progress to enable him to cope with the next grade's work. Acceleration refers to the policy of allowing a child to skip a grade because he has demonstrated that his academic ability will allow him to successfully cope

with the work. Neither of these policies are considerate of the child and his need to develop within the social atmosphere of his peers. Furthermore, these policies will not solve the problem of adjustment to individual differences. Wherever a child is placed, the teacher must adjust the instruction to him.

Another version of the retardation and acceleration method that is sometimes used involves children being placed in reading classes according to their reading achievement and attending their regular class for the remainder of the day. This version is sometimes labelled as across grade grouping. Serious limitations accompany the use of this approach. These limitations are enumerated by Bond and Tinker (1967).

1. The teacher of the regular class will still have the problem of adjusting to individual differences in reading in all other subjects.
2. Because some children will use books not designed for their grade level, the reading program is not synchronized with the curriculum as a whole.
3. The average range in any reading group may become widely varied, bringing together children with few interests in common. In addition, this practice may be belittling to older students placed in lower grades.
4. Differences in reading ability of children grouped in this manner would increase over time, and so the homogeneity of the group would not remain stable.

5. The instructional needs of the fourth grade child in second grade reading and the needs of the second grade pupil are different.

Various methods of curriculum adjustment have also been developed, usually under the descriptive title of individualized instruction. This type of program implies complete individualization of instructional materials. Teachers report its major weakness as the inherent difficulty of directing skill development, and the inefficient use of instructional time. Sartain (1961) describes the limitations concluded from his study:

- 1. Especially competent teachers are needed to guarantee the success of individualized reading.
- 2. Less capable students are less likely to achieve well in an individualized situation because they are not able to work independently for long periods.
- 3. Individualized reading fails to provide a well-planned sequential program.
- 4. Totally individualized reading is extremely wasteful of teacher time.

The third category, a fixed grouping plan, is the most common method used to individualize instruction. The class may be divided into groups on the basis of intelligence or standardized reading test scores. The limitations of this method are based on the relationship of the groups to the class as a whole, and the assumption that grouping alone provides sufficiently for individual needs. Four major limitations as described by Bond and Tinker (1967) follow:

1. Groups are so separate that the class rarely has an opportunity to work together as a whole.

2. Reading materials used may have different content and tend to be destructive of the social dynamics within the classroom.

3. This method tends to make the group inflexible.

4. The teacher assumes that this method solves the problem of individual differences.

From the limitations found in the three basic categories, some implications for a more effective system of individualizing reading instruction may be drawn.

1. The children should remain in their assigned classes for instruction to promote classroom dynamics and synchronization of that grade's reading program with the total curriculum.

2. Some method of flexible grouping should be employed such that the children are brought together in groups for instruction that is relevant to the group, and that also provides for intermingling of groups. Children more adept at certain skills may be utilized as group leaders for activities that will enhance the learning of other children, providing time for the teacher to work with individuals requiring her more immediate attention.

3. A basic reading program may be used as a foundation for directing skill development and for efficient use of instructional time. The use of this method provides an organizational scheme for the teacher and also provides

for the less able child who cannot cope with completely independent work.

4. A carefully selected group of learning materials required to provide for differences in skill attainment should be used. The use of these materials may be prescriptively guided by the teacher on the basis of her knowledge of the individual reader.

Edwards (1966; p. 361) addresses the fallacy that one method of reading instruction could ever be developed as a panacea to all reading problems when he says:

If there is such tremendous variation among individuals in so many dimensions of human make-up — both physiological and psychological — how, then, can we look for the method that will be the universal panacea for problems in the development of reading ability or of any other skill? It must follow that we, ... must make a search for an approach which will be appropriate for the individual or group with which we are working, and not for the one and only approach....

Further support for Edwards' position can be taken from an analysis of teacher differences found in the First Grade Reading Studies (Bond, 1968; p. 5) which indicated the most successful teachers rated as:

1. having well-organized classrooms
2. encouraging considerable class participation
3. analyzing the reading growth of each child to locate his instructional needs
4. making provisions for correcting any limiting or faulty approach to reading.

This is the type of teaching needed whatever general method of instruction is being used. The underlying element is the provision of service by the teacher to each child at

the time he needs help. A method that embraces this basic principle and is adjusted to the particular classroom situation, is called prescriptive teaching.

THE ROLE OF THE TEACHER IN A PRESCRIPTIVE TEACHING PROGRAM

One of the most complex problems confronting the teacher is that of adjusting instruction to individual differences in reading. The children in a classroom may share a certain chronological age, but also differ greatly in family background, prior experiences, intelligence, motivation, interests, health, and personality. Within this complex setting, it is still the responsibility of the teacher to try to put together a reading program that has something for everyone. She must organize the class and the instruction so that each child can work up to his capacity. In addition, instruction must be organized so that for at least part of the time, the teacher is free to devote attention to those children needing special guidance. The problem of adjusting instruction to individual differences in large classes is probably the most difficult one faced by the teacher.

Though teachers may lack specific training in diagnostic techniques, their knowledge of the child developed through day-to-day observation is a good basis for formulating plans and determining needs. Durkin (1970) states that it is this knowledge that is at the heart of effective classroom instruction.

Many teachers underestimate the diagnostic possibilities of their day-to-day contact with students. Research shows that with training, teachers are able to detect the need for remediation in their pupils at least as well as standardized tests. Lytton (1967) reported from his study that an adequate basis for preventative and remedial teaching is provided by a continuous analysis of students' classroom behavior. He found that teachers trained to detect individual differences have been as accurate in selecting readers for remedial education as were group tests from which IQ and AQ (accomplishment quotient) were derived. The findings of a study conducted that same year concur with Lytton's results. Haring and Ridgway (1967) reported that a battery of diagnostic tests does not predict as effectively as does trained teacher observation of individuals. A qualification must be made evident at this point. Teachers who have received specific training are able to predict as accurately as standardized tests. What about the teacher who has not received specific training?

Wilson (1970; p. 1) outlines the reasons why these teachers need trained assistance:

Textbook publishers and traditional teacher education programs have tended to encourage prescriptive teaching arrangements. Even though materials have been improved and teacher education programs have become more thorough, teachers generally depend upon lesson plans outlined in manuals to guide their day-to-day reading activities.

It is not surprising that a single text book orientation is so prevalent. After all, it follows the pattern the teachers knew when they were students, it is modelled on the grouping procedures learned in

college classrooms, and it reflects the procedures reinforced during the student teaching experience.

Without specific training, few teachers really understand how great the differences in reading ability are in a typical class. They may know that there are below-average and above-average readers, but they often do not fully appreciate how great the differences are or what they imply for educational practices. (Harris, 1970).

The role of the diagnostically untrained classroom teacher is summarized by Bond and Tinker (1967; p. 42).

The classroom teacher needs to be a keen observer and student to follow the reading growth of all the children. The knowledge that he has of each child's general level of reading capability, while important, is not sufficient by itself to foster maximum accomplishment nor to prevent serious reading problems. The teacher must also study the attainment of specific skills and abilities so that any faulty learning can be detected and corrected early and so that any omissions or overemphases can be avoided.

Fortunately, the untrained teacher does not bear the entire burden of developing a prescriptive teaching program and the materials that accompany it. Administrators, consultants, and other teachers can all make some contribution to the development of a program that will be effective in terms of the individual child, the materials available, and materials that can be produced within the school.

OVERVIEW OF THE READING PROGRAM AND PROBLEMS AT
ST. PIUS X GIRLS PRIMARY AND ELEMENTARY
SCHOOL: TEACHERS COMMENTS AT
A PRELIMINARY MEETING

St. Pius X Girls School houses both primary and elementary grades. Since the emphasis of the internship was in the primary area, only the eight teachers in grades kindergarten through three participated in the internship. There were two classes at each grade level.

The Ginn Integrated Language Program was being used by all the participating teachers. The reading time was scheduled from 9 A.M. to 10:30 A.M. each morning. The principal described their grouping plan as a levels plan. This procedure was previously described as across grade grouping.

A preliminary meeting was held at which the teachers expressed the following major concerns.

1. The workbook exercises and suggested seatwork provided with the reading program were not sufficiently challenging for the pupils. The children who worked at their desks frequently disturbed the teacher while she was doing a lesson with another group.

2. The large size of the reading groups prevented the teacher from providing individual attention to those children who had specific weaknesses.

3. Although they realized a need for learning materials to develop areas of specific weakness, lack of preparation time prevented their development.

4. Aside from ideas presented in professional magazines such as The Instructor, the teachers felt that they were unaware of the variety of learning materials available.

5. The size of the classrooms was restrictive in terms of the types of learning aids that could be used. The teachers felt that materials involving only one or two pupils could be used effectively in the classrooms.

6. In some classes the SRA Reading Laboratories and the Reader's Digest Skill Builders were used. These materials required more explanation time than the actual time it took the children to use them.

In discussion of the above items, the teachers suggested changes that they would like to work toward in terms of their total classroom organization for reading. In addition to the workbook exercises, they wanted to provide materials that would enhance learning in specific areas of weakness. They suggested that some of the materials developed could be used by small groups of children as well as individuals. The groups could combine children who had mastered a skill with others who needed more practice. This would provide some individualizing of instruction because the teacher would determine the material to be used. It would also create time to work with individual children.

A new section of the library had just been opened. Individual film viewers, film strips, record players,

records, and stories on tape were available. The teachers wanted to plan for the use of these materials during the reading time.

The teachers also mentioned that the present organization for reading would need to be adapted to include time for using learning materials and the children would need time to adapt to the new system.

It was anticipated that a sharing of ideas among teachers of different grades would result in increased knowledge of materials available and ideas for developing alternate materials. The teachers would learn to develop their own materials kit for each grade, beginning with learning aids that are most needed to foster development in weak areas.

It was also suggested that the ideas be compiled into a resource book and file that could be kept and added to in future years.

A common concern of all participants was the time needed to develop the materials and to have meetings. All felt that lunch time would be the best time to have individual teacher or grade level meetings. After school meetings could be scheduled for large groups and for materials development. The principal suggested that an early dismissal time would be arranged to permit time for materials development.

OBJECTIVES OF THE INTERNSHIP

The following objectives, formulated as a result of the preliminary meeting, provided the focus for the internship:

1. To help the teachers become more aware, through classroom observation, of the individual reading needs of their pupils.

2. To help the teachers restructure reading and classroom organization in order to accommodate more effectively pupils' individual differences in reading.

3. To guide the teachers in the selection and development of materials appropriate for use in classroom learning situations in reading.

4. To compile a resource file of varied learning materials that are available in the school.

5. To compile a resource book of various learning activities appropriate for classroom organization in reading.



Chapter 2

IMPLEMENTATION OF THE OBJECTIVES

The objectives of the internship were implemented by use of the following techniques:

1. large group teacher meetings
2. grade level meeting with teachers
3. individual teacher conferences
4. classroom observation
5. review of materials presently available in the school
6. organization of a resource center to include all materials available within the school that would promote learning in skill areas for reading
7. evaluation of published instructional materials to determine effectiveness for classroom use
8. development of a reference book to collect and compile ideas relating to the development of instructional materials for future classroom use
9. workshop for the development of materials appropriate for use in classroom learning situations in reading.

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

INITIAL LARGE GROUP PLANNING MEETING

The initial large-group teacher meeting was held early in May. The discussions focused on teacher concerns about material used in the classroom and teacher techniques for observing and diagnosing children's needs in reading. The teachers expressed concern over the fact that a more efficient system of assessing what materials were available within the school was needed. Following on this point, they also were interested in developing a system for categorizing the materials according to the specific skills for which they could be used in the classroom. It was also hoped that this activity could involve suggestions for effective classroom implementation of these materials. One teacher expressed the view that many of the materials to be used in the classroom would have to be self-explanatory, so that they could be used independently or in small groups. Because many of the school-owned materials were not current, it was suggested that newer materials could be borrowed from the Memorial University Language Arts Resources Center and the Curriculum Materials Center to provide the teachers with an opportunity to evaluate more recent published instructional materials to determine their effectiveness for classroom use. This procedure would also acquaint the teachers with the variety of techniques used to enhance learning in skill areas through instructional materials.

It was felt that an assessment and inventory of school-owned materials should be completed prior to any evaluation of new materials to ensure that materials available were not being overlooked. The intern suggested that a small resource center be organized. Here, all school-owned materials not presently being used in the classrooms could be classified according to the grade level for which they were most appropriate. Each item would also be catalogued in a file according to title and cross-referenced according to the reading skills for which it could be used. Suggestions for effective classroom use of each item would also be included. The point was made that a variety of teacher-made materials were also being used in each classroom. It was agreed that the teachers would add to the file by contributing activities described and illustrated on index cards, and these too, would be catalogued according to the skill area in which they would promote learning. The principal suggested that space was available for such a center in the old staff room which adjoins the book storage room. The teachers agreed that they would contribute all materials from their classrooms that were not being used, so that organization of the center could start immediately.

Each of the teachers was given a copy of the Barbe Reading Skills Check List for levels readiness through six. (See Appendix A) Prior to discussing particular teacher techniques for observing and diagnosing students reading

needs, the intern felt it was necessary to establish the skills emphasized at each grade level and their relation to the skills that were emphasized in the preceding and following grades. It was suggested that such a list would benefit teachers in isolating students' specific areas of weakness. It was also necessary to examine the sequence and emphasis of skills as presented by the reading program presently in use to determine any great discrepancy between it and the Barbe List.

For the Barbe List to be used as an effective check list of skills attained at a particular grade level, it would have to be evaluated and adapted for use in light of the reading program. The teachers felt that they would like a period of time to evaluate the skill areas presented in their grades. It was felt that this topic could be more effectively dealt with at grade level meetings. The point was emphasized that although the teachers may have had little training in diagnostic techniques, their opportunity for observing their students' areas of strength and weakness in reading skills through day-to-day contact is a good basis for determining student needs. Once the needs were established, an individual prescriptive program could be developed.

PURPOSE AND PROCEDURE OF GRADE LEVEL MEETINGS

Grade level meetings were arranged to discuss the specific skill areas emphasized at those particular grade levels. The Barbe Reading Skills Check List closely

approximated the sequence of skills presented by the reading program. Suggestions were made to the teachers regarding a method for determining weak skill areas of individual students. Because the Barbe List is organized according to skills that should be attained at the end of each grade level, it was especially useful as a tool. If the internship had taken place at the beginning of the school year, the checklist for the preceding grade would have been used.

Since none of the teachers had been specifically trained as diagnosticians, informal methods of assessing skill attainment were discussed and demonstrated. It was emphasized again that because of the teachers' day-to-day contact with the students, there were many methods available to them. The teachers were able, through discussion, to isolate specific areas of weakness of individual students, although they did not seem confident in their ability to remediate these weaknesses. It was found that many of the skills served as a foundation for others such that no one skill should be isolated, but rather a series of skills should be assessed to determine the starting point.

Many of the techniques of assessment were already being employed by the teachers as means of instruction. Techniques such as oral reading of a passage, questioning for sequence after silent reading, and correction of workbook pages could be developed into diagnostic techniques by the teachers without increasing the limited amount of

classroom time available for reading instruction. For instructional techniques to be adapted to diagnostic techniques, it became apparent that the teachers needed to keep a record of the suspected weaknesses of their students and to plan for classroom activities that provided for the development of weak skills. Since a remedial reading teacher was not available full-time within the school, ideas for learning aids that would reinforce specific skill areas were generated. These aids were suggested for use by the teachers with individual students or small groups, thereby providing for other methods of skill reinforcement besides paper and pencil activities.

PURPOSE AND PROCEDURE OF CLASSROOM OBSERVATION

Observation of classrooms provided the intern with an opportunity to become familiar with teacher rapport, style, and needs. Students' abilities to work independently and areas of specific needs were also assessed during observation. The classroom floorplan and equipment was assessed. This technique was essential to provide the intern with information necessary for promoting more effective suggestions for the particular development and adaptation of learning materials. An inventory of learning materials other than textbooks was made to determine the types of materials with which the teacher and students were familiar.

ORGANIZATION OF THE RESOURCE CENTER

Throughout the project, the intern was involved in the organization of the resource center. The teachers contributed all the learning materials from their classrooms that were not presently in use. These were organized and classified, as previously described, according to the grade level for which they were most appropriate. The resource center provided a central point from which materials could be borrowed by any of the teachers, and a complete inventory of materials available within the school was kept. It was anticipated that this resulted in increased teacher awareness of exactly what was available and provided for more efficient spending of the classroom materials budget. Organization of the resource center enabled the teachers to experiment with a variety of materials and selectively choose those which they found most effective. It also prevented unnecessary duplication of materials since teachers became aware of what materials were available in the school.

A file was also developed to keep track of all the materials and the frequency of their use. Each item was cross-referenced according to title and reading skill for which it could be used. In addition, suggestions for effective classroom use of each item were included. The intern made an inventory of all materials being used in the classroom and also of materials available in the

library. Library materials included reference books available in the teachers' section as well as all transparencies, filmstrips, cassette tapes, and records that were appropriate for use as learning aids for reading. The teachers contributed to the file by describing and illustrating any teacher-made materials that they had found successful. These, too, were filed according to skill area and contained suggestions for classroom use and appropriate grade level. Where applicable, the teachers also included any adaptations that would render the materials useful in other skill areas. The development of the center and file provided the teachers with a complete resource of learning aids for reading that facilitated the implementation of materials in the classroom.

PURPOSE AND PROCEDURE OF INDIVIDUAL TEACHER CONFERENCES

The discussion of specific class and pupil problems was the focus of the individual teacher conferences, which took place throughout the internship. Suggestions were made for prescribing learning materials for individuals and for restructuring the reading time so that materials could be implemented most effectively. The teachers requested materials for specific skill areas and a list of suggested materials was provided by the intern. All these materials were available in the school. Discussions of what materials were presently being used and how they were

being employed often resulted in providing other suggestions for adaptation to classroom use.

Follow-up conferences focused upon the effectiveness of the materials and further requests for materials. In view of the discussion of individual students, classroom participation and demonstration by the intern was arranged. The purpose of each of these visits varied depending upon the needs of the teachers. Specific help was requested in the following three areas:

1. demonstration of use of materials with groups of students
2. grouping students with similar weaknesses and planning activities to reinforce learning
3. assistance in methods of diagnosing reading problems of students reading below grade level.

Where a demonstration of materials was requested, the intern and the teacher grouped students according to specific skill area of weakness and discussed materials that could be used. In the actual classroom situation, the teacher proceeded with the reading lessons in her usual manner. When that was completed, each group was assembled and instructed in the use of the materials by the intern. Each group was observed by the intern until it was felt that they could proceed independently. This procedure was followed for six groups of four or five members. As a result of the demonstration, the teachers accepted this method of materials use as a feasible one for the classroom.

Another teacher requested assistance in grouping students with problems in sequencing the events of a story. She explained that six of her students had difficulty completing workbook exercises in this area. The group was assembled and the story, just completed was discussed. Special emphasis was placed on the sequence of events in the story and their relation to the story as a whole. A workbook exercise on the topic was utilized as a group lesson. Each event was discussed as to the importance of its place in the story and the effect it would have on the story if it were to appear elsewhere. The mechanics of sequencing events of a story were explained, and the exercise was completed with very little difficulty.

Assistance in methods and tools for diagnosing reading problems of students reading below grade level was requested by four teachers. There were five students attending a grade three class who seemed to have a number of difficulties in reading. The intern suggested that the Stanford Diagnostic Reading Test, Level I be administered to aid the teacher in developing a prescriptive program for these students. After the test was administered, the intern and the teacher conducted a detailed examination of all incorrect responses to ascertain probable causes of difficulty. This method provided the teacher with specific knowledge of test items and probable reasons for incorrect responses. Errors were attributed to culture-bias in the test, lack of comprehension, carelessness, and

inadequate vocabulary. As a result of this examination, the teacher and the intern were able to determine which skills were necessary to reinforce and which would serve as foundations for the others. Materials were suggested that would enhance learning in these areas.

Two teachers requested assistance in determining whether their students were able to discriminate sounds in the initial, medial, and final positions in words. The intern suggested that the Wepman Auditory Discrimination Test be administered. The same procedure for examination of results was followed with these teachers. The findings suggested a possible problem with only one of the students. A hearing test was arranged with the school nurse to determine if a hearing deficiency was the cause of the problem.

Similar assistance was requested by a grade two teacher whose student could read only hesitantly at the grade one level. This child was also inattentative, disorganized, and had difficulty following directions. It was suspected that a possible learning disability may have been the cause of these problems. Arrangements were made to have the student tested by one of the professors of reading at Memorial University, Dr. W. J. Harker. The Illinois Test of Psycholinguistic Abilities was administered and the same procedure for examination of results was conducted. As a result, this child was recommended for tutorial work

over the summer and a program of remediation was devised by the intern and the teacher.

EVALUATION OF CURRENT PUBLISHED INSTRUCTIONAL MATERIALS

Arrangements were made for the teachers to visit the Language Arts Resources Center and the Curriculum Materials Center at Memorial University for the purpose of choosing more current published instructional materials. The principal arranged for early dismissal of students. The kindergarten and grade one teachers visited one day and the grade two and three teachers the next.

Each teacher chose materials for specific students who were having problems in various skill areas. The intern suggested a number of materials that would enhance learning in each area. The teachers chose those they felt would be most effective on the basis of their knowledge of each student. Selection of materials was approached in another manner also. The intern demonstrated a variety of materials that she felt presented a skill in a novel way. This resulted in some of the teachers recalling students who would benefit from its use. On each of the two days, the teachers left the centers with arms full of materials and enthusiastic attitudes. (See Appendix C)

Use of these materials resulted in discussions with the intern and other teachers concerning the effectiveness of the material in promoting learning, student opinion of

the material, and an assessment of the material in terms of adaptability to classroom use. One particular item, the Phonics We Use Learning Games Kit, was considered excellent in all of these areas by the grade one, two, and three teachers. Certain materials were considered better in some areas than others. All materials used aided the teachers in the development of their own ideas for appropriate and efficient classroom materials. Many of these ideas were added to the resource file.

PLANNING AND PROCEDURE OF THE WORKSHOP

A meeting was held with all the teachers to plan a workshop for materials development. A number of suggestions were made concerning the types of materials that each would like to make. It was decided that individual activity kits rather than one large game or activity would be more beneficial in a classroom situation. These kits would include a number of activities in a variety of skill areas. Once developed, the kits would be readily available for the teacher to assign to individual students. Large manilla envelopes or shoe boxes would contain an activity that one student or a small group could use independently. The teacher would correct any activities completed each day and assign appropriate follow-up activities on the basis of her knowledge of the student and student performance. Exposure to the variety of methods, other than just paper and pencil, used by publishers provided incentive for the

teachers to be creative in developing activities for their kits. The intern discussed various possibilities with the teachers toward this aim.

A few of the teachers expressed the view that they would like to have more opportunity to discuss with each other the materials found effective. Because time was limited, it was agreed that a resource book could serve this purpose. Each teacher chose at least ten activities that would fulfill the following criteria:

1. to reinforce skills that the teachers felt were creating problem areas for their students
2. to indicate activities that could be effectively used during the reading time
3. to select activities that could be produced from readily available materials.

Each idea card included the skill area, the objective of the activity, the number of students suggested for its use, and instructions on how to make it. These cards were organized according to skill area and used to produce the resource book Skill Reinforcement Activities and Classroom Games. (See Appendix E)

Each teacher received a copy of the book and chose from it the activities she planned to make at the workshop. The intern collected lists of materials needed by each teacher and these were provided by the school.

The workshop was held in the library on June 18, 1974. Each teacher produced the materials that she had

chosen to comprise her kit. Suggestions were made concerning the use of the kits in the classroom. The teachers expressed the view that through participation in the internship, they felt more confident in prescribing materials for individual students. They suggested that the individual teacher conferences concerning students and the evaluation of materials had been the most beneficial aspects of the internship. These techniques had focused upon individual needs and the provision of these needs within the classroom. The organization of the resource center and file was considered a good start towards more efficient materials use, and it was felt that they would continue with it the following year.

Chapter 3

EVALUATION OF THE INTERNSHIP

The success of the internship was evaluated using three methods:

1. a conference with the principal
2. informal teacher conferences; individually and with the whole group
3. a questionnaire responded to by the teachers.

Each aspect of the evaluation focused on the following areas:

1. increased teacher ability and confidence in observing individual pupil needs and in prescribing appropriate materials to meet these needs
2. increased teacher awareness of the variety of learning materials available
3. increased teacher selectiveness in choice of published materials
4. increased teacher expertise in the development of appropriate teacher-made materials
5. the success of the materials developed in promoting the learning of students with specific weaknesses
6. the adaptability of the materials to various patterns of classroom organizations
7. teacher willingness to continue to strive toward the objectives of the internship

8. teacher opinion on the usefulness of the resource book and file compiled during the internship.

CONFERENCE WITH THE PRINCIPAL

The principal stated that she felt the internship had focused upon a definite area of need within the school and upon one in which the teachers were interested. These two factors contributed greatly to the success of the internship. She also suggested that the use of the published materials had increased teacher awareness of the variety of materials available, and she hoped that this experience would encourage selectivity in choosing materials for classroom use.

The internship project had also provided incentive toward a staff in-service program in materials development. The resource center and file provided encouragement for the teachers to continue the project next year and aided in the efficient use of school materials. The principal felt that the resource book compiled during the project was a valuable aid to the teachers because they would be able to add new ideas to it and improve on the ideas it contained. Hopefully, the teachers would be willing to continue the project on their own next year using the internship as a basis and workshop time provided by the school for materials development.

INDIVIDUAL TEACHER CONFERENCES

The overall impression of the outcomes of the internship was a positive one. All of the teachers suggested that the opportunity to use a variety of published materials increased their awareness and confidence in selecting and creating materials to reinforce weak skill areas. Focusing on individual children's reading needs pinpointed some of the types of materials that would be valuable in providing practice for the child and, conversely, discovering materials that were available in certain skill areas often brought to mind a child that would benefit from their use. The organization of the resource center and file was a valuable aid in providing suggestions for use of materials available in the school and also as a central point where an inventory of all materials available could be most efficiently kept. All the teachers felt that the resource book would aid them in continuing to provide their students with a variety of types of activities to reinforce weak skill areas. The teachers felt that they would continue to add new ideas to the book and adapt these ideas to class and individual reading needs in the future.

The workshop for materials development provided teachers with an opportunity to prepare the individual activity kits that they wanted to organize for next year. They felt that the kits would aid in providing selected

activities for students requiring practice and exposure to specific skill areas without always relying on paper and pencil activities. Because the kits would be prepared, assignments could be suggested at the start of the reading time thereby preventing interruption of the teacher and also providing for individualization of instruction.

LARGE GROUP TEACHER CONFERENCE

Positive feelings towards the outcomes of the internship were expressed by the teachers as a group. They felt that the organized large group meetings provided them with an opportunity to meet together and discuss common problems and ideas for materials development. They felt it was unfortunate that the internship was conducted so close to the end of the school year when co-curricular activities such as concerts were scheduled. The teachers suggested that a project such as the one carried out would be more beneficial if conducted over a longer period of time and at the beginning of the school year. The short period of time during May and June prevented them from developing as many materials as they would have liked but, as a result of having participated in the project and the compilation of the resource book, they felt that they would be able to continue individually, or as a group, to work towards the objectives of the internship.

EVALUATION OF THE RESULTS OF THE QUESTIONNAIRE

A questionnaire devised by the intern was given to the teachers to complete at the end of the internship project. (See Appendix F) The questionnaire was designed to test whether the teachers felt that they had met the objectives of the internship such that a response in the strongly agree (SA) or the agree (A) categories would indicate that the individual teacher had, in her opinion, met the objective focused upon in the statement. A response of undecided (UND) would reflect the teacher's indecision as to whether or not the criteria to fulfill the objective had been met. By responding in the disagree (D) or the strongly disagree (SD) categories, the teacher would indicate that the objective had not been met.

A summary of the results of the questionnaire and a table displaying the frequency of responses in each category follows.

Of a total of eighty-eight responses to the eleven statements, thirty-three responses were in the strongly agree (SA) category, forty-seven were in the agree (A) category, and eight were in the undecided category (UND). There were no responses in the disagree (D) or strongly disagree (SD) categories.

Of the eight participating teachers, six agreed that the individual teacher conferences were helpful in pinpointing individual needs of their students. Two teachers

responded in the undecided category.

Three teachers strongly agreed and four teachers agreed that they would be able to restructure the reading time to include some of the learning materials and ideas developed during the internship. One teacher responded on the undecided category.

Seven teachers agreed that as a result of the internship project they would be able to spot student difficulties and suggest appropriate learning materials. One teacher responded in the undecided category.

Five teachers strongly agreed and three teachers agreed that they had become more aware of the variety of published learning materials available and felt that they would be able to selectively choose materials appropriate for their students.

The resource book and file was considered a valuable aid for future teaching by all eight of the teachers. Seven responded in the strongly agree and one in the agree category.

Three teachers strongly agreed that the materials that were developed during the internship were adaptable to effective classroom organization for reading. Four others agreed and one responded undecided.

As a result of trying a variety of learning materials, one teacher strongly agreed and the seven others agreed that they felt more confident in prescribing activities to

aid students in weak areas.

All of the teachers felt that they would be able to develop further activities for classroom use and to add to the resource file and book; five strongly agreed and three agreed.

Materials tried in the classrooms were considered successful in aiding students' learning in weak areas by five teachers who responded in the agree category. Three teachers responded in the undecided category.

Four teachers strongly agreed and four teachers agreed that they would continue to prescribe learning materials to aid students in learning.

Five teachers strongly agreed that the large group teacher meetings were valuable in discussing materials available and for sharing ideas. The three others agreed.

Since the majority of responses were in the strongly agree and agree categories, the results of the questionnaire concur with the previously discussed results of the other evaluation procedures. All of the participating teachers considered the internship a beneficial experience which met the proposed objectives.

Table 1
Response Frequencies to Questionnaire

Number of Statement	Response Categories				
	SA	A	UND	D	SD
1		6	2		
2	3	4	1		
3		7	1		
4	5	3			
5	7	1			
6	3	4	1		
7	1	7			
8	5	3			
9		5	3		
10	4	4			
11	5	3			

Chapter 4

SUMMARY AND RECOMMENDATIONS

The development of this internship arose from the expressed needs of teachers to provide individualized instruction for their students. The program combined in-school materials development with the implementation of some prescriptive methods for materials use.

The objectives of the program were achieved using three techniques:

1. evaluation of student performance by informal classroom observation
2. evaluation of published instructional materials to encourage teachers to develop their own materials
3. selection and development of materials to provide for observed individual needs based on the knowledge of the student and the classroom situation.

The results of the evaluation suggest that the teachers felt that this type of program was beneficial to the development of prescriptive teaching techniques. The majority of responses on the evaluation questionnaire were in the strongly agree and agree categories. Because of the limited time in which the internship was conducted, the eight responses in the undecided category may reflect the teachers' inability to assess whether the objectives had been met. In the opinion of the intern, such a program

could only be effectively evaluated during the next school year to determine if the participants were continuing to strive toward the objectives of the internship.

Recommendations regarding how this type of staff and program development may be effectively done follow:

1. The success of such a program relies on the motivation of the teachers involved. Preliminary meetings should be held to determine precisely which areas are of immediate concern to the teachers. These areas should form the basis for the formulation of objectives of the program.

2. The program should be started at the beginning of the school year to provide adequate time for the assessment of materials and their ability to enhance learning for students, and to implement full use of materials into classroom organization.

3. Time for the discussion of various materials tried by teachers should be planned to encourage creativity in the development of teacher-made materials.

4. A series of workshops should be planned to provide in-school time for materials development.

The provision of quality education for each student is dependent upon teacher motivation toward this aim. The development of in-service programs, such as the one carried out during the internship can only be successful if planned in conjunction with teacher-felt needs. The realization that teacher time and energy are not unlimited

is important in the development and organization of any program. An in-service program that is organized at the beginning of the school year and incorporated into the school calendar thereby providing in-school time for staff development will almost certainly be an effective one.

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PREVIOUS COPYRIGHTED MATERIAL IN APPENDIX A NOT MICROFILMED
LEAVES 49 - 55.

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3124 Harriet Road, Cuyahoga Falls, Ohio.

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APPENDIX E. Skill Reinforcement Activities
and Classroom Games!

**SKILL REINFORCEMENT: ACTIVITY IDEAS
and Classroom Games**

Compiled by

Roberta Cross and The Primary Teachers
of St. Plus X Girls School, St. John's, Newfoundland

These activities and games were compiled in response to a need for a selection of individual and small group activities that would fulfill the following criteria:

1. to reinforce skills that the teachers felt were creating problem areas for their students
2. to indicate activities that could be effectively used during the reading time
3. to select activities that could be produced from readily available materials.

Each teacher chose ten activities that she felt would best reinforce skill areas that were weak in her class. Consequently, this book does not have activities for all the skill areas, but only for those which are of prime concern to the teachers involved.

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Alphabetical Order

Alphabet Train

Directions: Divide class into groups of 5-7 children. Assign each child of each team a word. They then arrange themselves into a train alphabetically by the first letter of their word. The first train to be arranged correctly wins. The children may stand in rows in front of the room or arrange themselves in trains in their desks.

Alphabet Challenge

Directions: Assign a child or a group of children a certain number of words listed in the back of his reader to put in alphabetical order. This may be played as a team or done as an individual activity.

Alphabetical Pictures

Directions: Collect pictures of various objects to paste on a piece of poster board. Have the children list the names of each of the objects and then place them in alphabetical order. This may be done with objects that begin with the same letter or with different letters. It may also be adapted for alphabetizing by letters other than just the first letter.

AntonymsDeveloping Word Meanings - Antonyms

Directions: Find the words that have the opposite meanings. Choose one pink and one blue word card and clip them together.

Pink

increase

borrow

finish

disagree

noise

winner

answer

false

fix

late

hard

joy

tame

add

lazy

city

Blue

reduce

question

country

sorrow

silent

true

loser

active

agree

start

early

break

easy

lend

even

wild

May I?

Directions: Make antonym word cards in pairs. The cards are dealt out to each player. The first player turns to another player and asks, "May I have _____?", naming whatever card he needs to make a pair of antonyms. If the player has the card he must give it up. If he doesn't he says, "No, you may not." and the first player is finished. If the card asked for is given, then the player gets another turn. When a pair is made it is laid down. The object is to make pairs and lay down all one's cards. This game may also be used to develop word meanings for synonyms, homonyms, singular and plurals, etc..

Beginning Consonant Sounds

Consonant Imagination

Directions: Suggest a letter to the class. Tell them they are to list all the things that they can think of which begin with that letter. This activity may be adapted so that the children are to write sensible sentences that include as many words that begin with the suggested letter as possible.

Peter is eating popcorn and peanuts from a paper plate. He is dressed in purple, has a pencil in his pocket, and is wearing pink shoes.

Consonant Substitution

Directions: Using word families, make word cards from consonants plus word endings. The teacher or a child holds the cards and the other players must pronounce the word on the card when their turn is up. When she pronounces the word correctly, she may keep the card. If not, she forfeits a turn. The player with the most cards wins. This idea may also be adapted to a two player game called challenge. The word cards are divided equally among the two players. Both turn up one card at a time. If each can pronounce his word, they both keep their own card. If one player cannot pronounce the word, the other player has a chance to say it. If he does, he keeps the card. The player with the most wins, or the game may be continued until one player has all the cards.

Under the Umbrella

Directions: A large umbrella is drawn and words created from word families plus consonants are written on it. To be under the umbrella, the child must be able to pronounce all the words by sight. Similar games such as Word Wheel, Climb the Tree, Catch the Fish, Bounce the Ball, Follow the Yellow Brick Road, Pick the Flowers, and What's on T.V.? can be created.

BlendsBlending Sounds into Words

Directions: Cut two poster board strips, 2" X 5". On one strip, write a blend. Cut two horizontal slits $2\frac{1}{4}$ " long. On the second strip, write endings which will blend with the initial sounds to form words. By sliding the second strip through the horizontal slits in the first strip, the children should be able to combine the two parts to form words.

Blend Around the Wheel

Directions: Cut two circles of poster board, one about two inches smaller than the other. Connect them through the center with a wire brad so that they can be moved in a circle. Write blends around the outside of the larger circle. Write endings that will form words on the outer part of the smaller circle. When the inner circle is revolved, the child should be able to say all the words formed.

Getting Across the River

Directions: Draw a river with stepping stones from one bank to the other. Write words beginning with blends on each stone. To cross the river the child must be able to pronounce all the words. This activity may be played individually or in teams. Extra stone cards could be made so that they could be changed. Similar activities could be developed on the following themes: Little Red Riding Hood and the Wolf, Lost in the Woods, Phonics Bingo, and Going to Space.

Building Words

Add A Letter

Directions: Suggest a word to the class. Tell them that by changing one letter at a time they will be able to make a long list of new words. RENT, to WENT.

Classifying Words

Directions: Give the class five titles. Have them list as many items as possible under each heading. i.e., Fish, Birds, Fruit, Pets, and Flowers.

Directions: Cut two sets of word cards in two colors. Have clothespins ready. Print the following word sets and words on the cards.

Pink

hammer-saw-nail
 alone-apiece-another
 rope-string-ribbon
 waiter-sailor-teacher
 early-late-ago
 angry-sorry-proud
 apron-cap-suit
 butter-cheese-cream
 cakes-bread-rolls

Blue

head parts
 from a cow
 how someone feels
 used to tie
 used to build
 used to cover
 about only one
 about time
 made from flour
 kinds of workers

Have the children read the words on the pink cards and think how they are alike. Find the answer on a blue card and clip them together with the clothespin.

Directions: Find words which begin with these letters and put them in the right places. Draw the following graph on the blackboard or on a worksheet.

	People	Things	Toys	Foods
J				
T				
B				
D				
M				
S				
F				

Directions: Print the following words and directions on the blackboard or a worksheet.

Find the word which doesn't belong and cross it out.

1. house, garden, grass, interesting
2. beef, hungry, ham, sausage
3. fairy, water, pop, buttermilk
4. upset, angry, gone, cross

5. plates, dishes, cups, machines
6. eyes, shoes, nose, arms
7. dairy, squirrel, monkey, elephant
8. truck, butter, car, station, wagon
9. father, car, sister, mother
10. blue, red, dog, green
11. walk, run, sing, jump
12. truck, car, baby, bus
13. sat, cat, dog, rat
14. king, queen, prince, book
15. water, milk, cookie, juice

Directions: Draw the following chart on a worksheet.

Color the names of all people orange.

Color the names of all animals blue.

Color the names of all things we eat green.

Color the names of parts of our body brown.

Color the names of two things that fly yellow.

ham	Pat	peanuts	Ann
squirrel	bird	arms	wagon
ball	rabbit	Tom	giraffe
Miss Hill	jet	eggs	feet
legs	puppets	dog	Mrs. Clark
kite	Mark	plane	bee
top	eyes	doll	elephant
Maria	sandwich	Cathy	beans

Compound WordsWord Hunt

Directions: Write some compound words on a piece of cardboard. Ask the children to make some little words from the big word. ie., play, ground, lay, pay, round, you, go, and, an

Riddle Quiz

Directions: Have the children read the compound words and answer the riddles.

scarecrow	grandmother	milkman	blueberry
boathouse	soapsuds	farmyard	playhouse
football	cookbook	everyone	headlights
Sunday	henhouse	afternoon	snowman
rainbow	grasshopper	sunshine	tonight
policeman	sidewalk	gingercake	schoolbag
inside			

1. He brings milk. _____
2. You carry your books in this. _____
3. Mr. Brown keeps his boat in this. _____
4. This means after supper. _____
5. This will scare birds away. _____
6. This keeps us warm and helps the flowers grow. _____
7. You can play in this. _____
8. This animal hops in the grass. _____
9. It is a time of day. _____
10. This is said to have a pot of gold at the end of it. _____
11. Hens live in this. _____

12. This word means the opposite of outside. _____
13. This is the name of a day. _____
14. You must walk on this and never in the street. _____
15. It is good to eat. _____
16. He helps you if you are lost. _____
17. This word can mean the whole class. _____
18. You need these on your car to see at night. _____
19. Little Red Riding Hood had one that was sick. _____
20. Mother makes this kind of pie. _____
21. The farmer leads the horses into this. _____
22. We find these in our dishwater. _____
23. The name of a game that Mr. Mugs likes to play with the boys. _____
24. This can tell you how to bake a cake. _____
25. You can make one of these if it's cold. _____

Fill The Blanks

Directions: Have the children join the compound words and fill in the blanks.

grand	mother	him	to
him	where	in	Father
a	man	grand	self
any	self	scare	way
snow	sleep	a	crow

1. It was Jack's bedtime. When he got into bed, he fell _____.

1. Susan had just gotten _____ the house when her mother told her that they were going on a trip far _____.

2. The driver of the taxi said, "I will take you _____ you want to go."
3. "Thank you," said Jack. "I want to go where it's snowing. I want to make a _____."
4. The driver took him. Jack made a snowman all by _____.
2. Susan saw a _____ in a field. There was no one else there. He was talking to _____.
3. "I am sad," he said. "I have no mother, no father, no grandmother, and no _____."

Context Clues

Find the Sentence for the Picture

Directions: Cut some small attractive pictures from a magazine or book. Prepare a set of cards with one sentence on each card. Each sentence should describe one of the pictures. Put the pictures and sentences in a box or envelope. The child matches the sentence to the picture.

Fill in the Blanks

Directions: Print the following sentences on a piece of tagboard. Leave enough room at the end of each sentence for a slot where the children will place the word.

1. The stray dog that came to our house was _____
2. Bob said, "I can carry this box. It is very _____"
3. Helen is learning how to _____
4. The boat came through the storm _____
5. We see the stars at _____
6. There is smoke coming from the _____
7. The airplane is ready to make a _____

8. There are many trees in the _____
9. There is no thread on this _____
10. We feed a baby with a _____
11. One of the pages in this book is _____
12. My kitten is very _____
13. Dan ran so fast he was _____
14. There are only a few clouds in the _____

chimney

spoon

breathless

safely

flight

sky

forest

night

cook

homeless

light

torn

playful

spool

Creative Writing

Making Up Stories

Directions: Finish the story.

Story One - The Cow Who Played in a Band

Once there was a cow who ran away from the farm. For a long time no one could find her. Then one day a little boy saw the cow. She was walking along the street after a band.

Story Two - The Sad Little Shoes

Once there were two sad shoes. For many days the shoes sat in the window, but no one wanted them. Then, one Friday afternoon, someone came along.

Story Three - The Dog With the Long Red Ears

A little dog wished for long red ears. One day he got his wish, but it did not make him happy.

Story Four - The Horse Who Went to Sleep in a House

Once there was a horse who had no place to sleep. He spent all of his time looking for a nice place to sleep. One day he found his way into a house. Inside the house he found just the spot he was looking for.

What Would You Do?

Directions: Read the questions silently. Write as many answers as you can.

i.e., What would you do if you were lost in the woods?

What would you do if you're on the way to your friends house and you see a bear?

Can You Imagine!

Directions: The children may either show these captions in pictures or write a nonsense story with the caption as the theme.

Can You Imagine

butterfly

a kitchen sink

a bed's head

a gas man

a pen point

a jelly roll

a tree bark

a house fly

a spelling bee

a match box

a door step

Stretch Your Imagination

Directions: Stretch your imagination and list as many answers as you can.

1. What would happen if the sun never set?
2. Suppose your favorite animal could talk?
3. What might happen if you could take giant steps?
4. What if soda pop came out of the faucet?

Make Up the Ending

Directions: Have the students read each story beginning and then choose one that they'd like to finish.

Story One One Thursday afternoon, Peter came home from school. He found a big box at the door of his house. The box was made of wood. On the box a note was written that said, "For Peter."

Story Two Not far from Billy's house is a big tree where the boys like to play. One day Jack said to Peter, "Let's go and play under Bill's tree. Maybe Bill will be there." When the boys got to the tree, they did not see Bill anywhere. Just then Peter looked up.

Story Three Elizabeth was playing with her ball. All at once the ball went out into the street. Elizabeth was about to run after it when someone called "Stop! Do not run after the ball!".

Creative Thinking

Directions: Have the children list all the things they can according to the question that they choose.

1. List all the things that your mother won't let you take to bed with you.
2. Think of all the things it would be funny to find in your refrigerator. List them.

Directions: Make a picture to illustrate the following.

time flies

blood running cold

a home run

running in an election

something running through your mind

clocks run

motors run

running into trouble

Directions: Finish the story.

1. I think that I shall never see _____
2. If I had three wishes _____
3. Grown up me in 1983 _____
4. When I was a baby _____
5. Most of all I would like to _____
6. If I could be with _____

Directions: Finish the story

Once upon a time there was a little old man. He lived in a little white house with a little window and a

little red door. Every day he would sit in the window and make hats.

The little old man made many hats. Sometimes he made little hats for boys and girls. Sometimes he made big hats for grown-ups. If anyone wanted a hat the little old man would work and work until it was done.

One morning the little old man was working on a hat. When he looked out the window, he saw a little boy who was crying.

"Oh dear," said the little old man. "This will never do." He opened his door and rushed into the street. "Little boy," he asked, "why are you crying?"

The little boy looked at the old man.

"I cannot help it," he said. "The big children will not let me play with them. They say I am too little. They make fun of me." The boy began to cry again.

"Now, now," said the little old man. "Stop crying. I think I can help you."

Directions: Be an old shoe. Make up the story of your life. Make a picture to go with your story.

Directions: Paste pictures from magazines that depict scenes which will stimulate the children to write stories.

Distinguish "B" from "D"

Directions: Collect old newspapers and magazines, scissors, red pens or pencils, and glue. Have the children circle every "b", capital and small case, in an article or paragraph that they choose. With the red pens, have the children make all small "b's" into capitals.

Have them cut out all the "b's" in the headlines and paste them on a sheet of paper. Compare the different types of print used to make the same letter. Do the same for "d's" and then compare the "b's" and "d's".

Following Directions

Directions: Give each child a part of an article cut from an article or a magazine or other publication. Have them mount it on a piece of poster board. The children read the article first and then read the directions which you have printed on the back. i.e., Circle all three syllable words in red, adjectives in blue, and name words in green.

Directions: Place two or three exercises such as the following on the blackboard or on cardboard for individual use.

To the left are some words and objects. Be sure to mark them the right way. Put a circle around the word that is a number. Mark a cross on something you eat. Put a star beside something you wear. Draw three more circles beside the house.

Initial Sound Recognition

Directions: Say or write several words beginning with the same letter as "ball, bat, boat." When the children seem unable to think of another word, start another letter. This is a good game with four groups. Scores can be kept.

Listening

Directions: Close your eyes and listen to all the sounds around your classroom. List all the sounds you hear.

Matching

Matching Words or Pictures

Directions: Collect pictures in sets of two or draw pictures in sets of two on a stencil. Use the same idea for sight words. A piece of yarn can be used for matching the pictures.

Here are two sets of pictures. Look at each picture on the left side. Find the picture just like it on the right side. Draw a line to match the pictures that are the same.

Here are two sets of words. Look at each word on the left side. Find the word like it at the right. Draw a line to match the words that are the same.



Pantomime

Make-Believe

Directions: Cards are passed out to the children with sets of directions on them. Each child reads his card and performs a pantomime according to the directions. The rest of the children are to guess what the child is acting out. After the pantomime is over, the child reads his card to the class. i.e., Make believe you are a salesman. Make the motions to show you are trying to sell a lawn mower or a bug spray.

Phonics

Phonics Hunt Game

Directions: Find the following words in a newspaper or a magazine.

1. six words ending in silent e
2. six words with double vowels
3. six words with silent k
4. six words and their opposites
5. six words and their homonyms
6. six words and their synonyms
7. six compound words
8. six words with double consonants

Prefixes

Cats on the Fence

Directions: Cut out silhouettes of cats from black paper. Be sure they have long tails. Print words on the bodies of both sides of the cats that can have a prefix or suffix (depending on which side the tail is on). Cut out a large fence for the cats to sit on. A child may put a cat on the fence if he can suggest another prefix or suffix for the cat he picks. This game may also be adapted for use with plurals or other endings.

Punctuation

Directions: Write some sentences or a short paragraph on the blackboard or on a piece of poster board for individual use. Write the following directions on the board or card.

Put the correct punctuation marks in the following sentences (paragraph):

1. Capital letters at the beginning of sentences
2. Periods at the end of sentences
3. Question marks at the end of questions
4. Commas after lists of things or after a phrase
5. Quotation marks before and after what someone is saying

Ted said help me see the cat run into the house
get father to come and help get the cat Betty Helen Joy
will you go fast and get help

Reading Readometers

Directions: Each child can make his own reading readometer from white paper. Have them cut out thermometer shapes from the paper and mark off equal intervals from the bulb to the top. As the child finishes reading a book, he colors one interval. This idea can also be used to keep track of new sight words learned. Each interval should represent five or more words. Meters might also be used to record the number of rhyming words developed by each child.

Reversible Words

Directions: Prepare a piece of poster board with the following directions. Have some answers on the back.

Think of words that can be reversed to make new words. Examples on-no, stop-pots.

(was-saw, bat-tab, part-trap, tub-but, step-pets, star-rats, pan-nap, ten-net, lap-pal)

Riddles

Directions: Collect riddles and print them on a piece of poster board. Also print out an answer sheet. Some of the children may enjoy making up riddles to include. i.e., Write the answers to the riddles.

I am man's best friend. (d)

(dog)

Riddle Quiz

Directions: Print the following riddles on a piece of poster board. Have the children answer the riddles by drawing a picture.

When children are sick
I can tell
I give them something
To make them well

I take the children
All over town
They ride in my bus
Up hill and down

I help the children
At school every day
We read and write
And sometimes play

I have a white coat
And a big white hat
I make cookies
And things like that.

Children all laugh
At the act I do
If you come to the
circus
You will laugh, too.

I have a coat
And a hat of blue
And sometimes a letter
Just for you.

Rhyming

Directions: Write the following rhymes and word choices on a piece of poster board.

Finish the verse by using the words given

hear	pig	car	that	day
said	way	talk	myself	red

On a farm on a hill
In a barn red and big
Lived old brown cow.
and Piggy the Pig

Now Piggy was little.
And Brown Cow was big
But they were good friends
The cow and the _____.

One morning when Brown Cow
Got out of bed
She looked at the window
"What a good day", she _____.

"Moo", said the cow
"Oh this very good day
How can little piggy
Keep sleeping this _____?"

Again she called, "Piggy!"
 The pig did not hear
 Then Brown Cow went over
 And called in his ____.

Piggy jumped up,
 And ran away and away,
 And never came back
 to the barn
 All that ____.

Word Rhyme

Directions: Print the following lists of words on two different colors of poster board. Have clothespins ready.

Pink

hung tonite
 west time
 acorn roof
 tongue long
 weep sands
 crag braid

Blue

horn young
 shade wrong
 bands sung
 proof crime
 might rest
 sleep flag

Which words rhyme? Pick one pink and one blue card and clip them together.

Finding Words That Do Not Rhyme

Directions: Prepare several sets of word or picture cards. Each set should contain seven or eight words that rhyme and one word that doesn't rhyme. An egg carton that is colored attractively makes a good container. Put each set into a different pocket, reserving one section for some paper clips. The child looks through each section and hunts for the card that does not rhyme. He puts a clip on this one. After he has finished and it has been checked, the clips should be removed so that the game is ready for the next player.

Sentence SenseSentence Scramble

Directions: Print short sentences on strips of cardboard. The vocabulary should be from the current reader. Cut each sentence in half. Put a group of these pieces in a packet. Students play the game by taking the phrases out of the packet and putting them together into sentences.

Sentence Trains

Directions: Print the following directions on a piece of poster board.

Take this word and make a sentence from it. Each new word must begin with the last letter of the word before it. The last letter of the last word must be used to begin the next sentence.

Can Ned dance?

Start with - Today

Sequence of a StoryComic Strip Story

Directions: Have the children illustrate a story they have just read in a comic strip. This idea may be used instead of a book report for a change.

Telling a Story in Sequence

Directions: Collect pictures that could be used to tell a story in sequence. Mount them individually on heavy paper or poster board. Collect several sets of these. The child is to arrange the pictures to tell the story. You could have a story written up for each set of pictures for the child to read first or the child could pick one set to write his own story about.

Building Stories

Directions: Make up a simple story of about four or five lines. Print each sentence on a one inch strip of cardboard. Cut the sentences apart into phrases. The player must use the strips to reconstruct a story. Often the child may develop an entirely different story.

Singular and Plural Words

Singular and Plural Word Identification

Directions: Print the following sets of words on two different colors of poster board. Have clothespins ready. The player clips the singulars and plurals.

Pink

mouse
tree
elf
life
patch

tooth
key
jockey
picture
man

candy
shelf
turkey
shock
loaf
spy

Blue

trees
elves
lives
mice
patches
teeth

keys
jockeys
pictures
candles
shelves

turkeys
shots
loaves
men
spies

Vocabulary

Flash Cards

Directions: Use the Dolch Word List, vocabulary lists from the basal readers, service words, and new words that the class is familiar with to make a set of flash cards. Index cards can be cut in 5" X 2" strips. As each child draws a card from the pile, she must be able to pronounce it as a sight word in order to keep it. You may also have them put the words in a sentence. If the word picked begins with the magic letter that you have named for that day, the player gets another turn. The child with the most word cards is the champion. These cards can also be used to practice alphabetical order.

Thought Association

Directions: Paste pictures on 5" X 8" cards and print related words on a second card. (Picture of a kitten - pet, meow). To play, a child shuffles the word cards and matches them with the appropriate picture.

Jungle War

Directions: Outline two leopards facing each other and post them on a bulletin board. Make up word cards that are familiar to the class. The object of the game is to cover the leopards with as many word cards as possible. The word cards are made into spots. Two teams pick word spots from the pile. The player must be able to say the

word before it can be tacked onto the leopard. The team whose leopard has the most spots is the winner.

Matching Verbs with Pictures

Directions: Collect action filled pictures from magazines or other publications. Make a set of word cards to go with each picture; each one should be a verb. Some may emphasize a facial expression while others may emphasize action. The players locate as many verbs as are appropriate for each picture.

Identification and Recognition of Verbs

Directions: On a piece of poster board print the following headlines. Cut slots in a column under each heading. Cut strips of poster board and print one phrase on each. Have the children identify which phrase goes in each column and place it in the slot. When finished, each column will have a list of phrases that identify the action involved.

Moving Fast

they lingered there
jog along a trail
glide through the air
strut by in a new shirt
sprint across the field
trail after the boys
prowl around
wander around
drift along

Moving Slow

stalk the enemy
the truck whipped along
tour the building
try to tackle him
pace the floor
dawdle along
leap out
crawl forward
trudge along
swoop down

Vowel Sounds

Matching Vowel Sounds

Directions: Make forty word cards, each of which contains a one-syllable word. There must be at least one matching vowel sound for each word card. Four cards are dealt to each player. The rest of the cards are placed face down in a pile in the middle. The first player reads any one of his cards aloud. Any other player that has a card with the same vowel sound reads his card out loud and takes the first players card. The other player then places these cards in front of him. The first player draws a card from the pile to replace the one he lost. The next player calls out one of his cards. If no other player has a card with the same sound, the next player calls a card. The player with the most cards in front of him when the pile in the center is gone, is the winner. This idea may be used for contractions, root words and endings, synonyms, antonyms, homonyms, word families, and changing a short vowel to a long vowel.

Who, When, Where

Directions: Prepare a set of word cards which contain words and phrases that involve a person, place, or time. Prepare three smaller cards that are labelled WHO, WHERE, and WHEN. Have the children practice reading the phrase cards until they are familiar with them. Have them place

the three smaller cards on a table top and then classify the phrase cards under the correct heading.

Word Hunt

Directions: Print out the following sentences and directions.

There are hidden words in these sentences. See if you can find them.

The word apple is hidden in this sentence.

John, I wish you would rap please before coming in.

1. An ape cannot think like a man.
2. Much order can be achieved by careful planning.
3. Do not go out and play.
4. Drum pieces are hard on my ears.
5. Drop everything and erase the word on the board.

Little Word Hunt

Directions: Print the following directions and words on a piece of poster board.

Here are some big words. See how many little words you can find in them. List them.

- | | |
|------------------|-------------------|
| 1. commercials | 8. development |
| 2. categories | 9. encouragement |
| 3. presentations | 10. directions |
| 4. disinterested | 11. automatically |
| 5. occasion | 12. completed |
| 6. instructions | 13. composition |
| 7. manufacturer | 14. entertaining |

Words That Grow

Prepare a square divided into 16 equal parts.
Begin the puzzle with a one or two letter word. The
object is to make a longer word by adding just one letter
to either end of the word in the previous line.

i.e.

	a		
	a	n	
	a	n	d
s	a	n	d

APPENDIX F: Questionnaire

Please read each statement carefully and consider it as an outcome of our work during the internship. Check the slot that most closely describes your opinion.

Key

SA - Strongly Agree

D - Disagree

A - Agree

SD - Strongly Disagree

UND - Undecided

	SA	A	UND	D	SD
1. Individual teacher conferences were helpful in pinpointing individual needs of my students.	_____	_____	_____	_____	_____
2. I feel I will be able to restructure the reading time to include some of the learning materials and ideas developed during the internship.	_____	_____	_____	_____	_____
3. I feel I will be able to spot student difficulties and suggest appropriate learning materials.	_____	_____	_____	_____	_____
4. I am more aware of the variety of learning materials available and feel that I can selectively choose materials appropriate for my students.	_____	_____	_____	_____	_____
5. The resource book and file will be valuable "idea" aids in my future teaching.	_____	_____	_____	_____	_____
6. The materials that were developed are adaptable to effective classroom organization for reading.	_____	_____	_____	_____	_____
7. As a result of trying a variety of learning materials, I feel more confident in prescribing activities to aid students in weak areas.	_____	_____	_____	_____	_____

SA UND D SD

8. I feel I will be able to develop further activities for classroom use and to add to the resource book and file.

9. Materials I have tried have been successful in aiding students' learning in weak areas.

10. I will continue to prescribe learning materials to aid students in learning.

11. Large group teacher meetings were valuable in discussing materials available and for sharing ideas.

Please feel free to add any comments.







