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READING, K-6. VOLUME I.

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Descriptors- \*BASIC READING, \*CURRICULUM GUIDES, \*DEVELOPMENTAL READING, \*ELEMENTARY SCHOOLS, ORAL READING, \*PRIMARY GRADES, READING COMPREHENSION, SEQUENTIAL READING PROGRAMS, STUDY SKILLS, TEACHING GUIDES, VOCABULARY DEVELOPMENT

The first volume of an elementary curriculum guide prepared by the Summer Workshop Reading Committee of the Rochester Public Schools in Rochester, Minnesota, applies to kindergarten through grade 4. It is divided into the prereading level, the beginning reading level, and the independence level. Grade designations under each level suggest the level at which an average student is likely to be working, but teachers are encouraged to adjust instruction, activities, and materials to individual pupil needs and to use multiple approaches and flexible time schedules. Each reading level covers vocabulary development comprehension, oral reading, and study skills. The reading skills to be developed in each of these areas are outlined in four scope and sequence charts. The place of a developmental reading program in the total elementary school curriculum is described. Practical classroom activities with corresponding references and evaluative techniques are suggested to help teachers develop skills and evaluate reading instruction. This guide could serve as a frame of reference in planning the school year's program or a day's lesson, as a resource material in selecting appropriate materials, activities, and techniques, and as an aid in evaluating the total reading program. (NS)

# READING

k-6

## I. VOCABULARY DEVELOPMENT

### THREE BASIC STEPS TO WORD RECOGNITION AND WORD MEANING:

#### A. STEP ONE — CONTEXT CLUES

- Picture and Oral Context
- Sight Vocabulary
  - Word configuration and letter detail
  - Initial stroke

### PRE-READING (K-1)

Encourage children to extend their experiential background through discussions of pictorial material and from information read or told to them.

Develop awareness to printed words in the world about them. Develop the concept that the printed word has different configurations.

Develop awareness of the letter and left-to-right.

### PRE-READING (K-1)

Demonstrate the use of oral reading as a means of conveying information.

## III. ORAL READING

### SKILLS

- For Conveying Information
  - Locate specific details
  - Describe a setting, explanations, and announcements
  - Read announcements
    - Relate facts
    - Verify the writer's meaning
    - Show the point of view presented (and shared)
  - For Entertainment and Appreciation
    - Dramatize (read parts) with others
    - Read to others
    - Convey ideas and emotions in a book or other materials

## II. COMPREHENSION DEVELOPMENT

### SKILLS

- Making Use of Previous Learning
  - Visualizing
- Recalling and Associating

### Pre-Reading (K-1)

Relies on background of experiences to make mental pictures of what has been read to him.

### Beginning Reading (1-2)

Teach children to scan previously read material to locate a specific fact or skim to find the answer to a question. Provide a setting to practice mechanical skills of reading: left-to-right and sentences, the return sweep of eye movements from word to line, and recognition of line to line, and recognition of line to line, and recognition of line to line.

## IV. STUDY SKILLS

### SKILLS

- Selecting Information
  - Reading skills
    - Previewing
    - Skimming
    - Scanning topic sentences
    - Selecting main ideas
    - Recognizing key words
    - Locating key words
  - Listening Skills
    - Establish a receptive attitude
    - Grasp the speaker's purpose
    - Select pertinent information
    - Judge the source and reliability of the material
    - Consider adequacy of conclusion
      - Summarize and draw conclusions
      - Organize and draw conclusions

### INDEPENDENCE (5-6)

Continue to develop and refine ability to read pictorial illustrations as maps, tables, graphs, illustrations, and diagrams in texts.

### INCREASING INDEPENDENCE (5-6)

Continue to develop and refine ability to read pictorial illustrations as maps, tables, graphs, illustrations, and diagrams in texts.

### EXTENDING INDEPENDENCE (6 and ABOVE)

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# Volume I

ROCHESTER PUBLIC SCHOOLS  
SPECIAL SCHOOL DISTRICT NO. 4  
ROCHESTER, MINNESOTA

FD 021688 196 196 001

READING


Volume I

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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Rochester Public Schools  
Rochester, Minnesota  
1967

Dr. James V. Moon, Superintendent of Schools  
Dr. Fred M. King, Director of Instruction



## MESSAGE TO TEACHERS

This elementary reading guide climaxes an extended effort on the part of our staff to analyze and to prescribe reading instruction as it will be conducted in our schools in the future.

The production of this guide and the adoption of new reading materials are but a phase in the establishment of a total reading program (K-12). Other equally important aspects include the special reading program at all levels and the developmental program in the junior and senior high schools.

We wish to acknowledge the work of our reading consultant, Margaret Sloan, and the following members of the Summer Workshop Reading Committee:

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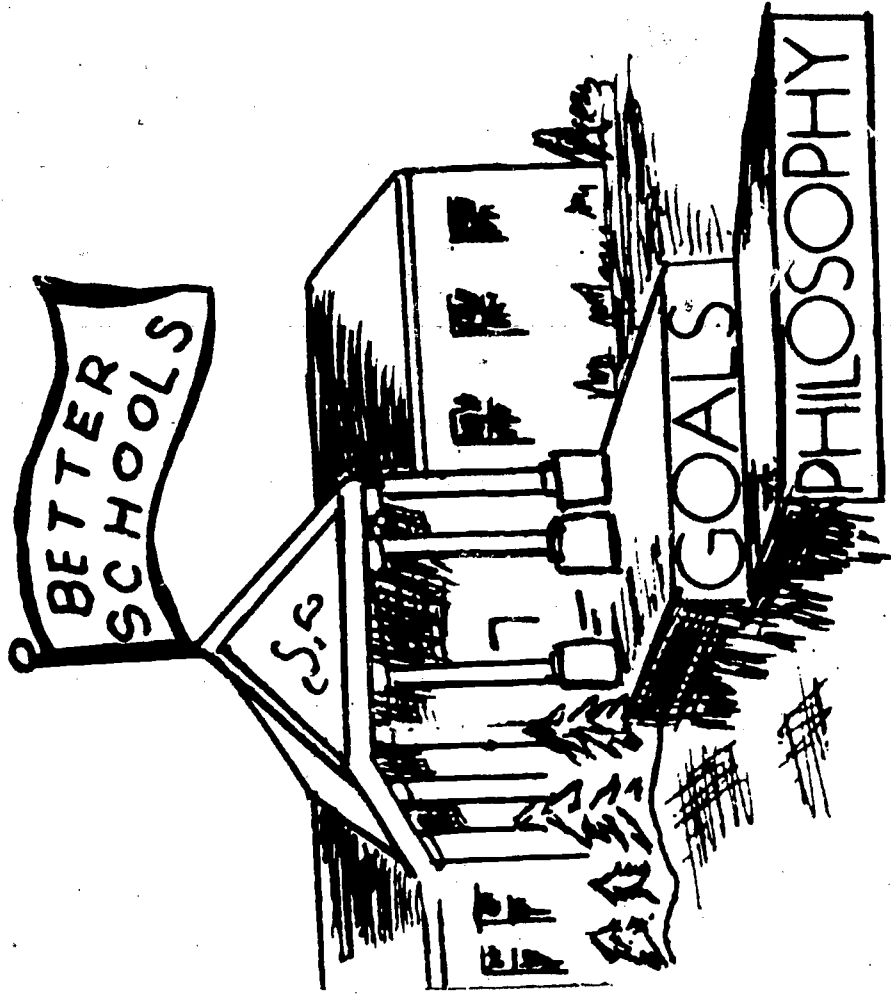
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**GOALS:**

The attainment of this philosophy centers around these goals;

- To stimulate a desire to learn
- To help the child master the basic skills of learning.
- To develop the ability to work and play with others
- To promote emotional stability and strengthen wholesome moral and spiritual behavior
- To learn his capabilities and limitations
- To develop and strengthen his ability to meet and solve problems of life
- To contribute something worthwhile to society
- To develop habits conducive to healthful and happy living
- To develop worthy use of leisure time
- To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
- To develop a civic responsibility and be an active member of society
- To develop an appreciation for the wise use and conservation of resources
- To develop self-discipline
- To develop a consciousness of personal grace and charm

**PHILOSOPHY:**

"It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability."

Statement of philosophy and goals accepted by the Summer Workshop

## INTRODUCTION TO THE GUIDE

### PHILOSOPHY

Reading is a thought process through which the reader interprets the printed page, evaluates what he has read, and reacts according to his experiences, his emotions, and his purpose for reading. It is a valuable key to learning; one that enriches, modifies, and contributes to the individual's total development.

Since reading is basic to all instruction in the education of children, each child must be given every opportunity to realize his maximum potential through a systematic, sequential reading program based on individual needs. He must achieve independence in using reading skills and in developing self-motivation. The extent to which he uses his reading abilities to benefit society and for his own self-gratification determines the ultimate success of the reading program.

### THE PURPOSE OF THE GUIDE

This guide was written to assure better reading instruction for each child in the Rochester Public Schools by providing a systematically developed reading program based on scientific research and available resources.

It is designed for teachers, principals, and consultants to use as a guide when planning the year's program and adjusting the daily instruction to each child's needs; as a resource when selecting suitable materials and teaching techniques; and as an aid when surveying the total elementary program so as to provide a systematic and sequential progression of skills from grade to grade.

### USE OF THE GUIDE

Teachers should become familiar with the contents of the entire elementary reading program and with the separate skills as listed in the Scope and Sequence Chart so that each child can receive suitable instruction according to his needs.

The grade level indications as listed under each reading level merely suggest the level at which an average student in Rochester is likely to be working. It is not intended that a teacher restrict his instruction to the skills designated for the grade at which he is assigned. He should provide for individual differences by departing freely from one level to another developing the skills listed for the level below or above the ones designated for his grade as the need for this dictates. After each child's needs have been identified, appropriate skills should be taught or reinforced.

This guide shows how multiple approaches and flexible time arrangements can be utilized to teach reading in the various curriculum areas. It is essential that a teacher be creative in using this guide so that the child's total learning experience will be enriched.

## CONTENTS OF THE GUIDE

This reading guide contains the following six sections:

The Introductory section explains why the guide was written and how it should be used.

The Scope and Sequence section outlines the reading skills to be developed.

The Elementary Reading Program section describes the developmental reading program and its relationship to the total school curriculum. Practical suggestions to help the classroom teacher organize and adjust instruction within the class are included. There is also a list of additional services to assist in providing suitable instruction for the reading development of each child.

The Activities by Reading Levels section contains practical classroom activities and references which may be used to develop each of the reading skills listed in the Scope and Sequence Chart.

The Evaluation section explains how standardized measurements are to be used and lists other informal measurements available to help the teacher evaluate reading instruction.



# SCOPE AND SEQUENCE CHART

## READING (K-6)

1. Vocabulary Development
2. Comprehension Development
3. Oral Reading
4. Study Skills

### EXPLANATION OF READING LEVELS

Reading is a developmental process unfolding in an environment of individual differences.

In order to lend structure, continuity, and flexibility to our Rochester reading program, the four areas of reading (VOCABULARY, COMPREHENSION, ORAL READING, and STUDY SKILLS) are developed by levels (PRE-READING, BEGINNING READING, DEVELOPING INDEPENDENCE, EXTENDING INDEPENDENCE). These levels show progression of difficulty leading from pre-reading to reading maturity, with overlapping between levels.

These levels are usually developed in the grades listed below:

- Pre-Reading Level — kindergarten and first grade
- Beginning Reading Level — first and second grade
- Developing Independence Level — third and fourth grade
- Increasing Independence Level — fifth and sixth grade
- Extending Independence Level — sixth grade and above

**It is hoped that teachers will depart freely from one level to another in order to meet individual needs.**

**ROCHESTER, MINNESOTA**

# I. VOCABULARY DEVELOPMENT

THREE BASIC STEPS TO WORD RECOGNITION AND WORD MEANING:	PRE-READING (K-1)	BEGINNING READING (1-2)	DEVELOPING INDEPENDENCE (3-4)	INCREASING INDEPENDENCE (5-6)	EXTENDING INDEPENDENCE (6 and ABOVE)
<b>A. STEP ONE — CONTEXT CLUES</b> 1. Picture and Oral Context	Encourage children to expand their experiential background through discussions of pictorial material and from information read or told to them.	Encourage children to make use of pictures as an aid in discerning the action of the story and the feeling of the characters. Relate written print to spoken language.	Continue to broaden concepts that may be derived from picture clues in all content areas. Continue to use oral context to give word clues.	Continue to develop and refine ability to read pictorial illustrations such as maps, tables, graphs, illustrations, and diagrams in more difficult contexts.	Continue to develop and refine ability to read pictorial illustrations such as maps, tables, graphs, illustrations, and diagrams in more difficult contexts.
2. Sight Vocabulary a. Word configuration and letter detail b. Initial stock of sight words c. Personal stock of sight words	Develop awareness to printed words in the world about them. Develop the concept that the printed word has different configurations. Develop awareness of the first letter and left-to-right directional attack as a useful approach to word recognition. Develop the idea that oral language can be reproduced in print.	Help children recognize words by their shape, size, or letter differences. Develop the association of sound, meaning, and word form in building an initial sight vocabulary. Enlarge the personal sight vocabulary which the child possesses.	Continue to refine the amount of inner word detail observed. Continue to review the initial stock of sight words and expand the personal stock of sight words.	Increase accuracy in differentiating similar word configurations. Continue to promote the development and use of a wide vocabulary.	Develop a word conscious attitude by directing attention to the relation of vocabulary growth in the content areas as a direct aid to understanding.
3. Written Context a. Phrases b. Sentences and paragraphs* (1) Definition (2) Experience background (3) Comparison with a known idea (4) Synonym (5) Familiar expression (6) Summary (7) Reflection of a mood or situation (8) Appositive phrase or clause (*McCullough, Constance M., "Recognition of Context Clues in Reading," ELEMENTARY ENGLISH REVIEW, Vol. 22, pp. 1-5, Jan. 1945)	Develop ability to arrive at word meaning by understanding the thought or idea in a phrase, sentence, or paragraph.	Direct children to a better understanding of longer and more difficult phrases, sentences, and paragraphs.	Help identify words and their meanings through the structure of the content and through the reader's association with past experiences.	Obtain more subtle and precise meanings of new words by use of the appositive phrase or clause and other techniques the author may use.	Obtain more subtle and precise meanings of new words by use of the appositive phrase or clause and other techniques the author may use.
4. Expanded Word Meanings a. Multiple meanings b. Shades of meaning c. Antonyms, synonyms and homonyms d. Derivatives e. Similes, metaphors & idioms f. Typographical aids (1) Quotation marks (2) Italics (3) Bold face type (4) Parentheses (5) Footnotes	Develop an understanding that some words have several meanings but that a phrase or sentence context gives them a specific meaning. Enrich speaking and reading vocabularies through use of antonyms, synonyms, and homonyms.	Enrich vocabulary by showing how multiple meanings and shades of meaning are developed through context. Continue to direct attention to synonyms, antonyms, and homonyms. Develop the ability to interpret figures of speech. Build recognition that typographical aids may add to the meaning and points of emphases.	Continue to show how expanded word meanings are used in more difficult contexts. Develop the use of typographical aids to broaden the interpretation and application of expanding vocabularies.	Continue to develop the understanding that words can have multiple meanings and shades of meanings. Increase the knowledge that meanings of words can be reached through the use of antonyms, synonyms, homonyms, derivatives, similes, and metaphors. Emphasize that typographical aids are used to build meanings, such as words or phrases in quotations, italics, bold-faced type, underlining, parentheses, and footnotes.	Continue to develop the understanding that words can have multiple meanings and shades of meanings. Increase the knowledge that meanings of words can be reached through the use of antonyms, synonyms, homonyms, derivatives, similes, and metaphors. Emphasize that typographical aids are used to build meanings, such as words or phrases in quotations, italics, bold-faced type, underlining, parentheses, and footnotes.
<b>B. STEP TWO — AUDITORY AND VISUAL SKILLS</b> 1. Visual Perception	Develop and maintain the skill of examining a word to determine a phonetic or structural approach.	Develop independence in the ability to examine the total word and select the appropriate approach.	Point out similarities and peculiarities of the whole word before attempting phonetic or structural analysis.	Develop quick accurate discriminations by noting similarities and differences using a multiplicity of clues such as configuration, letter formations, beginnings, endings, combinations of letters and affixes, and selecting the appropriate...	Develop quick accurate discriminations by noting similarities and differences using a multiplicity of clues such as configuration, letter formations, beginnings, endings, combinations of letters and affixes, and selecting the appropriate...

<p>Develop accurate discrimination in listening vocabulary as an aid toward improving sight vocabulary. Maintain a functional use of the phonetic elements as developed in earlier levels of word recognition.</p>	<p>Stress the importance of the correct order of letters within a word as an aid to correct pronunciation and spelling.</p>	<p>Continue to refine the auditory discrimination aspects of word recognition.</p> <p>Continue the progression of phonetic skills by reviewing consonants and vowels, re-emphasizing digraphs and diphthongs, and redeveloping auditory aspects of syllabication and accent.</p>	<p>Continue to develop skill of discriminating words with similar sounds.</p> <p>Develop ability to hear and apply beginning consonants, speech consonants, and blends in the initial and final position when analyzing new words.</p> <p>Develop vowel sounds — short, long and with r, l, and w. Introduce selected digraphs and diphthongs.</p> <p>Introduce auditory aspect of syllabication.</p>	<p>Encourage pupils to decide whether or not a series of spoken words, names of objects, or pictures begin with the same sound.</p> <p>Develop beginning and speech consonants in the initial position.</p>	<p>2. <b>Quantity (rhoticity) Analysis</b>  Reinforce simultaneously with Visual Analysis.  Develop readiness for each of the following:</p> <p>a. Consonants  (1) Beginning consonants (b, s, t), speech consonants (ch, sh, th, wh), final and middle consonants  (2) Blends (tr, bl, spr) initial and final</p> <p>b. Vowels  (1) Short  (2) Long  (3) With r, l, and w  (4) Digraphs (ea, ai, ee)  (5) Diphthongs (oi, oy, ou, ow)</p> <p>c. Syllabication</p>
<p>Refine the application of accent and syllabication as tools toward efficient word recognition.</p>	<p>Refine the use of visual discrimination in word recognition as applied in more difficult vocabulary.</p> <p>Continue to apply the association of sound and form in beginning consonants, speech consonants, blends, and vowels when analyzing new words.</p>	<p>Continue to develop visual discrimination as an aid to efficient word recognition.</p> <p>Continue to develop the association of sound and form in beginning consonants, speech consonants, blends, and vowels.</p> <p>Build the understanding that knowledge of inflected endings, contractions, compound words and root words aid in word analysis and vocabulary enrichment.</p>	<p>Develop ability to note fine differences in words similar in form.</p> <p>Develop and maintain the ability to associate sounds of consonants, speech consonants, blends, and selected vowels with letter symbols when analyzing new words.</p> <p>Teach children to recognize words formed by adding an ending to a known root word and to look for two root words in a compound word.</p> <p>Teach children to understand the form and meaning of selected contractions. Teach that some letters are silent in words.</p>	<p>Develop awareness of the difference in letter forms (upper and lower case) and in selected printed words.</p> <p>Develop ability to associate beginning consonant and speech sounds with their letter forms.</p>	<p>3. <b>Visual (Structural) Analysis</b>  Reinforce simultaneously with Auditory Analysis.  Develop readiness for each of the following:</p> <p>a. Consonants  (1) Beginning consonants, speech consonants (ch, sh, th, wh), and final consonants  (2) Blends — initial and final</p> <p>b. Vowels  (1) Short  (2) Long  (3) With r, l, and w  (4) Digraphs (ea, ai, ee)  (5) Diphthongs (oi, oy, ou, ow)</p> <p>c. Root words  (1) Inflected endings  (a) By simply adding ending  (b) By doubling final consonant  (c) By changing y to i  (d) By dropping e  (2) Compound words  (3) Contractions  (4) Affixes  (a) Prefixes  (b) Suffixes  d. Silent letters  e. Syllabication and accent</p>
<p>Use clues such as configuration, letter formation, digraphs, diphthongs and affixes to gain proficiency in recognition of a word.</p> <p>Maintain earlier learnings involving consonants, vowels, digraphs, and diphthongs and gain skill in their use.</p>	<p>Extend knowledge of inflected endings, compound words, and contractions.</p> <p>Continue to develop prefixes and suffixes as aids to word analysis.</p> <p>Continue to identify silent letters as they appear in words. Extend and refine the use of syllabication and accent as aids to word analysis.</p>	<p>Teach the use of the dictionary for pronouncing accurately and selecting the appropriate meaning of words.</p>	<p>Use a picture dictionary to recognize and grasp meaning of unfamiliar words.</p>	<p><b>C. STEP THREE — DICTIONARY SKILLS</b>  1. As a Guide to Pronunciation  2. As a Guide to Meaning</p>	
<p>Increase the accuracy and rate with which dictionary skills are used stressing syllabication, abbreviations, pronunciation, multiple meanings and correct usage.</p>	<p>Develop more effective use of previously learned skills, strengthen the habit of using phonetic symbols from the key words to interpret pronunciation, and develop the ability to isolate the appropriate meaning for the word in its context.</p>				

# SCOPE AND SEQUENCE CHART

## READING (K-6)

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3. Oral Reading
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**ROCHESTER, MINNESOTA**



## II. COMPREHENSION DEVELOPMENT

SKILLS	PRE-READING (K-1)	BEGINNING READING (1-2)	DEVELOPING INDEPENDENCE (3-4)	INCREASING INDEPENDENCE (5-6)	EXTENDING INDEPENDENCE (6 AND ABOVE)
<b>A. Making Use of Previous Learning</b> <b>1. Visualizing</b>	Relies on background of experiences to make mental pictures of what has been read to him.	Reads a simple story and makes mental (separate concept) pictures Predicts an outcome from a series of pictures or a story.	Visualizes setting of story and portrays characters through drama and written expression.	Expresses original ideas creatively. Recalls details or series of events to enrich imagery. Predicts outcomes in informative and narrative materials.	Forms mental images to help understand abstract ideas. Continue to predict outcomes in informational and narrative materials.
<b>2. Recalling and Associating</b>	Able to retell stories which have been read to him and to recall facts from films, filmstrips, and other factual materials. Able to follow simple directions which have been given previously.	Able to retell incidents and to associate meaning with the written word. Takes assimilated knowledge from previous stories and makes comparisons.	Draws together pertinent facts to form more complete ideas. Makes comparisons by associating the past with the present, the known with the unknown, and the part with the whole.	Examines a sequence of events to interpret a developing situation or an established outcome. Identifies learnings from other situations to enrich the immediate.	Is independently able to see the relationships of concepts previously learned to new concepts and make appropriate applications.
<b>3. Relating to Personal Experience</b>	Uses what he knows to contribute to discussions and helps build experience charts.	Utilizes his past experiences to get meaning from the story.	Is able to develop new learnings by generalizing from personal experience.	Realistically compares personal background and environment with those of others.	Independently recalls concrete ideas from former experiences, compares and relates them to understand abstract relationships better.
<b>4. Time-space Relationships</b>	Relates his knowledge to his own experiences as to seasons, yesterday - today - tomorrow, special days, and distances within his own community.	Perceives events that occur simultaneously or cover short spans of time. Recognizes and understands time lapse in a story.	Is able to place time-space in relation to a familiar event or setting. Compares differing rates of progress among countries. Strengthens and expands his understanding of periods in history.	Understands relative time in placing events. Begins to interpret distance as related to time and space.	Is able to interpret previous events, happenings, and spatial concepts to understand current problems.
<b>B. Setting a Suitable Purpose</b> <b>1. To gather data</b> a. Following directions b. Assembling facts and details	Is able to follow directions and acquire a background of knowledge from many sources.	Is developing the ability to follow directions in selecting significant facts and specific information from a particular selection.	Is able to locate directions and follow them more independently. Is able to select facts from a variety of sources.	Learns to interpret directions and is able to follow them with a minimal amount of error. Is able to establish purpose, adjust reading rate, and select relevant information from various sources.	Follows directions with understanding, and at completion ascertains if he has accomplished his purpose. Is able to select relevant facts from a variety of sources with speed and accuracy in order to generalize.
<b>2. To Grasp Meaning in a Simple Situation</b> o. Noting the main ideas b. Arranging in sequential or logical order c. Clarifying ideas d. Visualizing f. Explaining a process g. Retelling a story.	Interprets stages in a series of pictures, explains simple processes, retells stories, and gets meaning from stories read to him.	Perceives the main idea, recalls important details and summarizes the main points from a short selection he has read.	Can tell a narrative story in considerable detail. Purposefully approaches and analyzes a simple selection.	Easily identifies the general idea intended by the author.	Reads materials and quickly visualizes and recalls the main ideas in sequential or logical order.
<b>3. To Get a Deeper Meaning</b> a. Identifying and relating ideas (1) Grasping the main idea (2) Noting stated and implied ideas (3) Comparing and contrasting ideas (4) Grasping cause-effect relationships (5) Arranging ideas in a sequential or logical order (6) Classifying ideas	Is beginning to be able to select the main idea, select pertinent facts and make comparisons from pictures.	Begins to comprehend the main, stated, or implied ideas. Begins to compare, contrast, and arrange ideas and to see their relationship.	Is beginning to build a reservoir of vocabulary, and assemble facts and ideas in order to achieve depth of interpretation.	Developing independence in selecting, organizing and relating ideas.	Maintains skills previously taught. Recognizes that different authors use various methods to emphasize the inter-relationship of related ideas.



<p>from pictures.</p> <p>(1) Grasping the main idea</p> <p>(2) Noting stated and implied ideas</p> <p>(3) Comparing and contrasting ideas</p> <p>(4) Grasping cause-effect relationships</p> <p>(5) Arranging ideas in a sequential or logical order</p> <p>(6) Classifying ideas</p> <p>(7) Interpreting the author's meaning</p> <p>b. Evaluating critically</p> <p>(1) Forming judgments</p> <p>(2) Recognizing fact vs. opinion</p> <p>(3) Detecting Propaganda techniques</p> <p>(4) Selecting relevant from irrelevant information.</p> <p>(5) Determining reliability of author or source</p> <p>(6) Analyzing information</p> <p>c. Reacting to ideas</p> <p>(1) Reacting emotionally</p> <p>(2) Drawing conclusions and making generalizations</p> <p>(3) Visualizing</p> <p>(4) Predicting events and outcomes</p>	<p>Begins to evaluate ideas and form judgments about them.</p> <p>Draws inferences, anticipates outcomes, and senses emotional reactions.</p> <p>Is beginning to identify with stories read to him, and is beginning to be able to predict outcomes.</p>	<p>Is able to evaluate critically through teacher led discussions.</p> <p>Is beginning to be influenced in his reactions by more than his immediate environment.</p> <p>Identifies readily with characters and is beginning to express a preference for certain authors and types of writing.</p> <p>Continue to interpret the feelings and moods expressed in the text.</p>	<p>Interprets the feelings of the characters, senses the mood of a selection, and appreciates the author's choice of words.</p> <p>Reads slowly for facts or instructions, reads faster for pleasure, and rereads or skims material to answer the questions.</p> <p>Gets a deeper understanding of ideas and meanings through pictures, words, phrases or sentences, and uses punctuation marks to aid understanding.</p>	<p>Is beginning to perceive that words, pictures, phrases, sentences, and paragraphs have meaning not only within themselves but in related situations.</p> <p>Uses punctuation marks to interpret meaning.</p>	<p>Is able to enjoy elements of style, recognize types of writing and experience an emotional reaction.</p> <p>Is able to appreciate the figurative language, subtle meanings, humor and moods of a selection.</p> <p>Applies appropriate rates in various content areas.</p> <p>Discerns the relationship of ideas more readily and utilizes this skill in content areas.</p>	<p>Maintains use of skills previously taught.</p> <p>Recognizes fact vs. opinion and types of propaganda techniques and chooses relevant ideas from irrelevant ideas to form judgments in more difficult material.</p> <p>Determines reliability of author or source when analyzing information.</p> <p>Recognizes that one's personal reaction is related to the way each one visualizes ideas.</p> <p>Recognizes that predicting events and outcomes are dependent on drawing conclusions and making generalizations.</p> <p>Applies a functional reading rate for effective research reading, reading for independent study, and critical thinking.</p> <p>Gains insight by selecting and relating key words and phrases, topic sentences, and implied meanings from various types of material.</p>
<p>4. To Appreciate</p> <p>a. Recognizing types of writing</p> <p>b. Noting mood, plot, characterization, and theme</p> <p>c. Noting author's style</p> <p>d. Interpreting author's meaning</p> <p>e. Reacting emotionally</p> <p>f. Evaluating critically</p> <p>g. Noting figurative language</p> <p>h. Grasping subtle meanings</p> <p>i. Detecting humor</p>	<p>Reacts to subtle meanings and to the mood implied in pictures and stories read to him</p>	<p>Realizes the importance of an appropriate rate as the teacher sets the example through oral reading.</p>	<p>Is able to relate details to the whole in a picture or a story.</p>	<p>Adjusting Rate to Purpose and Material</p> <p>1. Previewing</p> <p>2. Scanning</p> <p>3. Skimming</p> <p>4. Recreational</p> <p>5. Study</p> <p>6. Critical</p>	<p>Perceiving the Relationships and Interrelationships of Ideas</p> <p>1. Books, newspapers and periodicals</p> <p>2. Total selections</p> <p>3. Paragraphs</p> <p>a. Key words</p> <p>b. Topic sentences</p> <p>c. Use of punctuation marks</p> <p>4. Sentences</p> <p>5. Phrases &amp; thought units</p>	

# SCOPE AND SEQUENCE CHART

## READING (K-6)

1. Vocabulary Development
2. Comprehension Development
3. Oral Reading
4. Study Skills

### EXPLANATION OF READING LEVELS

Reading is a developmental process unfolding in an environment of individual differences.

In order to lend structure, continuity, and flexibility to our Rochester reading program, the four areas of reading (VOCABULARY, COMPREHENSION, ORAL READING, and STUDY SKILLS) are developed by levels (PRE-READING, BEGINNING READING, DEVELOPING INDEPENDENCE, INCREASING INDEPENDENCE, EXTENDING INDEPENDENCE). These levels show progression of difficulty leading from pre-reading to reading maturity, with overlapping between levels.

These levels are usually developed in the grades listed below:

Pre-Reading Level — kindergarten and first grade  
Beginning Reading Level — first and second grade  
Developing Independence Level — third and fourth grade  
Increasing Independence Level — fifth and sixth grade  
Extending Independence Level — sixth grade and above

**It is hoped that teachers will depart freely from one level to another in order to meet individual needs.**

**ROCHESTER, MINNESOTA**

### III. ORAL READING

SKILLS	PRE-READING (K-1)	BEGINNING READING (1-2)	DEVELOPING INDEPENDENCE (3-4)	INCREASING INDEPENDENCE (5-6)	EXTENDING INDEPENDENCE (6 and ABOVE)
<b>A. For Conveying Information</b> 1. Locate specific details 2. Describe a setting 3. Read directions, explanations, and announcements 4. Relate sequence 5. Verify facts 6. Show the writer's meaning 7. Present a point of view	Demonstrate the use of oral reading as a means of conveying information.	Stress the importance of oral reading as an effective way to relate specific information and communicate ideas found in the text.	Continue to make use of the numerous situations which naturally require oral reading to convey information.	Continue to make use of oral reading to clarify comprehension and share information from previously read material.	Emphasize reading orally with clarity and meaning in unfamiliar settings and with little preparation time as occurs in reading spot announcements, reading quotations to prove a point in discussions or debate, or in presenting a point of view in a convincing manner.
<b>B. For Entertainment and Appreciation (personal and shared)</b> 1. Dramatize (read parts) 2. Read to the class (share with others) 3. Convey ideas and emotions 4. Interest others in a book or selection 5. Show the author's meaning 6. Increase personal satisfaction and growth	Provide a wealth of stories and poems for the children so they will be eager to read for their own enjoyment.	Stimulate children to convey to others the enjoyment and understanding of what is read.	Use oral reading as a means of interpreting the meanings and moods which the author conveys.	Continue to develop the appreciation for oral reading and increase personal satisfaction and growth.	Develop an awareness of shades of meaning, author's style, and the overall arrangement of ideas on a printed page to increase the enjoyment of literature, and to develop appreciation by sharing with others.
<b>C. For Self-improvement</b> 1. Develop oral reading techniques a. Meaningful interpretation (1) Clear-cut purpose (2) Communication of ideas (3) Accurate pronunciation (4) Use of punctuation marks	Teacher reads experience charts to set good examples for the children to interpret meaning by reading together.	Help children realize the value of meaningful oral reading by careful attention to word pronunciation and punctuation.	Instill the idea that the reader's responsibility is to get the author's meaning and give it to his listeners.	Continue to develop a desire to improve ability to interpret the author's meaning accurately.	Emphasize that a clear-cut purpose is necessary to communicate ideas clearly. Use punctuation marks accurately to help convey the meaning intended by the author.
b. Voice and Speech Control (1) Pitch - natural or adjusted to suit context (2) Volume and stress - adequate and with appropriate emphasis to interpret meaning (3) Inflection and expression - variety in voice tone to capture interest of audience	Develop an awareness of pitch, volume and expression to help interpret the author's meaning.	Emphasize and practice voice and speech control as an important part in conveying ideas.	Stress the importance of voice and speech control in order to interpret the author's feeling and capture the interest of the audience.	Stress the importance of voice and speech control in order to interpret the author's feeling and capture the interest of the audience.	Emphasize that by changing pitch, volume, stress, inflection, and expression each individual can vary his influence on the listener.
c. Fluency (1) Enunciation (2) Reading in phrase or thought units (3) Adequate eye-voice span (4) Appropriate rate	Stress the necessity of clear enunciation in reading thought units smoothly.	Develop the use of eye-voice span as an effective means of reading fluently.  Stress the importance of enunciating clearly and reading in phrase or thought units.	Develop the use of eye-voice span as an effective means of reading fluently.  Stress the importance of enunciating clearly and reading in phrase or thought units.	Continue to stress eye-voice span, clear enunciation, reading in phrase or thought units and a desirable reading rate.	Encourage the individual to progress in enunciation skills and to read in phrase or thought units at a comfortable listening rate.
d. Physical Characteristics (1) Posture of the body (2) Position of the book (3) Confidence in the face of an audience (4) Gestures natural to the situation	Help children develop a confident appearance by using good posture and proper book position.	Encourage a book position and body posture suitable to the occasion and material read.	Encourage a book position and body posture suitable to the occasion and material read.	Stress the importance of good posture, confidence in facing an audience and appropriate gestures.	Emphasize that the physical characteristics of posture, position of book, and gestures affect the total reading performance and should be developed naturally according to the purpose and material read.
2. Develop Good Listening Techniques	Develop desirable habits for listening by setting a purpose.	Teach children to listen courteously, attentively and purposefully.	Emphasize that listening is an active process which elicits an	Stimulate more effective listening by establishing well-stated purposes.	Emphasize the importance of the reader's preparation in order to convey the message and capture the attention of

<p>(3) Inflection and expression - variety in voice tone to capture interest of audience</p>	<p>Stress the necessity of clear enunciation in reading thought units smoothly.</p>	<p>Develop the use of eye-voice span as an effective means of reading fluently. Stress the importance of enunciating clearly and reading in phrase or thought units.</p>	<p>Continue to stress eye-voice span, clear enunciation, reading in phrase or thought units and a desirable reading rate.</p>	<p>Encourage the individual in enunciation skills and to read in phrase or thought units at a comfortable listening rate.</p>
<p>c. Fluency (1) Enunciation (2) Reading in phrase or thought units (3) Adequate eye-voice span (4) Appropriate rate</p>	<p>Help children develop a confident appearance by using good posture and proper book position.</p>	<p>Encourage a book position and body posture suitable to the occasion and material read.</p>	<p>Stress the importance of good posture, confidence in facing an audience and appropriate gestures.</p>	<p>Emphasize that the physical characteristics of posture, position of book, and gestures affect the total reading performance and should be developed naturally according to the purpose and material read.</p>
<p>d. Physical Characteristics (1) Posture of the body (2) Position of the book (3) Confidence in the face of an audience (4) Gestures natural to the situation</p>	<p>Teach children to listen courteously, attentively and purposefully.</p>	<p>Emphasize that listening is an active process which elicits an interpretive response from the reader to the listener.</p>	<p>Stimulate more effective listening by establishing well-stated purpose. Point out the responsibilities of the audience for the individual and the individual for the audience.</p>	<p>Emphasize the importance of the reader's preparation in order to convey the meaning and capture the attention of the audience.</p>
<p>2. Develop Good Listening Techniques a. Clear purpose b. Adequate preparation of reader c. Desirable listening habits (1) Active listening (2) Receptive attitude (3) Interaction with the reader d. Reader contact with audience</p>	<p>Develop the idea of helping each other improve in oral reading through teacher-directed activities. Use oral reading to check child's reading level, his ability to convey ideas, and his remedial needs.</p>	<p>Set up criteria for constructive criticism. Develop a systematic plan for diagnosing reading level and reading difficulties. Assess the child's ability to communicate ideas and make the necessary adjustments.</p>	<p>Develop the skill of constructive criticism. Determine needed areas of instruction for individual and group proficiency.</p>	<p>Continue to develop the skill and attitude that critical analysis with peers is helpful. Ascertain individual or group needs by checking reading levels, determining word recognition errors and by assessing a student's ability to communicate ideas.</p>
<p>D. For Diagnosing Reading Difficulties 1. Student: Obtain criticism of delivery from others 2. Teacher: (in an informal situation) a. Check reading level b. Determine type of word recognition errors c. Ascertain ability to communicate ideas.</p>				



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**ROCHESTER, MINNESOTA**



# IV. STUDY SKILLS

SKILLS	Pre-Reading (K-1)	Beginning Reading (1-2)	Developing Independence (3-4)	Increasing Independence (5-6)	Extending Independence (6 and above)
<p><b>A. Locating Information</b>  <b>Library skills</b>            a. Arrangement of the Library            b. Dewey Decimal System            c. Card Catalog</p>	<p>Acquaint the children with the knowledge that the library offers resources for units, science findings, and books for pleasurable purposes.            Acquaint children with the many kinds of books. Teach that each book has its proper place on the shelf.</p>	<p>Teach children the location and the alphabetical arrangement of the Easy book section.</p>	<p>Familiarize the child with the library setting and initiate the use of the Dewey Decimal System and the card catalog.</p>	<p>Continue to use the library plan as a means of developing the use of the Dewey Decimal System, and the card catalog. Develop independence in finding needed material.</p>	<p>Teach the general arrangements of the library as to fiction, non-fiction, periodicals, and newspapers, magazine sections, and picture files.            Develop skill in using the Dewey Decimal System and the card catalog to find books by the author, title, or subject and use it efficiently for cross-reference work.</p>
<p><b>2. Reference Tools</b>            a. Dictionaries              (1) Alphabetical order (with-              in word and relative po-              sition)              (2) Guide words              (3) Pronunciation                (a) Syllabication                (b) Accent                (c) Diacritical markings              (4) Meaning                (a) Sentences                (b) Part of speech                (c) Definition                (d) Synonyms-                antonyms                (e) Prefixes - suffixes              (5) Spelling              (6) Derivation              (7) Pronunciation key              (8) Abbreviations</p>	<p>Picture dictionaries may be used as an aid to help children discover words with known consonants.</p>	<p>Introduce the picture dictionary as an aid to learning the meaning and the spelling of words.</p>	<p>Work toward a command of alphabetical aids.            Initiate use of guide words, pronunciation, pronunciation key, meaning, spelling, abbreviations and selected derivations.</p>	<p>Extend ability to use graded dictionaries and issues from different publishers. Develop proficiency in using guide words, pronunciation keys, abbreviations, and derivations.            Develop greater efficiency in selecting appropriate meanings and accurate spelling.</p>	<p>Understand and efficiently utilize skills of handling the dictionary.            Maintain skills previously learned in alphabetizing and the use of guide words.            Develop proficiency in the use of derivation helps syllabication and accent as a means of finding the pronunciation, the correct spelling, and the variation in meaning.            Develop skill in choosing the appropriate meaning and be able to apply the word in a new situation.            1. Teach the skill of seeing that meaning and use are related to the part of speech as identified by the abbreviation following the word.            2. Develop the use of prefixes, suffixes, synonyms and antonyms as clues to meanings.</p>
<p><b>b. Encyclopedias</b>            (1) Types            (2) Organization            (3) Contents              (a) Cross references              (b) People, places, and selected events              (c) Index volume</p>		<p>Instruct the child in the use of an encyclopedia as a source for locating factual information.            Instruct the child in the use of more than one type of encyclopedia as a source of reference.</p>	<p>Develop and review the types and arrangements of content emphasizing the use of the index for cross references.</p>	<p>Develop how to use different types showing that some contain many topics and others contain only one topic.            Understand the importance of the organization of an encyclopedia and promote efficient use of the index volume.</p>	
<p><b>c. Almanacs</b>            (1) Types            (2) Organization            (3) Content</p>			<p>Acquaint children with the varied information found in various types of almanacs.</p>	<p>Teach the use of various types of almanacs as an aid to gaining information and verifying facts. Note especially their organization and arrangement of content.</p>	
<p><b>d. Picture and Pamphlet File</b></p>		<p>Acquaint the children with the picture and pamphlet file as an additional source of information.</p>	<p>Develop the idea that pictures clarify and add depth to understanding, while pamphlets update and present more detailed information.</p>	<p>Continue the use of the picture and pamphlet file as a source of reference material.</p>	
<p><b>e. Graphic Materials</b>            (1) Charts            (2) Maps            (3) Globes</p>	<p>Introduce and extend the use of charts, maps, and globes as sources of information for location, direction and distance.            Maps may be used to locate cities, states, and countries.            Globes are used to develop the concept that the earth is round.</p>	<p>Reinforce and expand the use of charts, maps, globes, and atlases.</p>	<p>Extend the ability to interpret various symbols, keys and legends as found in charts, maps, globes, and atlases and relate to the context of reading material.</p>	<p>Continue to develop skills in analyzing and interpreting charts, maps, globes, and atlases.            Teach the importance of using several of these sources on one problem to</p>	

<p><b>d. Picture and Pamphlet File</b></p>	<p>Acquaint the children with the picture and pamphlet file as an additional source of information.</p>	<p>Clarify and add depth to understanding, while pamphlets update and present more detailed information.</p>	<p>Continue to develop skills in analyzing and interpreting charts, maps, globes, and atlases.</p> <p>Teach the importance of using several of these sources on one problem to make inferences and gain more information.</p>
<p><b>e. Graphic Materials</b></p> <ol style="list-style-type: none"> <li>(1) Charts</li> <li>(2) Maps</li> <li>(3) Globes</li> <li>(4) Atlases</li> </ol>	<p>Reinforce and expand the use of charts, maps, globes, and atlases.</p>	<p>Extend the ability to interpret various symbols, keys and legends as found in charts, maps, globes, and atlases and relate to the context of reading material.</p>	<p>Refine the use of newspapers and periodicals, their likenesses and differences of organization, and their varying content to enrich informational background.</p>
<p><b>f. Periodicals and Newspapers</b></p> <ol style="list-style-type: none"> <li>(1) Types</li> <li>(2) Organization</li> <li>(3) Content</li> </ol>	<p>Continue to use a variety of children's periodicals as sources of information.</p>	<p>Point out the unique formats of newspapers and periodicals and the influence of these formats on public thinking.</p>	<p>Continue to develop independence in using the organization of books, the title, title page, author, illustrator, publisher, and copyright date when searching for information.</p> <p>Emphasize the importance of the preface and introduction, and the value of bibliographies, footnotes, and acknowledgements for verifying sources.</p> <p>Introduce and maintain use of the glossary, appendix, tables, charts, chapter and section headings, end of chapter summaries, and other book aids such as special vocabulary lists, study questions, marginal notes, time lines, tables of contents, and indexes.</p>
<p><b>3. Organization of Books</b></p> <ol style="list-style-type: none"> <li>a. Title</li> <li>b. Title page</li> <li>c. Table of contents</li> <li>d. Index</li> <li>e. Glossary</li> <li>f. Preface and/or introduction</li> <li>g. Copyright page</li> <li>h. Bibliography</li> <li>i. List of illustrations</li> <li>j. Footnotes</li> <li>k. Appendix</li> <li>l. Tables - charts</li> <li>m. Acknowledgements</li> <li>n. Chapter &amp; section headings</li> <li>o. Summaries</li> <li>p. Additional book aids</li> </ol>	<p>Work toward the independent use of the elements of a book: title, title page, table of contents, index, glossary, preface and/or introduction, copyright page, appendix, tables, charts, chapter and section headings, and additional book aids.</p>	<p>Continue to develop independence in the use of the title, title page, table of contents, index, glossary, preface, introduction, copyright page, appendix, tables, charts, chapter and section headings, and book aids and to show how they facilitate understanding.</p> <p>Introduce the use of bibliographies and summary paragraphs.</p>	<p>Review the previewing techniques to be used before entering the active process of reading.</p> <p>Emphasize and refine the skills of scanning, skimming, selecting the topic sentence, locating key words, and recognizing the main ideas in the paragraph or selection.</p>
<p><b>B. Selecting Information</b></p> <ol style="list-style-type: none"> <li>1. Reading skills       <ol style="list-style-type: none"> <li>a. Previewing</li> <li>b. Skimming</li> <li>c. Scanning</li> <li>d. Selecting topic sentences</li> <li>e. Recognizing main ideas</li> <li>f. Locating key words</li> </ol> </li> <li>2. Listening Skills       <ol style="list-style-type: none"> <li>a. Establish a receptive attitude</li> <li>b. Grasp the speaker's purpose</li> <li>c. Select pertinent information           <ol style="list-style-type: none"> <li>(1) Judge the source and reliability of the material</li> <li>(2) Consider adequacy of coverage</li> </ol> </li> <li>d. Summarize and draw conclusions</li> </ol> </li> </ol>	<p>Develop the ability to skim for a general impression or scan for a particular fact within a selection.</p> <p>Encourage the child to preview materials with a definite purpose in mind.</p>	<p>Extend the ability of rapid and accurate selection of pertinent details related to main ideas by previewing, skimming, scanning and using topic sentences.</p>	<p>Continue to emphasize that a receptive attitude activates good listening and promotes the ability to summarize, draw conclusions, and judge the adequacy and reliability of the source.</p>
<p><b>C. Organizing Information and Ideas</b></p> <ol style="list-style-type: none"> <li>1. Arranging in sequential or logical order</li> <li>2. Classifying</li> <li>3. Summarizing</li> <li>4. Note Taking</li> </ol>	<p>Continue to develop ability to classify information, arrange in sequential or logical order, and to summarize.</p> <p>Develop ability to take simple notes and simple outlines under teacher direction.</p>	<p>Develop more independence and accuracy in the selection and logical organization of information.</p>	<p>Continue to develop and emphasize the need for organization by notetaking, classifying, arranging in logical order, summarizing, and outlining to give greater meaning to the material read and selected.</p>

<p><b>g. Copyright page</b>  <b>h. Bibliography</b>  <b>i. List of illustrations</b>  <b>j. Footnotes</b>  <b>k. Appendix</b>  <b>l. Tables - charts</b>  <b>m. Acknowledgements</b>  <b>n. Chapter &amp; section headings</b>  <b>o. Summaries</b>  <b>p. Additional book aids</b></p>	<p>Introduce and maintain use of the glossary, appendix, tables, charts, chapter and section headings, end of chapter summaries, and other book aids such as special vocabulary lists, study questions, marginal notes, time lines, tables of contents, and indexes.</p>	<p>Introduce the use of bibliographies and summary paragraphs.</p>	<p>Review the previewing techniques to be used before entering the active process of reading.           Emphasize and refine the skills of scanning, skimming, selecting the topic sentence, locating key words, and recognizing the main ideas in the paragraph or selection.</p>	<p>Continue to emphasize that a receptive attitude activates good listening and promotes the ability to summarize, draw conclusions, and judge the adequacy and reliability of the source.</p>	<p>Continue to develop and emphasize the need for organization by notetaking, classifying, arranging in logical order, summarizing, and outlining to give greater meaning to the material read and selected.</p>	<p>Emphasize that new learnings can become more permanent by reviewing and re-evaluating when careful thought is applied to the finished product.           Emphasize the importance of proofreading.</p>
<p><b>B. Selecting Information</b>  <b>1. Reading skills</b>          a. Previewing          b. Skimming          c. Scanning          d. Selecting topic sentences          e. Recognizing main ideas          f. Locating key words</p>	<p>Teach children to scan previously read material to locate a specific fact or skim to find the answer to a question.           Guide children to determine the main idea of a selection.</p>	<p>Develop the ability to skim for a general impression or scan for a particular fact within a selection.           Encourage the child to preview materials with a definite purpose in mind.</p>	<p>Extend the ability of rapid and accurate selection of pertinent details related to main ideas by previewing, skimming, scanning and using topic sentences.</p>	<p>Continue to develop and refine the value of listening as an aid in gathering information.          Continue to develop the ability to adapt an unbiased attitude and to evaluate the main ideas presented by the speaker.</p>	<p>Develop more independence and accuracy in the selection and logical organization of information.</p>	<p>Develop the ability to weigh information obtained and apply to practical situations.           Stress the importance of using skills of proofreading and re-evaluating.</p>
<p><b>2. Listening Skills</b>          a. Establish a receptive attitude          b. Grasp the speaker's purpose          c. Select pertinent information              (1) Judge the source and reliability of the material              (2) Consider adequacy of coverage          d. Summarize and draw conclusions</p>	<p>Train children to become aware of the necessity and importance of careful listening in all situations.           Develop a receptive attitude, and the ability to select pertinent information, summarize and draw conclusions.</p>	<p>Stress the responsibilities involved in being a courteous listener.          Emphasize the importance of grasping the speaker's purpose, selecting pertinent information, summarizing and drawing conclusions.</p>	<p>Stress the responsibilities involved in being a courteous listener.          Emphasize the importance of grasping the speaker's purpose, selecting pertinent information, summarizing and drawing conclusions.</p>	<p>Continue to develop ability to classify information, arrange in sequential or logical order, and summarize.</p>	<p>Develop ability to take simple notes and simple outlines under teacher direction.</p>	<p>Help the children in their search for better methods of recall.           Encourage proof-reading.</p>
<p><b>C. Organizing Information and Ideas</b>          1. Arranging in sequential or logical order          2. Classifying          3. Summarizing          4. Note Taking          5. Outlining</p>	<p>Develop the ability to classify groups of things, organize ideas according to sequence, and summarize ideas gained.</p>	<p>Continue to develop ability to take simple notes and simple outlines under teacher direction.</p>	<p>Develop more independence and accuracy in the selection and logical organization of information.</p>	<p>Develop the ability to weigh information obtained and apply to practical situations.           Stress the importance of using skills of proofreading and re-evaluating.</p>	<p>Help the children in their search for better methods of recall.           Encourage proof-reading.</p>	<p>Develop the ability to weigh information obtained and apply to practical situations.           Stress the importance of using skills of proofreading and re-evaluating.</p>
<p><b>D. Recalling and Using Information</b>          1. Reviewing          2. Reflecting          3. Rereading          4. Proofreading          5. Re-evaluating</p>	<p>Develop ability to call to mind and use information read.</p>	<p>Help the children in their search for better methods of recall.           Encourage proof-reading.</p>	<p>Develop the ability to weigh information obtained and apply to practical situations.           Stress the importance of using skills of proofreading and re-evaluating.</p>	<p>Help the children in their search for better methods of recall.           Encourage proof-reading.</p>	<p>Develop the ability to weigh information obtained and apply to practical situations.           Stress the importance of using skills of proofreading and re-evaluating.</p>	<p>Help the children in their search for better methods of recall.           Encourage proof-reading.</p>



PLACE OF READING IN THE TOTAL SCHOOL CURRICULUM

The term, developmental reading, as used in this guide refers to the program directed by the regular classroom teacher. This reading program uses a sequential and systematic arrangement of skills to help each child develop reading ability according to his potential. A basal reading approach along with supplementary reading materials and resources from other subject areas is used in the teaching of this program.

All areas of the school curriculum depend upon the skills developed in the reading period. Although a special period has been devoted to teaching reading skills, the success of the reading program will be reflected in the manner in which these reading skills are applied in other curriculum areas.

The school library is a most valuable resource center which provides additional reading material. It is arranged to help children learn to locate, select, and organize information in relation to their objectives. It is a laboratory where the individual child can explore reading materials at all levels and for all subjects to further increase and extend his independence in reading.

TIME ALLOTMENT

Weekly Time Allotment for Reading

K	1	2	3	4	5	6
75	600	600	450	300	300	250

The weekly time allotments mentioned above should be broken into two periods per day in grades 1 and 2. A teacher may occasionally wish to use the material from some other subject area such as social studies, science, literature, or mathematics to teach a specific reading skill during the reading period.

PLACE OF THE BASAL TEXT IN THE READING PROGRAM

A basal reading program is the major resource used in the Rochester Public Schools to develop the various reading skills in a sequential and systematic manner. Skills listed in the Scope and Sequence Chart which are not adequately presented in the basal program are to be developed through supplementary materials selected for this purpose.

The basal program of instruction provides the structure necessary to assure each child of a balanced reading program. However, teachers will need to adjust this program according to the student's needs. Additional teaching aids will be needed to supplement the basal program in order to develop and extend the skills and interests of the various children within the class. These aids include workbooks, worksheets, pamphlets, study guides, newspapers, magazines, dictionaries, and reference books. Sets of supplementary materials are available in the Instructional Materials Center (IMC) in each school and other aids are located in the Audio-Visual Department. Bibliographies of these materials are available in each school.

Teachers' manuals are valuable guides to instruction. Classroom instruction should follow the recommended teaching methods and procedures in the guide unless there is a justifiable reason for departing from this plan. Not all activities and suggestions listed will need to be used with each group. The teacher is expected to use his training and experience to develop interesting and purposeful lessons based on identified needs.

#### CHARACTERISTICS OF A MATURE READER

The aim of the Rochester Reading Program is to develop mature readers. Mental, physical, and emotional differences influence the growth of a reader. Neither age nor amount of formal education guarantees maturity in reading. Even though it is a continuous process, the upper limits may never be realized.

A mature reader:

1. Possesses adequate word recognition skills.
2. Has an extensive vocabulary.
3. Locates and selects material effectively.
4. Reads with a purpose.
5. Adjusts reading rate to purpose.
6. Reads independently with adequate comprehension.
7. Is skilled in both oral and silent reading.
8. Applies study skills to suit his needs.
9. Interprets effectively, evaluates, and reacts in terms of his experience.
10. Reads critically and creatively.
11. Selects and organizes information.
12. Enjoys reading.
13. Appreciates authors' form and style.
14. Has varied reading interests.
15. Uses reading for recreation and relaxation.

#### RELATIONSHIP OF THE PARENTS, TEACHERS, AND PUPILS

The parent, in addition to providing for the general growth development of the child, can further the reading development by responding to the child's interests, by showing an enthusiasm for reading, by listening attentively to his oral contributions, by encouraging him to question, to ponder, to seek answers, and by establishing a learning environment in the home which makes this search for knowledge a satisfying experience.

The teacher recognizes that his class is made up of individuals with varied backgrounds and abilities. He accepts this fact, organizes formal learning experiences which provide a continuous growth of reading skills and study habits, develops an appreciation of good literature, and fosters a lifelong desire to read.



The pupil reacts to the learning experiences provided according to his background of experience, his ability, and his self-motivation for learning. He can be expected to profit from these experiences in direct proportion to his motivation for accepting reading as a tool for learning and for living in today's world.

#### BRIDGING THE GAP BETWEEN PRE-READING AND BEGINNING READING LEVEL

Reading readiness not only applies to the Pre-reading and Beginning Reading levels, but to other levels as well. However, the point at which formal reading instruction begins is perhaps the most crucial to a child's future reading success.

There are many factors involved in reading readiness. Although general maturation is important, the experiential background the child brings to school plus those additional experiences the teacher provides furnish the base on which reading instruction is built.

Children who have attended kindergarten are better equipped for reading than those who have not had this advantage. The kindergarten program in Rochester devotes considerable attention to the following aspects of readiness: (See Kindergarten Guide for further details.)

#### 1. Physical Readiness

##### a. Visual Defects and Maturation

Symptoms indicating a vision problem which may exist demand constant vigilance. Since the eyes frequently do not mature before eight years of age, it is necessary that classroom activities be adjusted to allow for this normal growth pattern. The following visual skills essential for reading success are observed:

- (1) Near-point acuity - How clearly does he see at reading distance using both eyes simultaneously?  
(Five-year-olds tend to be far-sighted.)
- (2) Binocular acuity - To what extent is he able to coordinate both eyes, to see a clear and single image and do so with a minimum of effort?
- (3) Adequate accommodation and convergence - To what extent is he able to make necessary adjustments in the shape of the lens and posturing of the eyes in order to shift readily from book reading distance to chalkboard reading distance?

Children suspected of having a vision problem should be referred for a special examination.

b. Visual Discrimination

While visual maturation can't be hastened, visual discrimination can be sharpened. Kindergarten children are exposed to geometric forms, letters, and words, and are asked to make fine discriminations using words as horse-house; come-came; and run-ran.

c. Left-to-Right Directionality

Considerable care is taken to develop a left-to-right approach to print. This is a skill which must be developed--it is not innate--although in most cases it follows a normal maturation pattern.

d. Motor Development

In kindergarten there are many opportunities provided to develop large and small muscles including a special emphasis on developing hand--eye coordination.

e. Auditory Development

Recognizing the fact that a child must be able to hear what is read or said to the group in order to succeed, he also needs to hear fine differences in words and be able to identify the sounds. Considerable time is spent discriminating between similar beginning consonant and speech consonant sounds and associating that sound with the particular letter or letters it represents.

f. General Health

Children who tire easily, show signs of poor health or malnutrition, and have evident physical handicaps find learning to read a difficult assignment.

## 2. Visual Memory

Some students find it difficult to hold an image in mind long enough to respond in some way. Skill in this area aids the building of an initial sight vocabulary.

## 3. Oral Language

Some children have articulation and other speech problems which need attention. Other children have difficulty expressing themselves fluently in complete sentences. They are frequently unable to say exactly what they mean and their language--if developed at all--lacks color. Since reading skills are built upon a child's speech habits and his language facility, development in this area can be considered a minimum essential to reading success.

## 4. Mental Readiness

No formal measurements are made in kindergarten but many activities are used to build informational background and vocabulary, improve memory span, and general listening ability. The purposes given for reading pictures encourages the same type of thinking which will later be necessary to comprehend printed material.

## 5. Social Readiness

If a child is to succeed in reading, he must be able to work independently or in group situations, accept responsibility for his own work, possess desirable leadership qualities, develop desirable work habits, share materials and experiences, and listen attentively.

## 6. Emotional Readiness

Prognosis is best for those students who have a desirable attitude toward reading, a feeling of self-worth, and a desirable reaction to frustration, failure, disappointment or success. Most successful readers demonstrate self-control in times of stress, accept criticism, and show pride in a job well done. They are not unusually shy, aggressive, or fearful of new situations.

## 7. Interests and Attitudes

It is important that children be curious about learning, show interest in books and reading, and take good care of materials assigned to them.

At the beginning of the year, first grade teachers can expect to spend time examining the above reading areas and providing additional experiences for those who are found to be deficient in some area.

Some children may already be reading when they enter first grade. In these cases, formal instruction should begin after only a brief period of orientation. Readiness activities which further develop a particular skill can continue even after formal reading instruction has begun.

Formal reading instruction may be delayed for some children so that they can participate in a very carefully constructed, well-balanced readiness program. Results of readiness tests and intelligence tests provide additional opportunities to check certain aspects of maturation. However, teacher judgment is probably the most reliable criteria for deciding when a child is ready to leave the more informal experiences and move into the more systematic reading instruction. (See Readiness Check List in the IMC.)

\*"A child is ready to read when he has attained the necessary level of intelligence, his health is satisfactory, his experience has been wide enough and is adequately represented in his use of oral language, and his personal and social adjustment make it possible for him to progress at a normal rate in learning to read when exposed to good classroom teaching."

\*Tinker, Miles A., and Constance M. McCullough, Teaching Elementary Reading, 2nd Edition, New York, New York: Appleton-Century Crofts, Inc., 1962, Page 54.

#### SPECIAL SERVICES AVAILABLE TO CLASSROOM TEACHERS

Following is a listing of personnel and a brief description of the basic services which are available to assist Rochester classroom teachers provide the best reading instruction for each child. Additional school and community services may also be investigated. The teacher is encouraged to go through the proper administrative channels when seeking help from these services.

1. The Reading Consultant:
  - a. Helps develop and interpret the reading curriculum.
  - b. Acts as a resource person, giving assistance to individual teachers upon request.
  - c. Provides in-service training classes for all teachers and conducts special programs for beginning teachers and teachers new to the system.
  - d. Evaluates the reading program.
  - e. Guides the citywide appraisal program of student progress in reading.
  - f. Exerts leadership in selecting materials for teaching reading, and for developing the most effective use of selected materials.
  - g. Coordinates the reading services and interprets the reading program to teachers, administrators, special teachers, and parents.



- h. Continuously interprets new developments in the field of reading.
  - i. Directs the special reading program.
2. The Principal:
- a. Supervises the reading program under his administration.
  - b. Displays active leadership in the improvement of reading instruction.
  - c. Sees that suitable facilities are provided.
  - d. Helps with the selection of teachers.
  - e. Sees that reading materials are readily available.
  - f. Makes suggestions for the use of special services, materials, and community resources.
  - g. Holds conferences with teachers and parents concerning children's reading difficulties.
  - h. Helps interpret the curriculum to teachers and the community.

3. The Librarian:

- a. Helps develop desirable skills, tastes, and attitudes.
- b. Provides experiences which help children become interested in reading.
- c. Has an understanding of reading problems and techniques employed for reading improvement.
- d. Guides students in selecting interesting books at appropriate reading levels.
- e. Provides opportunities to browse and stimulates children to read widely through personal interviews, well-planned displays, and exhibits.
- f. Locates materials for teachers and pupils.
- g. Supplements the classroom teacher's objectives and brings out interesting points about books.
- h. Prepares bibliographies and recommended reading lists.
- i. Instructs the children about location of books and other materials in the library. (Library skills.)



4. The Psychologist:

- a. Receives referral cases from the classroom and special reading teacher.
- b. Administers suitable measurements.
- c. Helps the student to gain some understanding of conditions that are contributing to his difficulties.
- d. Furnishes the teachers with information and background needed for understanding the reading problem.
- e. Helps the teacher learn techniques for handling the problems.
- f. Interprets test results to administrators, teachers, or parents.
- g. Helps investigate other community resources that are available.

5. The Speech Therapist:

- a. Receives referral cases from classroom and special reading teacher.
- b. Administers appropriate tests.
- c. Initiates therapy as needed.
- d. Informs teachers of progress made, and suggests ways the teacher can supplement the instruction.
- e. Records progress for the cumulative folder.

Teachers are encouraged to make an appointment and visit the speech classes.

6. The Nurse:

- a. Conducts tests of hearing and vision routinely and upon request, and refers questionable cases for a more complete examination.
- b. Informs classroom teachers of physical defects and other health problems which may influence learning.
- c. Gathers health data and relays pertinent information to appropriate personnel.
- d. Makes home visits when needed, and reports appropriate information to classroom teachers.
- e. Has a definite time in each building.
- f. Counsels individual students as needed concerning individual health problems.

## 7. The Special Reading Teacher:

- a. Receives referrals from classroom teacher, principal, or parent.
- b. Tests, diagnoses, and establishes special reading classes for instruction.
- c. Adjusts instruction to meet individual differences within the group.
- d. Confers with the classroom teacher concerning each student's work in the classroom and compares it with what he is able to do in the special reading situation.
- e. Acts as a resource person to help the classroom teacher adjust instruction to the child's needs.
- f. Confers with the classroom teacher of students who were referred but not admitted into the reading classes, making interpretations based upon the diagnostic test information.
- g. Confers the first and fourth quarters with parents of those students enrolled and sends written reports the second and third quarters.
- h. Initiates dismissal procedures.
- i. Re-evaluates students referred in the elementary school and recommends those entering junior high school who should receive special reading help.

Teachers are encouraged to make an appointment and visit the special reading classes.

### ADJUSTING INSTRUCTION TO MEET INDIVIDUAL NEEDS

1. Levels of Interpretation
  - a. Recognition Level refers to the most shallow reading possible. At this word-calling level a child pronounces the words but has little or no understanding of the material read. The teacher encourages superficial reading by constant use of such questions as What?, Where?, and Who? because the child needs only to locate specific words or phrases rather than understand the selection.
  - b. Simple Comprehension Level. At this level, the child can pronounce the words and repeat or "parrot back" what was read but with no self-involvement. This level of reading is encouraged by such questions as "What happened first?", "What did the author say?", "Tell the story," "Where was the clue to the mystery first stated?"
  - c. Evaluative and Creative Level refers to the deepest level of interpretation. At this level, the child reads the ideas and interprets them for his own use. He becomes involved in what he reads. He reflects, evaluates, infers, generalizes, appreciates, and translates the ideas into active thoughts and deeds. He is changed somewhat after having read at this level. This level is reached through

questions such as "What might have happened if \_\_\_\_\_?", "What would you have done?", "Why do you think the author said that \_\_\_\_\_?", "Which idea is better stated?", "Compare the first episode with the second." "Could this actually have happened?"

This critical and creative level of reading should be encouraged from the time the child begins to read.

## 2. \*Levels of Reading

- a. Instructional reading level is the highest level at which a child can read satisfactorily when the book is used for systematic instruction preceded with the usual activities of preparation. Usually this is the level which determines the reading achievement group.
- b. Frustration level is recognized by excessive numbers of errors; poor comprehension; emotional tension or distress; and breakdown of fluency caused by hesitations, repetitions, regressions, word-by-word reading, and poor word-attack skills. Teachers must exercise care that children do not consistently read at this level. Prolonged exposure to frustration level reading is detrimental to both reading growth and individual well-being.

\*For a more specific explanation see Directions for Administering an Informal Inventory in the IMC kit.

- c. Independent reading level indicates the difficulty (or type) of material the child might be expected to read in supplementary materials or in personal, recreational, or informational reading. It is the level at which a child reads fluently, with few word recognition errors and good comprehension.

## 3. Individualizing Reading Instruction

### a. Able Readers

Bright children frequently become bored with routine classroom activities, set low standards of work for themselves, and may grow to dislike books, reading and school in general if adjustments in instruction are not made. They may need to be exempted from some activities and be allowed to work independently more than the average student. More work of the same kind is not the answer to meeting the needs of the able reader.

#### Able Readers Need:

- (1) Definite guidance in order that their superior abilities may be challenged.
- (2) Opportunities to comprehend abstract material, to generalize, infer, and reason.
- (3) Opportunities to read widely and to use printed reading materials in creative ways.
- (4) To learn to follow through on self-initiated work and provide finished products.

- (5) Large blocks of time for independent reading and research topics, including some time spent in the group to further develop reading skills.
- (6) Individual and/or group projects to encourage more extensive research reading.
- (7) Direction in using reading to reach conclusions and to translate ideas into desirable behavior.
- (8) To assume initiative in self-evaluation and self-motivation and show growth as time progresses.
- (9) To establish attitudes, skills, and knowledge in reading that will remain with them throughout their lifetime.

b. Below Average Readers

Slow students find learning to read a difficult undertaking. It is hard for them to make sense out of their reading assignments, to understand abstract ideas, to organize, to remember, and to concentrate. Progress can be expected to be slow. They learn best through concrete experiences and with multi-sensory approaches. It is important that background and readiness be provided at each step. The aim is to increase the breadth of their reading achievement rather than the level, to build their self-concept, and to make reading useful to their everyday life.

Below Average Readers Need:

- (1) Large amounts of carefully structured material.
- (2) A variety of vocabulary and comprehension exercises to challenge but not frustrate.
- (3) A gradual vocabulary development.
- (4) Simplified and more detailed directions to enable the child to understand what is expected of him.
- (5) Relatively short-range goals.
- (6) Real and vicarious experiences to help build background (audio-visual aids, field trips, etc.).
- (7) Meaningful repetition and review.
- (8) Books written in an interesting but simple and clear style to be used for independent research.
- (9) More time spent on readiness and concept development in order to understand meaning of printed symbols in silent reading.



- (10) Guidance in learning to interpret author's intended meaning.
- (11) Direction in using reading as a means of solving everyday problems.
- (12) To know or learn that he can be more skillful today than he was yesterday.
- (13) Help in establishing more positive attitudes toward his reading ability.

#### 4. Adjusting Instruction to Meet Individual Needs

##### a. Organizing the class to meet individual differences.

An elementary classroom may be grouped in several ways, for different purposes, and for different lengths of time. The best organizational arrangement recognizes all the factors of child development. It considers general classroom problems, and provides a relaxed atmosphere where individual differences can be recognized and accommodated.

Flexibility is important in grouping. Flexibility of methods, materials, and pupil placement must be observed at all times. Children's reading abilities rarely develop at the same rate and children may differ greatly in intellectual capacity, motivational drive, experience, interests, personal biases, and social maturity. The teacher will continuously diagnose a pupil's reading behavior and will change him from one reading group to another on the basis of this diagnosis. Whichever grouping system is used, the group itself is not as important as the reason for grouping.

At the beginning of the year, the teacher will need to establish reading achievement groups. In most cases there will be three of these groups with no less than two per class even though the class may have been homogeneously grouped beforehand. This is based on the idea that student participation is hindered if there are more than fifteen students per group, and that reading periods of less than twenty minutes can scarcely accomplish their purpose. The contents of the cumulative folder, the level of the last basal text, the results of an informal inventory administered by the teacher, and the recommendation of last year's teacher will guide in placing the child in the achievement group situation where he can profit most.

Making instruction suit individual needs is one of the best possible types of motivation. The decision to move a child from one group to another should be based on some immediate goal. The teacher must sense the right pace for each child and the place where he may learn profitably and comfortably with self-respect. In most cases, the child should have a part in making this decision.

##### b. Kinds of Groups

###### (1) Achievement (Basal) Grouping

This is based on the reading level of the basal readers. These groups are rather permanent groups based on the achievement test scores, information from the cumulative folders, and teacher recommendations. The more formal type of reading instruction will be taught through the achievement



groups. It is here that the continuity of the program is maintained and certain assessments of each child's needs are made. At times, the class may be regrouped to accomplish a particular purpose, but will always return to the more permanent achievement group. Even though the reading achievement group arrangement may not meet every day, it is the hub from which all other groups radiate.

(2) Skills Grouping (Special Needs)

Children who need work on a particular skill will be regrouped for this purpose. Skill groups may include children from each basal or achievement group. The skills will be selected from those listed in the Scope and Sequence Chart.

(3) Research Grouping

A committee of two or more children may search for information on a subject using materials at various levels of difficulty. On days when the students are doing the research they would probably not meet in the Achievement group.

(4) Interest Grouping

Interest groups are formed through teacher-pupil planning. They are of members of the class who choose to work on a project of common interest. Such groups will be encouraged to meet, find reading material related to their specific interests, and share the results with the class according to some prearranged plan.

(5) Tutorial Grouping

At times two or more students may work on a common problem such as the vocabulary of a new story. One child may serve as leader.

(6) Individual Grouping

There are certain projects that can best be pursued alone. The teacher will provide time for this pursuit and will guide the child's work as needed.

(7) Whole Class Grouping

It may be advantageous to bring the whole class together for motivational purposes, for sharing situations, and for total evaluation.

(8) Additional Groupings

Other groupings of a temporary nature could include Practice Groups, Vocabulary Groups, Friendship Groups, and Sex Difference Groups.

## 5. Basic Elements in a Developmental Reading Lesson Plan

There are many opportunities to individualize instruction through the daily reading lessons. A sample design to be followed when planning a reading lesson can be found in the Appendix.

### SPECIAL READING PROGRAM

The Special Reading Program provides instruction for those students (Grades 3-12) who need additional help over and above that provided in the developmental program. Teachers should confer with the principal, reading consultant, and other resources available in the public schools before suggesting additional reading instruction outside the classroom. Students enrolled in the Special Reading Program should continue to receive reading instruction in the classroom.

This instruction may be for: (1) those students with severe reading disabilities but average or above in intelligence, or (2) those students with superior intelligence and reading at or above grade level but considerably below their expectancy level. This instruction may also accommodate selected students with below average intelligence who read below grade level and considerably below their expectancy level.

#### 1. Qualifications of Special Reading Students

Students selected should:

- a. Be in grade 3-6 and have progressed more slowly than others of comparable intelligence.
- b. Have a recorded IQ score of 90 or above. (Others are sometimes accepted for experimental purposes.)
- c. Have reading achievement levels at least one grade below grade placement, or have reading achievement levels not in proportion with reading expectancy levels.

#### 2. Referrals Procedure

- a. Complete the form, Reading Referral Sheet.
- b. Principal will send the completed form to the special reading teacher. Students are referred at any time during the year.
- c. Reading teacher will administer suitable diagnostic measurements and return a portion of the referral sheet with recommendations.
- d. Additional information should be requested as needed from the psychologist, nurse, special education department, and through parent conferences.

#### 3. Dismissal Procedure

- a. Reading teacher will usually initiate according to the following:

- (1) Discuss case with the building principal.
- (2) The principal will arrange a conference with the classroom teacher and confer with the parents before dismissing a child.
- b. A child may be dismissed at any time of the year.
- c. A child may be dismissed for the following reasons:

- (1) Satisfactory progress.
  - (2) Unsatisfactory progress due to complexity of the case.
  - (3) Excessive absenteeism for reasons other than illness.
4. Relationship of the special reading teacher and the classroom teacher.

It is very important that the reading teacher know what the student does or does not do in his other classes and that the classroom teacher and principal know what is done in the special reading class so the child may receive the greatest benefits from his special instruction. Teachers are encouraged to visit the special reading classes and request conferences with the special reading teachers.

#### TEACHER-PUPIL CONFERENCE

A conference provides an ideal opportunity to discuss the child's reading interests and his skills in word recognition, comprehension, oral, and silent reading. It is the major means of direct communication between the teacher and pupil. For the teacher, it is an opportune time to collect information, to aid in diagnosis, planning, and for personalizing instruction. For the pupil, it is the prime opportunity to receive instruction, direction, support, and encouragement in his personal reading, as well as in his daily skill development. These informal conferences may be scheduled or held without notice to discuss a current problem. The items listed below can easily be accomplished in a single conference:

1. Check to find out what the child has read. Check to see if he has any problems that need attention. Find out what skills are improving and what specific skills need further development.
2. Diagnose by listening to him read orally a small sample from the material he has been reading silently. Make note of any special difficulties or needs that are apparent. Use questions to evaluate his comprehension and recall and give your evaluation of his work.
3. Point out ways he can improve in word analysis.
4. Encourage him to read widely by asking him what he would like to read and why he would like to read it. Help him plan a time and place for these individual reading activities. Suggest ideas that he may follow in a personalized reading program and help him to relate it to some of the other subject areas.

5. Help pupil define his interests, attitudes and long-range goals in reading. Ask questions to stimulate thinking. Encourage him to keep an individual word list and a current reading record. Keep a record of the child's progress, including problems, attitudes, and interests.

#### READING RECORDS

##### 1. For the Cumulative Folder

The following reading records are to be included in the cumulative folder:

- a. A reading check list (see IMC File) which includes the basic and supplementary reading books and materials covered by each individual child at each grade level.
- b. The results of the Reading Readiness Test (Metropolitan).
- c. The scores and profile chart results from the Achievement Tests (Iowa Test of Basic Skills).
- d. Intelligence test scores from group tests (Lorge-Thorndike).
- e. Test scores and evaluations from special personnel such as speech therapists, psychologists, nurses, special reading teachers, social agencies, and reports from special and regular conferences.

##### 2. Suggested Additional Records for Teacher and Pupil Use

Any other personal records kept by students or teachers which lend meaning to the pupil's progress in reading are highly recommended. Some suggestions are: progress charts, personal reading lists of books read, results of classroom activities and performance, diagnostic check lists, and anecdotal records.



# PRE - READING (K-1)

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Pre-Reading (K-1)

Vocabulary Development

Skills	Level of Instruction	Suggested Activities
<p>Three Basic Steps to Word Recognition and Word Meaning:</p> <p>A. Step one--<u>Context clues</u></p> <p>1. Picture and oral context</p>	<p>Encourage children to expand their experiential background through discussions of pictorial material and from information read or told to them.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>See the Rochester Kindergarten Course of Study for more detailed development of the Pre-Reading Level.</p> </div> <p>Through the use of <u>spoken context</u> children associate pictured objects with the spoken word for that object. ("A baby cat is called a ____.")</p> <p>Read a sentence and ask him to end it with any word that makes sense:</p> <ol style="list-style-type: none"> <li>1. Today I fed my ____ (goldfish, puppy, kitten).</li> <li>2. Yesterday I visited ____ (grandma's, the zoo, the park).</li> </ol> <p>Show pictures of summer fun to help children relate their own experiences.</p> <p>Show filmstrip to enlarge pupils' personal background.</p> <p>Display pictures that the children bring and discuss their relation to a season, holiday, or current event.</p> <p>Place pictures of the five senses on the flannelboard. Have a child choose a picture or object such as an <u>onion</u>, a <u>cat</u>, or a <u>flower</u> and tell which senses he uses to <u>identify the object or picture</u>. Have the child explain his feelings about the objects. This could also be used as a dittoed seat work activity.</p>
<p>2. Sight vocabulary</p> <ol style="list-style-type: none"> <li>a. Word configuration and letter details</li> <li>b. Initial stock of sight words (not developed at this level)</li> </ol>	<p>Develop awareness to printed words in the world about him.</p>	<p>Help children recognize their own names on flash cards (on lockers, for attendance, or room helpers).</p> <p>Use name cards for roll call.</p> <p>Use labels on objects around classroom. Example: chair, piano, desk.</p>

Materials	References	Evaluation
<p>Story and poetry books</p> <p>Filmstrips</p> <p>Films</p> <p>Picture sets (I.M.C.): "Pets" "Zoo" "Farm Animals" "Ranch Animals"</p> <p>Tapes</p> <p>Health and safety charts (K)</p> <p>Science charts (K) (Scott Foresman &amp; Co.)</p> <p>Health text</p> <p>Class newspaper</p> <p>Introductory Story Cards (Macmillan)</p> <p>Puppets (I.M.C.)</p> <p>Readiness Book (Macmillan)</p> <p>Harris/Clark <u>Practice Exercises for Self-Help in Reading Readiness,</u> pp. 13-14</p> <p>Flash cards Name cards Color cards Labels Bulletin boards Readiness Book Action words</p>	<p>Arbuthnot, May Hill, <u>The Anthology of Children's Literature</u></p> <p><u>Preparing Your Child for Reading, Denver Public Schools (K)</u></p> <p>Bauer, et al, <u>Just Like Me</u>, T. Ed. (1)</p> <p>Harris/Clark, <u>We Begin</u></p> <p>Use above references.</p>	<p>Has the child enriched his background and knowledge?</p> <p>Note pupils who are curious about the printed word.</p>





Skills	Level of Instruction	Suggested Activities
c. Personal stock of sight words		<p>Use color chart or bulletin board demonstrating colors and their color names.</p> <p>Compare words on reading-type experience charts locating those words that are alike.</p> <p>Use <u>phrases</u> and <u>sentences</u> printed on cards, on labels around the room, from <u>reading-type</u> experience charts, or on direction cards. Develop matching and sorting activities using these devices. (Several of those activities listed above may be adapted.)</p> <p>Discuss traffic signs that the children need to observe.</p> <p>Display books. Use pictures and signs to draw attention to the display.</p>
Develop the concept that the printed word has different configurations.		<div style="border: 1px solid black; padding: 5px;"> <p>Children are not expected to name the letters--only discriminate.</p> </div> <p>Use <u>scrambled letters</u> printed on 4" x 6" cards. Work into games as above. Also may be put on a chart, a groupsized worksheet, or used as a bulletin board or pocket chart activity.</p> <p>Ask child to select a set of letters which is <u>different</u>.</p> <p>Use letters with grossly different configuration. Which is different? <span style="border: 1px solid black; padding: 2px;">lon-grbo-lon-lon</span></p> <p>Use letters with similar configuration. Which is different? <span style="border: 1px solid black; padding: 2px;">bab-dab-bab-bab</span></p> <p>Ask child to select sets of letters which are <u>alike</u>.</p> <p>Use letters with grossly different configuration. Which are alike? <span style="border: 1px solid black; padding: 2px;">norb-bonb-norb-grub</span></p>

Materials	References	Evaluation
<p>Harris/Clark, <u>Practical Exercises for Self-Help in Reading Readiness,</u> pp. 5, 6, 22, 23, 24, 33</p> <p>Word and Sentence Building Cards (Macmillan)</p>	<p><u>Rochester Kindergarten Course of Study, Volume 2,</u> Appendix pp. 89-100</p> <p><u>Harris/Clark, We Begin, T. Ed.</u></p>	<p>Does the child know a number of sight words?</p> <p>Make a list of sight words that most pupils know.</p>
<p>Felt board</p> <p>Pocket chart</p>	<p><u>Rochester Kindergarten Course of Study, Volume 2,</u> pp. 34, 36</p>	<p>Test the child's ability to see likenesses and differences in words.</p>

Skills	Level of Instruction	Suggested Activities			
		<p>Use letters with similar configuration. Which are alike?</p> <table border="1" data-bbox="333 693 466 1188"> <tr> <td>1. noodl-nocdl-nodcl-noodl</td> </tr> <tr> <td>2. news-nesw-nwes-news</td> </tr> <tr> <td>3. HA-HK-KA-HK</td> </tr> </table> <p>Call attention to the length and shape of words.</p>	1. noodl-nocdl-nodcl-noodl	2. news-nesw-nwes-news	3. HA-HK-KA-HK
1. noodl-nocdl-nodcl-noodl					
2. news-nesw-nwes-news					
3. HA-HK-KA-HK					
	<p>Develop awareness of the first letter and left-to-right directional attack as a useful approach to word recognition.</p>	<p>Have children name objects or words in left-to-right order. Show a picture of two or more objects or geometric forms. Ask the children to look carefully from left-to-right. Remove the picture and have them recall the order.</p> <p>Display a number of word cards which begin with the same letter. Include one that does not. Have the children choose either those that begin the same or the one that is different.</p> <p>Turn pages of a book exploring the left page before the right in reading a story to the children.</p> <p>Use pictures in sequence to tell a story and exhibit them on felt board left to right.</p> <p>Use an experience chart to emphasize left-to-right movement of words and sentences.</p>			
<p>3. Written context (not developed at this level)</p> <p>4. Expanded word meanings</p> <p>a. Multiple meanings</p>	<p>Develop the idea that oral language can be reproduced in print.</p> <p>Develop the idea that some words have similar meanings while other words have opposite meanings.</p>	<p>Use experience charts to correlate words which are in the listening vocabulary of each child with words in print. Emphasize familiar nouns and verbs.</p> <p>Children learn to see <u>relationships</u> between words and events. (up-down, high-low, large-small)</p> <p>Play a game of opposites. Children stand in a circle. Teacher says two words. If they are opposites, the children stoop; if not, remain standing. (Variation: Teacher or leader may point to a student to respond.)</p>			

Materials	References	Evaluation
<p>Harris/Clark,  <u>Practice Exercises for Self-Help in Reading Readiness,</u>                      pp. 7, 21, 28, 31, 38</p>	<p><u>Rochester Kindergarten Course of Study, p. 34</u></p>	
<p>Room calendar                      Felt board                      Pocket chart</p>	<p>Harris/Clark,  <u>We Begin, T. Ed. VIII,</u>                      p. 178                      Rochester Kindergarten  <u>Course of Study, p. 48</u>                      McKee and Harrison,  <u>Getting Ready to Read (K)</u></p>	<p>To what extent does the child respond to left-right approach?</p>
		<p>Can the child comprehend the transfer of his speech to the printed word?</p>
		<p>Can the child hear likenesses and differences in word meanings?</p>



Skills	Level of Instruction	Suggested Activities								
<p>(b-f not developed at this level)</p>		<p>Make a chart with pictures of opposites and have the children point to the opposites.</p> <p>Have one child give a word such as <u>big</u> and choose someone to say a word that means the opposite.</p> <p>Say a word such as <u>little</u> and have the children supply a word that means the same, such as <u>small</u>.</p>								
	<p>Develop similes by asking children to complete phrases.</p>	<p>Use phrases such as "as quiet as _____" or "as big as an _____," to expand word meanings.</p>								
<p>B. Step two--Auditory and visual skills</p>	<p>Develop the idea of examining the whole word before applying auditory or visual discrimination.</p>	<p>Ask child to select words which are <u>alike</u>.</p> <p>Different configuration. Which are alike?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>1. ride-Billy-ride-something</p> <p>2. grass-book-read-grass</p> <p>3. baby-rub-lamp-rug</p> </div> <p>Similar configuration. Which are alike?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>1. ran-rum-nur-ran</p> <p>2. where-when-there-here-where</p> <p>3. stop-pots-spot-stop</p> </div>								
<p>1. Visual perception</p>		<p>Have children examine a list of words which are similar and match a word card with each word:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">house</td> <td style="width: 50%;">was</td> </tr> <tr> <td>saw</td> <td>car</td> </tr> <tr> <td>can</td> <td>stop</td> </tr> <tr> <td>spot</td> <td>horse</td> </tr> </table>	house	was	saw	car	can	stop	spot	horse
house	was									
saw	car									
can	stop									
spot	horse									



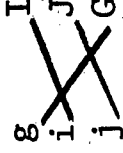
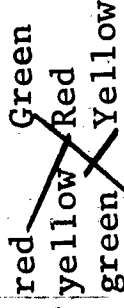
Materials	References	Evaluation
<p>Harris/Clark,  <u>Practical Exercises for Self-Help in Reading Readiness,</u>                      pp. 18, 19, 25</p> <p>Pocket chart</p> <p>Word cards</p>	<p>Harris/Clark,  <u>We Begin, T. Ed.</u></p> <p><u>Rochester Kindergarten</u>  <u>Course of Study, p. 36</u></p>	<p>Is the child increasing his listening vocabulary?</p> <p>In a series of words, is the child able to select identical words?</p>

Skills	Level of Instruction	Suggested Activities
<p>2. Auditory (phonetic) analysis Reinforce simultaneously with Visual analysis.</p> <p>Develop readiness for each of the following:</p> <ul style="list-style-type: none"> <li>a. Consonants Beginning consonants (b, s, t) Speech consonants (ch, sh, th, wh)</li> <li>b. Vowels (not developed at this level)</li> <li>c. Syllabication (not developed at this level)</li> </ul>	<p>Encourage pupils to decide whether or not a series of spoken words, names of objects, or pictures begin with the same sound.</p> <p>Develop beginning and speech consonants in the initial position.</p>	<p>Teacher pronounces three words. (moon-mice-man) "How are they alike?" "Yes, they begin with the same sound."</p> <p>Name objects and children in the room that begin with the sound that <u>s</u> has in the words <u>soap</u>, <u>sack</u>, <u>Sammy</u>.</p> <p>Use a child's name and show children that by changing the beginning sound other names can be made. (Bill to Will etc.)</p> <p>Children may enjoy choral speaking, of nursery rhymes or repeating simple tongue twisters. "Paul has a pet pig." They may be encouraged to make up other tongue twisters.</p>
		<p><u>Hide and Seek--</u>Hide picture cards around the room. At a given signal, children search for cards. At another signal, children return to their starting places, and name beg. cons.</p> <p>The teacher places three paper boxes before the group. A picture (perhaps a key picture at first) has been attached to each box. Children place the cards they found in the right box.</p> <p>Teacher checks each box with the children as they pronounce each word and the key word. Children listen for a card which does not belong. Any child who makes an error is helped to correct his error. (Used after several sounds have been developed.)</p> <p>Find large pictures with detailed background (playground, toy store, shopping center) containing several objects beginning with a certain sound. Have children locate all the objects whose names begin with the sound they hear at the beginning of <u>sandbox</u>, for instance.</p>

Materials	References	Evaluation
<p>Finger plays (K)</p> <p><u>Rhymes For Fingers and Flannel Boards,</u> Scott and Thompson</p> <p>Recordings (I.M.C.)</p>	<p>McKee and Harrison, <u>Getting Ready to Read (K)</u></p> <p>Harris/Clark, <u>We Begin, T. Ed.</u></p> <p>Arbuthnot, May Hill, <u>The Arbuthnot Anthology</u> <u>of Children's Literature</u></p>	<p>Is the child beginning to recognize words that begin alike?</p>
<p>Treasure Boxes for <u>Getting Ready to Read (K)</u></p> <p>Commercial games (K)</p> <p>Lotto Lotto Picture Dominoes</p> <p><u>Speech - To - Print Phonics Cards, for Lessons 7, 17</u></p> <p>Harris/Clark, <u>Practice Exercises for Self-Help in Reading Readiness,</u> <u>pp. 15, 16, 17, 34, 35</u></p>	<p>Harris/Clark, <u>We Begin, V-VI, pp. 177-178</u></p> <p>Durrell and Murphy, <u>Speech To Print Phonics,</u> <u>pp. 21, 43</u></p>	





Skills	Level of Instruction	Suggested Activities
<p>3. Visual (structural) analysis</p> <p>Reinforce simultaneously with Auditory analysis</p> <p>Develop readiness for each of the following:</p>	<p>Develop awareness of the difference in letter forms (upper and lower cases) and in selected printed words.</p>	<p>Choose <u>upper and lower case letters</u> which are grossly different in form:</p> <p>Select the letter which is different <span style="border: 1px solid black; padding: 2px;">B-Y-B-B</span> <span style="border: 1px solid black; padding: 2px;">j-m-m-m</span></p> <p>Select the letters which are alike <span style="border: 1px solid black; padding: 2px;">M-M-O-B-M</span> <span style="border: 1px solid black; padding: 2px;">c-x-l-x-l</span></p> <p>Choose upper and lower case letters which are similar in form:</p> <p>Select the letter which is different <span style="border: 1px solid black; padding: 2px;">G-C-C-C</span> <span style="border: 1px solid black; padding: 2px;">p-p-p-q-p</span></p> <p>Select the letters which are alike <span style="border: 1px solid black; padding: 2px;">F-E-F-H-F</span> <span style="border: 1px solid black; padding: 2px;">g-b-d-p-b</span></p> <p>Have children match lower case letters with upper case.</p> <div style="text-align: center;">  </div> <p>Have children match words with lower and upper case letters.</p> <div style="text-align: center;">  </div>
<p>a. Consonants</p> <p>Beginning consonants</p> <p>Speech consonants (ch, sh, th, wh)</p> <p>(<u>b-e</u> not developed at this level)</p>	<p>Develop ability to associate beginning consonant and speech sounds with their letter form.</p>	<p>Further discrimination tasks should be carried out through words and phrases found in experience charts, in books, or on worksheets during kindergarten, first grade, or thereafter, as needed.</p> <p>Additional games and activities:</p> <p>Play games which teach letter names.</p> <p>Dismiss or change activities--teacher holds up letter card. "You may <u>        </u> if your name begins with this letter."</p> <p>I <u>Spy</u>--teacher points to a card in the pocket chart. "I see this letter on our new chart. Can you find it?"</p>

Materials	References	Evaluation
<p>Harris/Clark,  <u>Practice Exercises for Self-Help in Reading Readiness,</u>                      pp. 11, 26, 27, 29, 30, 32, 36, 37, 40, 41, 42, 43, 44, 45</p> <p>Manuscript Wall Cards</p>		<p>Is the child beginning to see the difference in word forms and in printed words?</p>
<p>Key Cards and Treasure Boxes for <u>Getting Ready to Read</u> (K)</p> <p>Commercial games:    Lotto                                                        Letto                                                        etc.</p>	<p>McKee and Harrison,  <u>Getting Ready to Read,</u>                      pp. 90-96 (K)</p>	

Skills	Level of Instruction	Suggested Activities
		<p><u>Match</u>--Distribute cards. If you can find someone else with the same card, stand together making a pair.</p> <p><u>Letto</u>--Play as directed in the manual, <u>Getting Ready to Read</u>.</p> <p><u>Room Chart</u>--Ask students to match those alike or find the one that is different by connecting yarn, rearranging in pockets, or covering with a colored paper marker. (Vary the difficulty from easy discrimination tasks to more difficult ones.)</p> <p><u>Bingo</u>--Student matches the letter the teacher holds up with one on his card.</p> <p>Make a card game like <u>Rummy</u> using letters. Child must have four identical cards to make a set. Winner is the child who gets rid of all of his cards first.</p> <p>Make four cards of each letter used. Spread out face down on the table. Mix. Each child takes turns trying to turn over two cards at a time which are identical. If successful, he keeps the pairs. Child with the most pairs wins.</p>

C. Step three--Dictionary skills (not developed at this level)

Materials	Teacher References	Evaluations - Notes



Pre-Reading (K-1)

Comprehension Development

Skills	Level of Instruction	Suggested Activities
<p>A. Making use of previous learning</p> <p>1. Visualizing</p>	<p>Relies on background of experiences to make mental pictures of what has been read to him.</p>	<p>See the Rochester Kindergarten Course of Study for more detailed development of the Pre-Reading Level.</p> <p>Children look at pictures of animals and tell where they may be found (jungle, farm, wood, water, trees).</p> <p>Children look at pictures and listen to stories to determine if they are sad or happy, pretty or ugly, etc.</p> <p>Use magazine pictures that show children or family groups in situations where something is about to happen. Children may tell what they think happened, or draw a picture to illustrate it.</p> <p>Read a story. Ask questions to check on what has been read.</p>
<p>2. Recalling and associating</p>	<p>Able to retell stories which have been read to him and to recall facts from films, filmstrips, and other factual material.</p>	<p>Children are encouraged to express ideas clearly and completely so the audience understands. When telling about a toy, a trip, a birthday party, or explaining how something works.</p> <p>Read a story or show a film. Have children retell the plot of the story or significant points in the film.</p>
	<p>Able to follow simple directions which have been given previously.</p>	<p>Play a game such as: "I Went to Visit My Grandmother" and I took a <u>rope</u>. Each child repeats what has been named before and adds a new item. Continue until the child can no longer remember the series.</p> <p>Play "Memory Run." One child touches an object in the room. The next child touches that object and a new one. Game continues.</p> <p>Demonstrate or tell how to construct something such as a pinwheel or a box. Have a child repeat the directions before starting to work.</p>



Materials	Teacher References	Evaluations - Notes
<p>Story and poetry books</p> <p>Films</p> <p>Filmstrips</p> <p>Tapes</p> <p>Picture sets: "Animals" (IMC)</p> <p>Class newspaper</p> <p>Readiness book (Macmillan)</p> <p>Magazine pictures</p> <p>Recordings of stories for dramatization, (IMC)</p> <p>Flannel board</p> <p>Puppets</p> <p>Readiness book (Macmillan) pp. 105, 131</p>	<p>Arbuthnot, <u>Anthology of Children's Literature</u></p> <p>Russell David H., <u>Children Learn to Read</u>, pp. 180-181</p> <p><u>Rochester Kindergarten Course of Study</u>, p. 46, p. 64</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 477-478</p> <p>Harris/Clark, <u>We Begin</u>, T.Ed.</p> <p>Spache, George D., <u>Toward Better Reading</u>, pp. 19, 395-399</p> <p>pp. 54, 56, 58</p> <p>Russell, David H., <u>Children Learn to Read</u>, pp. 575, 577-578</p>	<p>Does a child use his past experience to enjoy a story?</p> <p>of ideas in mind for future use?</p>
<p>See above</p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 481-483</p> <p>Harris/Clark, <u>We Begin</u>, T.Ed. pp. 67, 155</p> <p><u>Rochester Elementary English Course of Study</u>, pp. 1-3</p>	<p>Can the child respond to directions given in games and construction work?</p>

Skills	Level of Instruction	Suggested Activities
<p>3. Relating to personal experience</p>	<p>Uses what he knows to contribute to discussions and helps build experience charts.</p>	<p>An experience chart, <u>How We Help at Home</u>, may be written following a discussion of how each child helps members of his family.</p>
<p>4. Time-space relationships</p>	<p>Relates his knowledge to his own experiences as to seasons, yesterday-today-tomorrow, special days, and distances within his own community.</p>	<p>Read a story. Discuss time and distance as described in the story.                      Discuss how activities change with the seasons.                      Discuss each new month, the number of days, the holidays, and childrens' birthdays.                      Read a science story about a nature walk. Discuss distance walked. Relate to own community.</p>
<p>B. Setting a suitable purpose</p> <ol style="list-style-type: none"> <li>1. To gather data                             <ol style="list-style-type: none"> <li>a. Following directions</li> <li>b. Assembling facts and details</li> </ol> </li> </ol>	<p>Is able to follow directions and acquire a background of knowledge from many sources.</p>	<p>Children listen to a story for purposes such as:                      "Find out all you can about the bear's home."                      "Find out how many things they took on the picnic."                      Provide a purpose for listening. Evaluate afterward.                      "Draw a picture according to specific directions given by teacher. Ex: Draw a black giant, yellow clouds, red gate and two blue trees." (Pause after each direction.)                      Take a nature hike. Find different kinds of flowers or trees.                      Watch a TV show. Each child contributes facts and details according to a pre-set purpose.                      Observe older children playing a game. Try to construct the rules of the game from their observations.</p>



Materials	Teacher References	Evaluations - Notes
	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, Chap. 18, pp. 489-504</p>	<p>Does the child contribute to discussions and to the building of experience charts?</p>
<p>Calendar Clock Science stories Films (on seasons)</p>	<p><u>Rochester Kindergarten Course of Study</u>, pp. 146, 188-192</p>	<p>Does the child have the ability to relate his own experiences to time?</p>
<p>Films Filmstrips Factual stories Tapes</p>	<p><u>Rochester Elementary Science Course of Study</u>, K, 1 (for example, animal section) <u>Harris/Clark, We Begin</u>, T.Ed., pp. 34, 59, 67, 84</p>	<p>Is the child becoming aware of the many sources of information?</p>



Skills	Level of Instruction	Suggested Activities
<p>2. To grasp meaning in a simple situation</p> <ul style="list-style-type: none"> <li>a. Noting main ideas</li> <li>b. Arranging in sequential order or logical order</li> <li>c. Clarifying ideas (not developed at this level)</li> <li>d. Visualizing</li> <li>e. Recalling details</li> <li>f. Explaining a process</li> <li>g. Retelling a story</li> </ul>	<p>Interprets stages in a series of pictures, explains simple processes, retells stories, and gets meaning from stories read to him.</p>	<p>Read a story and ask children to listen for ways the character worked and ways he played. Study pictures and discuss.</p> <p>Sequential order:</p> <p>Cut up pictures from two copies of a favorite story. Children place the pictures on the flannel board in sequence and tell their parts of the story. (The Three Little Pigs) "Which happened first? Next?"</p> <p>What are the stages of development of the frog? Draw pictures to illustrate. Take turns telling the story in sequence.</p> <p>Children tell stories about pictures shown and arrange them in sequence. Ex: a recipe, an experiment, a comic strip, a story.</p> <p>One child telephones the store (toy, grocery) and orders three items. The storekeeper repeats the items in order. He then delivers them to the child.</p> <p>Invite children who have been to a circus to tell about their experience.</p> <p>Use pictures to emphasize sequence. Arrange in correct order.</p> <p>Read a story. Have children make up a title.</p> <p>Have children look at a series of pictures and explain the action. Remove the pictures and see if the children can retell the story.</p> <p>Read a descriptive paragraph. Have children illustrate what they heard.</p> <p>Have a child explain something he has constructed: pinwheel-boat-fan</p>

Materials	Teacher References	Evaluations - Notes
<p>Science stories and pictures</p> <p>Factual stories</p> <p>Films</p> <p>Filmstrips</p> <p>Magazine pictures</p> <p>Se-que puzzles (IMC)</p>	<p>Arbuthnot, May Hill, <u>Anthology of Children's Literature</u></p> <p>Harris/Clark, <u>We Begin</u>, pp. 9, 10, 12, 13, 14, 31</p> <p><u>Rochester Kindergarten Course of Study</u>, p. 60</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 485-487, 480</p>	<p>Does the child have the ability to relate a simple message?</p> <p>Does the child have the ability to recall information or to retell a story?</p>



Skills	Level of Instruction	Suggested Activities
<p>3. To get deeper meaning</p> <p>a. Identifying and relating ideas</p> <p>Grasping the main idea</p> <p>Noting stated and implied ideas</p> <p>Comparing and contrasting</p> <p>b. Evaluating critically (not developed at this level)</p>	<p>Is beginning to be able to select the main idea, select pertinent facts, and make comparisons from pictures.</p>	<p>Read a story to the children and have them interpret it by dramatizing it.</p> <p>Find the <u>main idea</u>: Children listen to a story to find out what happened. "What was the story about?"</p> <p>Study a picture. "What would be a good name for this picture?"</p> <p>Place pictures around the room, some relating to one topic (work that mothers do), others relating to other topics. Children select the pictures relating to the topic leaving the others in place.</p> <p><u>Compare and contrast ideas</u>: Children compare poems which are humorous, poems which tell about circus events, or poems about summer. "How are they different?" "Which is funnier?" "Which is sadder?" "Which is like something you have done?" "Which is like someplace you have been?"</p> <p><u>Make inferences and judgments</u>: Read a story and ask questions such as: "Why shouldn't Goldilocks have walked into the Three Bear's home?" "What would you do if you were lost?" "What probably happened to the boy when he got home?" "What would you have done if _____?" "What is happening in the picture?" "What do you think they are saying?"</p> <p><u>Learn to draw conclusions</u>: Show pictures in sequence omitting the final one in the series. Children try and guess the ending.</p>



Evaluations - Notes	Teacher References	Materials
<p>Can the child select and illustrate the more important aspects of a story?</p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 477-480, 487.</p>	<p>Story and poetry books</p> <p>Films</p> <p>Filmstrips</p> <p>Magazine pictures</p> <p>Class newspaper</p> <p>Recordings</p>

Skills	Level of Instruction	Suggested Activities
<p>c. Reacting to ideas</p> <p>Reacting emotionally</p> <p>Predicting events and outcomes</p>	<p>Is beginning to identify with stories read to him, and is beginning to be able to predict outcomes.</p>	<p>Read a story selection: Have children supply an appropriate title.</p> <p>Play a story record or tape stopping it before the ending. Ask the children to guess before hearing the rest of the record.</p> <p>Teacher reads a story stopping before the end. Children pantomime or draw a picture the way they would end it.</p> <p>Read a story. Stop and have children anticipate outcome. Then finish the story to let the children see how their story compared with the original.</p>
<p>4. To appreciate</p> <p>a. Recognizing types of writing (not developed at this level)</p> <p>b. Noting mood, plot, characterization, and theme</p> <p>(c-g not developed at this level)</p> <p>h. Grasping subtle meanings</p> <p>(i not developed at this level)</p>	<p>Reacts to subtle meanings and to the mood implied in pictures and stories read to him.</p>	<p>Read story <u>Seven Diving Ducks</u> (to show the value of effort and self-confidence).</p> <p>Show a film or filmstrip and discuss it to bring out the mood. Ex: <u>The Ugly Duckling</u>.</p>
<p>C. Adjusting rate to purpose and material</p>	<p>Realizes the importance of an appropriate rate as the teacher sets the example through oral reading.</p>	<p>Read different types of material to the children and illustrate how the rate changes with the meaning of a selection. A story about a race or someone being chased could be read with considerably more speed than a selection in a content area.</p>

Materials	Teacher References	Evaluations - Notes
<p>Recordings</p> <p>Tapes</p> <p>Story and poetry books</p> <p>Films</p> <p>Filmstrips</p> <p>Class newspaper</p>	<p><u>Rochester Elementary English Course of Study, (listening section)</u></p> <p><u>Smith, Nila Banton, Reading Instruction for Today's Children, pp. 477-479</u></p>	<p>Can the child supply a suitable ending?</p>
	<p><u>Arbuthnot, May Hill, Anthology of Children's Literature</u></p>	<p>Does the child react to the mood of the story? Does he grasp the implied meaning?</p>



Skills	Level of Instruction	Suggested Activities
D. Perceiving the relationships and interrelationships of ideas	Is able to relate details to the whole in a picture or a story.	<p>Make a mural or a booklet to summarize the details of the story.</p> <p>Have children relate many details in a picture or a story. Then combine these details to show their importance in understanding the complete picture or story.</p> <p>Teacher can name some things that are different from each other, but are at the same time alike in some way. Children listen and tell how they are alike:</p> <p>Telephone-radio-television; rabbit-squirrel-woodchuck</p>



Materials	Teacher References	Evaluations - Notes
		Can the child see the relationship of a series of ideas to the whole story?

Pre-Reading (K-1)

Oral Reading

Skills	Level of Instruction	Suggested Activities
<p>A. For conveying information</p> <ol style="list-style-type: none"> <li>1. Locate specific details</li> <li>2. Describe a setting</li> <li>3. Read directions, explanations, and announcements</li> <li>4. Relate sequence</li> <li>5. Verify facts</li> <li>6. Show the writer's meaning</li> <li>7. Present a point of view.</li> </ol>	<p>Demonstrate the use of oral reading as a means of conveying information.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>See the Rochester Kindergarten Course of Study for more detailed development of the Pre-Reading Level.</p> </div> <p>Plans for day on chalkboard: Helpers Weather News item - birthday pet to school visitors</p> <p>Read experience charts that the class has composed on safety. (street and playground)</p> <p>Read captions on bulletin boards or charts to convey information.</p> <p>Compose weekly helper list announcing the tasks.</p>
<p>B. For entertainment and appreciation (personal and shared)</p> <ol style="list-style-type: none"> <li>1. Dramatize (read parts)</li> <li>2. Read to the class (share with others)</li> <li>3. Convey ideas and emotions</li> <li>4. Interest others in a book or selection</li> <li>5. Show the author's meaning</li> <li>6. Increase personal satisfaction and growth</li> </ol>	<p>Provide a wealth of stories and poems for the children so they will be eager to read for their own enjoyment.</p>	<p>Plan the library center so it is distinguishable from the rest of the room (round table, bright colored chairs, rocking chairs with seat pads). Story books on open shelves or magazine racks so children may identify books by their covers.</p> <p>Encourage children to look at books whenever they have leisure time.</p> <p>Have children help to make rules for the library center and the handling of books: Clean hands, soft voices, turning pages carefully from front to back, and returning book to the shelf or rack before choosing another.</p> <p>Provide experience in the library center for children showing great interest. Read stories together:</p> <p>First, the teacher reads, stopping and asking children to supply words they know from experience chart reading and the visual vocabulary word list.</p>

Materials	Teacher Reference	Evaluations - Notes
<p>Story and poetry books</p> <p>Class newspaper</p> <p>Experience charts</p> <p>Filmstrips</p>	<p>Arbuthnot, May Hill, <u>Anthology of Children's Literature</u></p> <p>Bond and Wagner, <u>Teaching the Child to Read</u>, pp. 35-48</p> <p>Harris/Clark, <u>We Begin</u>, T.Ed. (lists of poems and stories)</p> <p><u>Rochester Elementary Science Course of Study</u></p> <p><u>Rochester Social Studies Course of Study</u>, (see reference column)</p>	
<p>Puppets</p> <p>Records</p> <p>Tapes</p> <p>Magazines</p> <p>Library books</p>	<p><u>Rochester Elementary English Course of Study</u>, (Literature Section), Basic selection column, K-1</p> <p>Bond and Wagner, <u>Teaching the Child to Read</u>, pp. 216-220</p>	<p>Has the child been provided with an environment which will stimulate his desire to read?</p>





Skills	Level of Instruction	Suggested Activities
<p>C. For self-improvement</p> <ol style="list-style-type: none"> <li>1. Develop oral reading techniques                             <ol style="list-style-type: none"> <li>a. Meaningful interpretation</li> </ol> </li> </ol> <p>(b-d not developed at this level)</p>	<p>Teacher reads experience charts to set good examples for the children to interpret meaning by reading together.</p>	<p>Next, the teacher reads, stopping and asking children to read larger parts.</p> <p>Next, the teacher asks for volunteers to read certain parts or read what a character said. Later, provide an opportunity to read the book to the rest of the class. <u>Teacher: Only a very few children are likely to reach this stage in Kindergarten.</u></p> <p>Make a bulletin board display using book jackets.</p> <p>For examples, see Experience Charts, <u>Kindergarten Course of Study</u>, p. 89 through 95, Volume 2</p> <p>Compose an experience chart which has repetitive lines. Children read the story after the teacher.</p>
<ol style="list-style-type: none"> <li>2. Develop good listening techniques                             <ol style="list-style-type: none"> <li>a. Clear purpose</li> <li>b. Adequate preparation of reader (not developed at this level)</li> <li>c. Desirable listening habits</li> <li>d. Reader contact with audience (not developed at this level)</li> </ol> </li> </ol>	<p>Develop desirable habits for good listening by setting a purpose.</p>	<p>To develop memory span:</p> <p>Play the game "Kaleidoscope". One child names a color. The next child repeats the color and names a new one. Game continues.</p> <p>Children learn to recite Mother Goose Rhymes and retell stories.</p> <p>Read a story and ask children to tell why a certain character felt the way he did. Relate to own personal experiences. Utilize classroom situations.</p> <p>Play a story record. Have children listen to express their</p>



Materials	Teacher References	Evaluations - Notes
<p>Book jackets</p>		
<p>Experience charts</p> <p>Poetry books</p> <p>Choral readings</p>	<p>Harris/Clark, <u>We Begin</u>, T.Ed., pp. 16, 112</p> <p>Russell, David, <u>Children Learn to Read</u>, p. 353</p> <p>Heilman, Arthur W., <u>Principles and Practices of Teaching Reading</u>, pp. 93-100</p> <p>Arbuthnot, May Hill, <u>Anthology of Children's Literature</u>, Chap. 63-65, 71-83</p>	<p>Is the child participating in the reading of experience charts?</p>
<p>Recordings</p> <p>Mother Goose rhymes</p>	<p><u>Rochester Elementary English Course of Study</u>, (Listening Section), (K-1)</p> <p>Heilman, Arthur W., <u>Principles and Practices of Teaching Reading</u>, pp. 45-49</p> <p>Nichols and Stevens, <u>Are Your Listening?</u> Chapter 16, pp. 203-222</p>	<p>See Evaluation in <u>Rochester Elementary English Course of Study</u>, K-1, pp. 1-12</p>



Skills	Level of Instruction	Suggested Activities
<p>D. For diagnosing reading difficulties (not developed at this level)</p>		<p>interpretation and impressions. Ex. "Listen and be ready to act out how the child felt."</p> <p>Ask children to listen to three-step directions and pantomime what they heard or carry out the direction.</p> <p>Use "Telling Time" to practice good listening habits. Ex. Ask a child to explain how a toy works or about a trip he has taken. Give the listeners a purpose for listening and check upon this purpose after the speaker has finished.</p>

Materials	Teacher References	Evaluations - Notes



Pre-Reading (K-1)

Study Skills

Skills	Level of Instruction	Suggested Activities
<p>A. Locating information</p> <p>1. Library skills</p> <p>a. Arrangement of the library</p> <p>(b-c not developed at this level)</p>	<p>Acquaint the children with the knowledge that the library offers resources for units, science findings, and books for pleasurable purposes.</p> <p>Acquaint children with the many kinds of books. Teach that each book has its proper place on the shelf.</p>	<p>See the Rochester Kindergarten Course of Study for more detailed development of the Pre-Reading Level.</p> <p>Plan a library center so it is distinguishable from the rest of the room (round table, bright colored chairs with seat pads). Story books on open shelves or magazine racks so children may identify books by their covers.</p> <p>Encourage children to look at books whenever they have leisure time.</p> <p>Have children help to make rules for the library center and the handling of books: Clean hands, soft voices, turning pages carefully from front to back, and returning book to the shelf or rack before choosing another.</p> <p>Set up a bulletin board to acquaint children with the many kinds of books.</p>
<p>2. Reference tools</p> <p>a. Dictionaries</p> <p>(b-d not developed at this level)</p> <p>e. Graphic materials</p> <p>Maps</p> <p>Globes</p> <p>(f not developed at this level)</p>	<p>Use picture dictionaries as an aid to help children discover words with known consonants.</p> <p>Maps may be used to locate cities, states, and countries.</p> <p>Globes are used to develop the concept that the earth is round and is composed of land and water.</p>	<p>Ask students to find words which begin with the same letter or letter sound.</p> <p>Locate on the U.S. map the travel routes taken by children on vacation trips. Use a colored string to stretch from Rochester to the place visited.</p> <p>Have the class look at the globe and discuss its shape, water and land areas, poles, and continents.</p>

Materials	Teacher Reference	Evaluations - Notes
<p>Library books Magazines</p>	<p>Smith, Nila B., <u>Reading Instruction for Today's Children</u>, pp. 480-481 Harris/Clark, <u>We Begin</u>, T.Ed. (suggested book list) <u>Rochester Kindergarten Course of Study</u>, pp. 74-75</p>	<p>Does the child have an awareness of the many resources found in the library?</p>
<p>Book jackets</p>	<p><u>Rochester Elementary English Course of Study</u>, K, pp. 51-53, gr. 1, pp. 139-141 Harris, Albert, <u>Effective Teaching of Reading</u>, 153-155</p>	
<p>Picture Dictionary</p>	<p>Harris/Clark, <u>My Self-Help Dictionary</u> Ofstedahl and Jacobs, <u>My First Dictionary</u></p>	<p>Is the child becoming acquainted with the use of the dictionary?</p>
<p>Maps</p>		
<p>Beginners' globes</p>		<p>Is the child becoming familiar with these reference tools?</p>



Skills	Level of Instruction	Suggested Activities
<p>3. Organization of books</p> <p>a. Title (b-p not developed at this level)</p>	<p>Develop the idea that each book is identified by a title.</p>	<p>Show books in the library corner. Talk about the relationship of the title to the story. Try to arouse their interest and curiosity.</p>
<p>B. Selecting information</p> <p>1. Reading skills</p> <p>a. Previewing</p> <p>b. Skimming</p> <p>c. Scanning</p> <p>d. Selecting topic sentences</p> <p>e. Recognizing main ideas</p> <p>f. Locating key words</p>	<p>Provide a setting to practice mechanical skills of reading: Left-to-right directional attack on words and sentences, the return sweep of eye movements from line to line, and recognition of a consonant at the beginning of the word.</p>	<p>Use experience charts to direct the students eye movements when locating a particular word or phrase. Ex: Who can find this word? (Show a word on a flash card.)</p> <p>How many words like this one can you find? (Show card.)</p> <p>How many words can you find which begin like this word? (Show card: Remind students to look from left to right.)</p>
<p>2. Listening skills</p> <p>(a-d not developed at this level)</p>	<p>Prepare and motivate students to be attentive, receptive, and responsive by providing a climate conducive to good listening and instilling habits of courteous listening.</p>	<p>Take a listening hike. Have children listen for a specific sound such as animal sounds, people sounds, mechanical sounds.</p>
<p>C. Organizing information and ideas</p>	<p>Develop ability to arrange in sequential or logical order. Classify by using pictures and objects.</p>	<p>Display pictures of various vehicles, foods, clothes, etc. Have children classify them according to use.</p>

Materials	Teacher References	Evaluations - Notes
<p>Library books</p> <p>Magazines</p>		<p>Is the child aware of the significance of book titles?</p>
<p>Experience charts</p> <p>Word cards</p>	<p><u>Rochester Kindergarten Course of Study</u>, p. 48</p> <p>Tinker and McCullough, <u>Teaching Elementary Reading</u>, pp. 112-113</p> <p>McKee and Harrison, <u>Getting Ready to Read</u>, (K)</p> <p>Dechant, Emerald, <u>Improving the Teaching of Reading</u>, pp. 160-163</p> <p>Harris/Clark, <u>We Begin</u>, T.Ed.</p>	
<p>Recordings</p> <p>Tapes</p> <p>Film: "Listen Well, Learn Well"</p>	<p>Nichols and Stevens, <u>Are You Listening?</u> Chapter 16, pp. 203-222</p> <p>Spache, George, <u>Toward Better Reading</u>, Chapter 10, pp. 181-188</p>	<p>Are the children acquiring good listening habits?</p>
<p>Pictures</p> <p>"Sequee Puzzles" (IMC)</p>	<p><u>Rochester Kindergarten Course of Study</u></p>	



Skills	Level of Instruction	Suggested Activities
<p>1. Arranging in sequential or logical order</p> <p>2. Classifying</p> <p>(3-5 not developed at this level).</p>		<p>Children learn to <u>identify and classify</u>.</p> <p>From a box of scrambled objects children identify and classify objects and pictures of objects into correct groupings.</p> <p>Things we play with: balls, blocks, marbles</p> <p>Things we use at school: erasers, pencils, crayone</p> <p>Vegetables: corn, tomatoes, cabbage</p> <p>Tools: hammer, saw, pliers</p> <p>Divide feltboard in half with a grocery store on one side and a clothing store on the other. Children select cut-outs of food and clothing and place them in the proper store.</p> <p>Have pupils arrange animal pictures according to various categories: Woods Zoo Animals with fur Animals with scales Animals with feathers Land animals Water animals</p>
<p>D. Recalling and using information</p> <p>1. Reviewing</p> <p>(2-5 not developed at this level)</p>	<p>Develop ability to remember information that has been read to him.</p>	<p>Correlate with health, science, and social studies by reviewing or summarizing information read to them. (Safety rules, health rules, work of family members, signs of autumn.)</p>

Materials	Teacher References	Evaluations - Notes
<p>Concrete objects</p> <p>Flannel board</p> <p>Factual materials (pictures, books, films, filmstrips)</p>	<p><u>Rochester Kindergarten Course of Study</u>, p. 64</p> <p>Harris/Clark, <u>We Begin</u>, T.Ed. pp. 72-74, 86-87, 171-174</p> <p>Smith, Nila B., <u>Reading Instruction for Today's Children</u>, pp. 480-481</p>	<p>Does the child have the opportunity and ability to identify and classify?</p>
		<p>Does the child adequately use the words that are taught?</p>

# BEGINNING READING

(1-2)

VOCABULARY DEVELOPMENT	74
COMPREHENSION DEVELOPMENT	116
ORAL READING	140
STUDY SKILLS	152

Beginning Reading (1-2)


Vocabulary Development

Skills	Level of Instruction	Suggested Activities
<p>Three basic steps to word recognition and word meaning:</p> <p>A. Step one--<u>Context clues</u></p> <p>1. Picture and oral context</p>	<p>Encourage children to make use of pictures as an aid in discerning the action of the story and the feelings of the characters.</p>	<p>Discuss the pictures in the daily lessons to interpret the plot of the story and the emotional reactions of the characters.</p> <p>Use the above activity in content areas (Health, Science, Social Studies).</p> <p>Draw faces to indicate how a character felt in each part of the story.</p> <p>Have children bring news pictures from newspapers or magazines and explain their significance.</p> <p>Have children bring pictures of names of things, action words, vegetables, fruits, homes, toys, or space.</p> <p>1. Name the pictures 2. Make groupings (classify)</p> <p>Have children supply appropriate words in the sentence as the teacher reads:</p> <p>The dog _____ his dinner. (ate, nibbled, gobbled, saw, sniffed)</p> <p>The _____ bear walked through the woods. (brown, black, big, grizzly, fat)</p>
<p>Relate written print to spoken language.</p>		<p>Match pictures with name words or action words:</p> <p>On cards On chalkboard On worksheets</p>



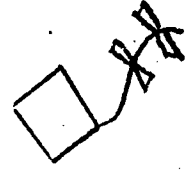
Materials	References	Evaluation
<p>Picture sets (I.M.C.)</p> <p>Class newspaper</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., p. 430</p> <p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 428</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 368</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., p. 399</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 399, 401</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2, T. Ed., pp. 494-495</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 470-471</p> <p>Dechant, <u>Improving the Teaching of Reading</u>, pp. 351, 360</p>	<p>Is the child able to interpret the plot of the story and the emotional reactions of the characters?</p> <p>Is the child growing in ability to classify pictures?</p> <p>Is the child broadening his use of appropriate words?</p>
<p>Picture sets (I.M.C.)</p>		



Skills	Level of Instruction	Suggested Activities
		<p>Make dictionary word cards for a card file.</p> <div data-bbox="275 334 419 611" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="margin: 0;">ball</p> </div> <p>Arrange 4 or 5 known words along chalk tray. Children close eyes as one word is removed. Children identify the missing word.</p> <p>Play Tic-Tac-Toe. Words are printed in a circle. Child closes his eyes and says "Tic-Tac-Toe, around I go, where I stop, does ___ know?" The child named must identify the word.</p>
<p>2. Sight vocabulary</p> <p>a. Word configuration and letter details</p>	<p>Help children recognize words by their shape, size, or letter differences.</p>	<p>Have children note special characteristics of words.</p> <ol style="list-style-type: none"> <li>1. Differences in configuration or form of words-- <span style="border: 1px solid black; padding: 2px;">chair</span> <span style="border: 1px solid black; padding: 2px; margin-left: 20px;">penny</span></li> <li>2. Differences in length of words--soon, <u>something</u></li> <li>3. Differences in appearance of words beginning with capital and small letter--<u>B</u>aby, <u>b</u>aby</li> <li>4. Words with double letters--<u>moon</u>, <u>ball</u></li> <li>5. Words that are compound words--<u>grandmother</u>, <u>cowboy</u></li> </ol> <div data-bbox="1420 320 1635 1412" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Caution: Do not permit children to find little words in big words which they cannot hear.</p> <p style="margin-left: 40px;"><u>it</u> in <u>kite</u></p> <p style="margin-left: 40px;"><u>at</u> in <u>father</u></p> </div> <p>Have children locate and frame words that are identical to the first one in the row.</p> <p style="margin-left: 100px;">boy--day, boy, buy</p> <p style="margin-left: 100px;">fun--for, run, fun</p>

Materials	References	Evaluation
<p>Word cards (Macmillan, Dolch, etc.)</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., p. 429                      Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p 425                      Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 441                      Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 557, 562-563                      Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 537, 540                      Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., pp. 368-369                      Ousley/Russell, <u>The Little White House</u>, P, T. Ed., pp. 399-400                      Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 400-401                      Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., p. 495                      Smith, <u>Reading Instruction for Today's Children</u>, pp. 172, 173</p>	<p>Is the child learning to recognize words by their shapes, size, or letter differences?</p> <p>Can the child tell the difference in shapes of words? (Does the word have tall letters? Is the word long or short?)</p>



Skills	Level of Instruction	Suggested Activities
<p>b. Initial stock of sight words</p>	<p>Develop the association of sound, meaning, and word form in building an initial sight vocabulary.</p>	<p>Present new words in meaningful context by using them in a sentence.</p> <p>Make a large chart captioned <u>We Found These Words</u>. As children find the new basic sight words from magazines and newspapers, the teacher mounts them on the chart.</p> <p>To reinforce a new word such as <u>jump</u>, use it in other sentences.</p> <p style="padding-left: 40px;">Tom can jump. Susan can jump.</p> <p>Make a class chart using pictures beside words to help children identify newly introduced vocabulary.</p> <p>Play mailbox game by giving each child a set of word cards. Those not recognized go to the "Dead Letter Office" and child keeps those he knows.</p> <p>To play "Giant Steps," have two children of equal ability stand side by side. Flash a word and the one who says it first takes one giant step forward.</p> <p>As an oral exercise, match new words with descriptive phrases when words are unknown.</p> <p style="padding-left: 40px;">Color of grass      Bang A loud sound      Green Nothing in it      Empty</p>
<p>c. Personal stock of sight words</p>	<p>Enlarge the personal sight vocabulary which the child possesses.</p>	<p>Make labels for various objects in the room.</p> <p>Add captions to the pictures on the bulletin board as units progress. (Transportation--cars go fast)</p> <p>Illustrate new words by having child draw pictures of them.</p> <p style="text-align: center;">Kite </p>

Materials	References	Evaluation
<p>Word and picture charts</p> <p>Word cards</p> <p>Pictures for units</p>		<p>Is his initial sight vocabulary growing satisfactorily?</p> <p>Can he recognize these sight words in reading situations?</p>
		<p>Does the child show interest in labels, captions, and word games?</p>



Skills	Level of Instruction	Suggested Activities																																	
		<p>Choose the correct word to fit the exercise.</p> <p>What animals would you expect to find in a story about a farm?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">           ___ cow            ___ camel            ___ dog            ___ boat         </td> <td style="width: 33%;">           ___ house            ___ goat            ___ elephant            ___ horse         </td> <td style="width: 33%;">           ___ fox            ___ boat            ___ box            ___ pig         </td> </tr> </table> <p>Discriminate between words by providing words in lists or groups.</p> <p>1. On word cards or on blackboard--        Teacher says word and child points to it or underlines it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>horse</td> <td>right</td> <td>house</td> </tr> <tr> <td>better</td> <td>letter</td> <td>night</td> </tr> <tr> <td>look</td> <td>green</td> <td>book</td> </tr> </table> <p>2. On work sheet--        Teacher says one word in the line and children mark it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><u>ball</u></td> <td>baby</td> <td>doll</td> </tr> <tr> <td>funny</td> <td>little</td> <td><u>family</u></td> </tr> <tr> <td><u>saw</u></td> <td>was</td> <td>see</td> </tr> </table> <p>Play word games with word cards to strengthen recognition of basic sight words.</p> <p>Make charts of <u>Words to Know</u> in subject matter areas, or on specific topics.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3">Words to Know About France</td> </tr> <tr> <td>Paris</td> <td>Seine River</td> <td>barge</td> </tr> <tr> <td>French</td> <td>Eifel Tower</td> <td>canal</td> </tr> <tr> <td>Louvre</td> <td></td> <td>artists</td> </tr> </table>	___ cow ___ camel ___ dog ___ boat	___ house ___ goat ___ elephant ___ horse	___ fox ___ boat ___ box ___ pig	horse	right	house	better	letter	night	look	green	book	<u>ball</u>	baby	doll	funny	little	<u>family</u>	<u>saw</u>	was	see	Words to Know About France			Paris	Seine River	barge	French	Eifel Tower	canal	Louvre		artists
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READING	BEGINNING READING (1-2)	
	References	Evaluation
<p>Materials</p> <p>Word cards</p> <p>Social studies materials</p>	<p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 545-547, 549-550</p>	<p>By observing the children using worksheets, word lists, etc., the teacher may determine each child's ability to discriminate between words.</p> <p>Observe the child's response to new words introduced in social studies and science units. Can he associate the correct words with the understandings to be learned?</p>



Skills	Level of Instruction	Suggested Activities																								
<p>3. Written context</p> <p>a. Phrases</p>	<p>Develop ability to arrive at word meaning by understanding the thought or idea in a phrase, sentence, or paragraph.</p>	<div data-bbox="266 596 585 1383" style="border: 1px solid black; padding: 5px;"> <p>Words to Know About Birds</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">bill</td> <td style="width: 50%;">wings</td> <td style="width: 50%;">feathers</td> </tr> <tr> <td>nest</td> <td>crop</td> <td>migrate</td> </tr> <tr> <td>feet</td> <td>eggs</td> <td>worms</td> </tr> <tr> <td>tail</td> <td>food</td> <td>hatch</td> </tr> </table> </div> <p>Copy sentences on chalkboard containing words which involve emotional reactions. Have children choose the best word.</p> <p>Jim felt _____ when he broke his toy airplane. happy, sad</p> <p>The hot apple pie tasted _____ to the hungry boy. good, cold</p> <p>Ditto a few short paragraphs with questions at the end of each to check how the words are used in context.</p> <p>Tom could not go out to play. He felt very blue. He was sorry he had not come home on time. What word tells how Tom felt? _____</p> <p>Make a pocket chart from tag board. Cut slits with a razor blade and slide a paper clip through each slit. Have children insert cards to match words with context clue.</p> <div data-bbox="1521 509 1713 1281" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">name of an insect</td> <td style="width: 50%;">bee</td> </tr> <tr> <td>opposite of hot</td> <td>cold</td> </tr> </table> </div> <p>Other examples are:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">name of an animal</td> <td style="width: 50%;">- cow</td> </tr> <tr> <td>name of a fruit</td> <td>- apple</td> </tr> <tr> <td>something that is little</td> <td>- mouse</td> </tr> <tr> <td>lays eggs</td> <td>- hen</td> </tr> </table>	bill	wings	feathers	nest	crop	migrate	feet	eggs	worms	tail	food	hatch	name of an insect	bee	opposite of hot	cold	name of an animal	- cow	name of a fruit	- apple	something that is little	- mouse	lays eggs	- hen
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Materials	References	Evaluation
<p>Science materials</p> <p>Room dictionaries</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., p. 430</p> <p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 428</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 445</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., p. 561</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., p. 540</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, p. 324</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 369</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., pp. 400-401</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., p. 401</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., p. 495</p>	<p>Use sentences from various stories to check the child's ability to understand the meaning of certain words.</p>
<p>Selected stories from -  <u>From Elephants to Eskimos</u>  <u>From Fins to Feathers</u> (IMC)</p> <p>Classroom newspapers</p> <p>Reader's Digest,  <u>Reading Skill Builders</u></p> <p>Workbooks in IMC</p>		



Skills	Level of Instruction	Suggested Activities								
<p>b. Sentences</p> <p>Definition</p> <p>Experience background</p> <p>Comparison with a known idea</p> <p>Synonym</p> <p>Familiar expression</p> <p>Summary</p> <p>Reflection of a mood or situation</p> <p>Appositive phrase or clause (not developed at this level)</p>		<p>Direct the children to complete the whole sentence or idea when trying to attack a new word. The sentence may give a clue.</p> <p>John played with Sue. She was his <u>friend</u>.</p> <p>The fisherman did not catch many fish to sell. So he and his wife were very, very <u>poor</u>.</p> <p>It is too cold to get up. I want to stay where it is <u>warm</u>.</p> <p>She is very beautiful and the <u>fairest</u> one of all.</p> <p>The boat <u>rocked</u> up and down as it went through the water.</p> <p>The elephants, monkeys, and polar bears were all in a fine <u>zoo</u>.</p> <p>"Tonight we will have a wonderful time," said Sue with a <u>smile</u>.</p>								
<p>4. Expanded word meanings</p> <p>a. Multiple meanings</p>	<p>Develop an understanding that some words have several meanings but that a phrase or sentence context gives them a specific meaning.</p>	<p>Step 1: Make a chart that contains words with multiple meanings to enrich the children's vocabulary.</p> <p>We will <u>color</u> our picture.</p> <p>What <u>color</u> is your dress?</p> <p>Other words:</p> <table border="1" data-bbox="1696 728 1890 1179"> <tr> <td>trunk</td> <td>show</td> </tr> <tr> <td>name</td> <td>light</td> </tr> <tr> <td>walk</td> <td>march</td> </tr> <tr> <td>spring</td> <td></td> </tr> </table>	trunk	show	name	light	walk	march	spring	
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Materials	References	Evaluation
	<p>Russell, <u>Children Learn to Read</u>, pp. 299-301</p> <p>Strang, McCullough and Traxler, <u>The Improvement of Reading</u>, pp. 126-128</p>	
	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 429</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 445</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 562-563</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 540-541</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 369</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., pp. 400-401</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., p. 401</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., p. 495</p>	<p>To check the child's understanding of words with multiple meanings, (i.e., top, saw, walk, pet, bark, tie) have him write sentences to illustrate the meanings and draw a picture of each sentence to clarify the meaning.</p>



Skills	Level of Instruction	Suggested Activities
<p>b. Shades of meaning (not developed at this level)</p>		<p>Step 2: With the children, make a list of words with multiple meanings. Use the words in sentences to illustrate the differences in meaning.</p> <p><u>Second</u>, <u>bed</u>, <u>top</u>            John is in the <u>second</u> grade.            He is the <u>second</u> one in line.</p>
<p>c. Antonyms, synonyms, and homonyms            (d-f not developed at this level)</p>	<p>Enrich speaking and reading vocabularies through use of antonyms, synonyms, and homonyms.</p>	<p>List words such as <u>little</u>, <u>big</u>, <u>up</u> and have the children write the opposites. This could also be used as a pasting activity where the words are listed and the child cuts and pastes the word that means the opposite.</p> <div data-bbox="756 800 1144 1164" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Other words:</p> <p>old - new              high - low              cold - hot              come - go              girl - boy              dark - light</p> </div> <p>Read the poems "Sky Is Up" and "Turn-About Tales" to illustrate antonyms.</p> <p>Prepare phrases that contain opposites. Have pupils write the opposite word.</p> <p>In and _____            Come and _____            Up and _____            go, in, out, down</p> <p>Write a list of antonyms on the board and have the children use them in original sentences.</p> <p>Make antonym cards: <input type="checkbox"/> yes , <input type="checkbox"/> no , <input type="checkbox"/> up , <input type="checkbox"/> down . Play Find Your Partner. Give each child a card. At a given signal, see how fast children can find their partners. Variation: Word cards may be made in different shapes and cut apart.</p> <div data-bbox="1829 262 2013 495" style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin-top: 10px;"> <p>big little</p> </div>







Materials	References	Evaluation
<p>Classroom literature book, grade 1: Jacobs and Turner, <u>Merry-Go-Round</u>, p. 10, 75</p>	<p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 313, 424 (Antonyms)</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., p. 563 Outline of Skills (To recognize synonyms and antonyms)</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., p. 541 Outline of Skills (To recognize synonyms and antonyms; to distinguish homographs)</p>	<p>Test the child's ability to choose the correct antonym, synonym, and homonym from selected lists of words.</p>



Skills	Level of Instruction	Suggested Activities														
		<p>To strengthen the understanding of antonyms, the teacher may say to a small group:            "Candy is sweet but pickles are ____."            "Birds fly but snakes ____."</p> <p>Prepare two or more sentences containing synonyms. Have children circle the synonyms.            The boy was <u>unhappy</u>.            The girl was <u>sad</u>.</p> <div data-bbox="623 771 889 1281" style="border: 1px solid black; padding: 5px;"> <p>Other Synonyms:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">big</td> <td style="padding: 2px;">large</td> </tr> <tr> <td style="padding: 2px;">pretty</td> <td style="padding: 2px;">beautiful</td> </tr> <tr> <td style="padding: 2px;">fat</td> <td style="padding: 2px;">plump</td> </tr> </table> </div> <p>Ditto sentences such as "The mouse is <u>small</u>." Have children choose a synonym from a list to complete the second sentence.            The mouse is <u>small</u>.            The mouse is ____.  <u>new, little, up</u></p> <p>Teach synonyms by matching pairs of words on the flannel board.</p> <p>Keep a class chart of synonyms. Have each child make a synonym mobile.  <u>big</u>   <u>large</u>   <u>huge</u></p> <p>Complete the sentence with the correct homonym.            The boy went ____ school.            I want a boat, ____ balls.            Here are <u>two</u>, <u>to</u></p> <div data-bbox="1645 800 1931 1266" style="border: 1px solid black; padding: 5px;"> <p>Other Homonyms:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">would</td> <td style="padding: 2px;">wood</td> </tr> <tr> <td style="padding: 2px;">right</td> <td style="padding: 2px;">write</td> </tr> <tr> <td style="padding: 2px;">hear</td> <td style="padding: 2px;">here</td> </tr> <tr> <td style="padding: 2px;">dear</td> <td style="padding: 2px;">deer</td> </tr> </table> </div>	big	large	pretty	beautiful	fat	plump	would	wood	right	write	hear	here	dear	deer
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Materials	References	Evaluation
<p>Flannel board Magnetic board</p>		



Skills	Level of Instruction	Suggested Activities				
		<p>Write sentences on the board containing homonyms.</p> <ol style="list-style-type: none"> <li>Mary has a <u>blue</u> dress. The wind <u>blew</u> hard.</li> <li>I <u>write</u> with my <u>right</u> hand.</li> </ol> <p>Find words that sound alike but are spelled differently. Teacher or child makes a list.</p> <p>Make a homonym booklet containing the words, sentences using them, and pictures illustrating the sentence.</p> <div data-bbox="664 742 899 1237" style="border: 1px solid black; padding: 5px; display: inline-block;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>RED</b></p> <p>I have a red dress. </p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>READ</b></p> <p>She read a book. </p> </td> </tr> </table> </div>	<p style="text-align: center;"><b>RED</b></p> <p>I have a red dress. </p>	<p style="text-align: center;"><b>READ</b></p> <p>She read a book. </p>		
<p style="text-align: center;"><b>RED</b></p> <p>I have a red dress. </p>	<p style="text-align: center;"><b>READ</b></p> <p>She read a book. </p>					
<p>B. Step two--<u>Auditory</u> and <u>visual skills</u></p> <ol style="list-style-type: none"> <li>Visual perception</li> </ol>	<p>Develop and maintain the skill of examining a word to determine a phonetic or structural approach.</p>	<p>Use bulletin boards to expand knowledge of antonyms, synonyms, and homonyms.</p> <p>Make a list of new words. (Some should be attacked by phonetic approach, some by structural analysis.) Discuss with the class the method used to determine the word.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Structural</u></td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Phonetic</u></td> </tr> <tr> <td style="padding: 5px;">walking laughed faster snowball</td> <td style="padding: 5px;">stick many cap catch</td> </tr> </table> <p>Say: "What do you notice about these words?" (likenesses and differences) "How will you start to unlock each?"</p> <div data-bbox="1594 364 1706 1557" style="border: 1px solid black; padding: 5px;"> <p><b>Note:</b> Structural parts should be noted first. Phonetic analysis should follow.</p> </div> <p>Write sentences on chalkboard containing one unfamiliar word. By structural or phonetic analysis have them read the complete sentence.</p>	<u>Structural</u>	<u>Phonetic</u>	walking laughed faster snowball	stick many cap catch
<u>Structural</u>	<u>Phonetic</u>					
walking laughed faster snowball	stick many cap catch					

Materials	References	Evaluation
	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., pp. 429-430                      Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 425-428                      Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 441-444                      Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 557-561                      Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 537-539</p> <p>Ousley/Russell, <u>Pre-Primer Program</u>, T. Ed., p. 368                      Ousley/Russell, <u>The Little White House</u>, P, T. Ed., pp. 399-400                      Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 399-400                      Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 493-494</p>	<p>When attacking a new word, is the child able to determine the structural or phonetic approach?</p>



Skills	Level of Instruction	Suggested Activities
<p>2. Auditory (phonetic)                      Reinforce simultaneous-ly with visual analysis.                      Develop readiness for each of the following:</p>	<p>Continue to develop skill of discriminating words with similar sounds.</p>	<p>Teacher pretends she is purchasing things in a dime store (or any store). She writes unfamiliar words which are names of objects she could buy. Have children pronounce the word and discuss how the word was unlocked.</p> <p>Provide opportunities for children to inspect words carefully as an aid to word recognition. Help the children locate the main part of the word.</p> <p>played comes                      runs jumping                      boys flying</p> <p>Have one child say a word and ask his neighbor to give another word that begins with the same sound. A similar activity may be used with rhyming words.</p> <p>Play <u>Word Detectives</u>. Have the children close their eyes. Say several words at a time, two of which rhyme. Let the children "discover" the rhyming words or the one that does not rhyme. This can also be used with beginning sounds.</p> <p>Provide listening exercises to help children hear sounds in words:</p> <p>Pronounce two words and have children listen carefully to the beginning of each word. Have them tell whether the first sounds are the same or different.</p> <p>bell - boat last - first                      ride - run girl - boy</p> <p>Pronounce three words and have children tell which two begin alike.</p> <p>sun, see, father                      jump, bump, Jack</p> <p>The above activities may be done with ending sounds.</p> <p>Pronounce a series of words. Have the children listen carefully in order to choose the one that does not rhyme.</p>



Materials	References	Evaluation
	<p>Smith, Nila B., <u>Reading Instruction for Today's Children</u>, pp. 195-236 (Visual and auditory discrimination, structural analysis)</p>	
<p>Words for listening exercises</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., pp. 429-430                      Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 426-428                      Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 442-444                      Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 559-561                      Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 538-539                      Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 368                      Ousley/Russell, <u>The Little White House</u>, P, T. Ed., p. 399                      Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 399-400                      Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 493-494</p>	<p>Is the child developing word analysis skills through auditory discrimination?</p>



Skills	Level of Instruction	Suggested Activities
<p>a. Consonants</p> <p>Beginning consonants- b, s, t</p> <p>Speech consonants- ch, sh, th, wh-final and middle consonants</p>	<p>Develop ability to hear and apply beginning consonants, speech consonants, and blends in the initial and final position when analyzing new words.</p>	<p>Children clap their hands when they hear the non-rhyming word. <u>boat, goat, float, buy, coat</u></p> <p>Have the children orally complete short rhymes. "I can see a little ____." "Tick, tock, says the ____."</p> <p>Have one of the children begin a rhyme for the others to complete.</p>
		<p>Collect objects for a sound box (ball, spool, spoon, etc.). Child says beginning or ending consonant as he picks out an object. Two children may see who can pick out the most objects. This activity may also be used with speech consonants.</p> <p>Give each child in the reading group a card with a consonant on it. Say a word like "boat," or "monkey" and the child who has the beginning consonant holds it up and calls the name of the consonant. This game may also be used to identify speech consonants and ending consonants.</p> <p>Use a <u>Picture Dictionary</u> and draw pictures that begin or end with certain consonants, speech consonants, or blends.</p> <p>Through a variety of exercises teach the various positions of consonants as they appear at the beginning, middle, or end of words.</p> <p>Have the children bring magazines to school. Instruct them to find pictures that start like <u>boat, cat, duck, and fish</u>.</p> <p>Use the same procedure to review the remaining consonant sounds.</p> <p>Say a group of words. Have children tell which does not belong (that does not begin like the others). dog, door, cat, doll balloon, ball, bat, door</p> <p>Similar activities can be used for listening for the speech</p>



Materials	References	Evaluation
<p><u>Speech-to-Print Phonics</u> Kit - in first grade rooms</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., pp. 429-430  Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 426-428  Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 442-443  Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 558-559  Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 538-539</p>	<p>Can the child hear and apply consonants or consonant blends in various positions in new words?</p>

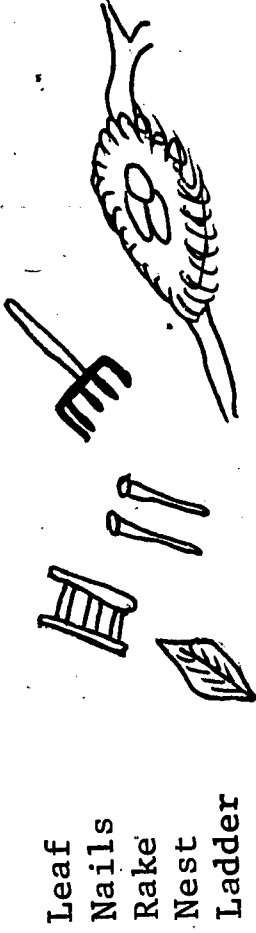
Skills	Level of Instruction	Suggested Activities								
<p>Blends--initial and final</p>		<p>consonants <u>ch</u>, <u>sh</u>, <u>th</u>, and <u>wh</u>.</p> <p>Place pictures illustrating the four speech consonants before the children (<u>w</u>heel, <u>ch</u>icken, <u>sh</u>oe, <u>th</u>imble). Say a word and have the children point to the picture that contains that sound. The children can give additional words for each classification.</p> <p>Use blends in two-line jingles or nonsense sentences.</p> <p>"<u>B</u>low, wind, <u>bl</u>ow Fast or <u>s</u>low."</p> <p>"<u>F</u>lora <u>f</u>lipped her <u>f</u>lipppers." Encourage children to make up original sentences.</p> <p>Have children listen carefully as the teacher pronounces some words. They may identify a specific consonant, speech consonant, or blend at the beginning, middle, or end of the word. If the word pronounced contains the designated sound, they may clap softly.</p> <p>Play <u>Add a Word</u>. The teacher says a word beginning with a consonant blend. The children are to add a word beginning with the same sound.</p> <p>Pictures placed along the chalkboard may help the children to think of words to add.</p> <table data-bbox="1389 669 1573 1033"> <tr> <td>tree</td> <td>blouse</td> </tr> <tr> <td>truck</td> <td>blue</td> </tr> <tr> <td>train</td> <td>blanket</td> </tr> <tr> <td>tramp</td> <td>black</td> </tr> </table>	tree	blouse	truck	blue	train	blanket	tramp	black
tree	blouse									
truck	blue									
train	blanket									
tramp	black									
<p>b. Vowels</p> <p>Short Long With r, l, and w</p>	<p>Develop vowel sounds--short, long, and with r, l, and w.</p>	<p>Provide varied listening activities to help children identify and discriminate between vowel sounds.</p>								

Materials	References	Evaluation
<p>Jingles and rhymes</p> <p>Word lists</p> <p>Pictures</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 427-428</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1, 2, T. Ed., pp. 443-445</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 1, T. Ed., pp. 559-561</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2, T. Ed., pp. 538-540</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 494-495</p>	<p>Has the child learned the necessary vowel sounds?</p>

Skills	Level of Instruction	Suggested Activities
<p>Digraphs (ea, ai, ee)</p> <p>Diphthongs (oi, oy, ou, ow)</p>	<p>Introduce selected digraphs and diphthongs.</p>	<p>Say three words. Have the children listen to identify the two that have the same vowel sound.                      car, hard, call                      paw, barn, fall                      use, mule, us</p> <p>Say words such as <u>meat</u>, <u>feed</u>, and <u>mail</u>. Have the children name the vowel sound they hear.</p>
<p>c. Syllabication</p>	<p>Introduce auditory aspect of syllabication.</p>	<p>Read some words having one or more syllables. Have children tell, tap, or clap how many parts they hear.</p>
<p>3. Visual (structural) analysis</p> <p>Reinforce simultaneously with auditory analysis</p> <p>Develop readiness for each of the following:</p>	<p>Develop ability to note fine differences in words similar in form.</p>	<p>Let each child contribute a page of rhyming words. Several rhyming words may be illustrated on each page with the words written under the pictures. Later the pages may be combined to make a book.</p> <p>Write sentences (either on chalkboard or a ditto) that contain words similar in form. Have child find the correct word and underline it.</p> <p>My _____ can run.  <u>house</u>, <u>horse</u>, <u>hat</u></p> <p>Write on the chalkboard such words as <u>saw</u>, <u>was</u>, <u>see</u>. Ask the children to pick out a certain word, such as <u>was</u>.</p> <p>Give children practice in discriminating between words of similar configuration.</p> <p>The dog can _____.  <u>bark</u>, <u>bank</u></p> <p>The teacher rang the _____.  <u>tell</u>, <u>bell</u></p> <p>Mother put the _____ on the floor.  <u>run</u>, <u>rug</u></p>

Materials	References	Evaluation
	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 425                      Harris/Clark, <u>Lands of Pleasure</u>, 1, 2, T. Ed., p. 445                      Harris/Clark, <u>Enchanted Gates</u>, 2, 1, T. Ed., pp. 558, 562                      Harris/Clark, <u>Shining Bridges</u>, 2, 2, T. Ed., p. 538</p>	<p>Can the child hear syllables in words?</p>
<p>Classroom newspaper exercises</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., p. 429                      Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 425                      Harris/Clark, <u>Lands of Pleasure</u>, 1, 2, T. Ed., 441-442                      Harris/Clark, <u>Enchanted Gates</u>, 2, 1, T. Ed., pp. 557-559                      Harris/Clark, <u>Shining Bridges</u>, 2, 2, T. Ed., pp. 537-538</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., pp. 368-369</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., p. 400                      Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 400-401                      Ousley/Russell, <u>We Are Neighbors</u>, 2, 1, T. Ed., pp. 494-495</p>	<p>Is the child developing word analysis skills through visual discrimination?</p> <p>Is the child learning to discriminate between words similar in form?</p>



Skills	Level of Instruction	Suggested Activities
<p>a. Consonants</p> <p>Beginning consonants</p> <p>Speech consonants (ch, sh, th, wh) and final consonants</p> <p>Blends--initial and final</p>	<p>Develop and maintain the ability to associate sounds of consonants, speech consonants, blends and selected vowels with letter symbols when analyzing new words.</p>	<p>Put a list of words on the board. Give a meaning clue and have a child point to and say the correct word.</p> <p>Opposite of walk Bark</p> <p>A sound a dog makes Tell</p> <p>Something that rings Rug</p> <p>Starts like the word <u>to</u> Bank</p> <p>Bell</p> <p>To strengthen beginning and ending consonants, use consonant cards from <u>Speech to Print Phonics</u>. The child may "draw out" four consonants. He folds a sheet of paper into four boxes and draws a picture to illustrate each consonant, either at the beginning or ending of a word. This can also be used with speech consonants and blends.</p> <p>Make a list of "new" words that begin with the sounds being studied. Draw a picture of each of the words and have children match the word with the picture.</p> <div data-bbox="1093 480 1349 1412" style="text-align: center;">  <p>Leaf Nails Rake Nest Ladder</p> </div> <p>On the chalkboard copy an easy poem, or a story containing a few new words. Have children try to read the story without help. Teacher notes ability to use previously taught word-attack skills.</p> <p>As the teacher writes a list of words, have the children hold up a picture which begins with the sound the first letter stands for.</p> <p>The teacher may write a consonant on the board three times. As the teacher dictates words, have the children circle the letter position of the consonant.</p>

Materials	References	Evaluation
<p><u>Speech-to-Print Phonics Kit</u> in First Grade rooms</p> <p>Supplementary poetry and story books</p> <p>Library books (Easy)</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., pp. 429-430</p> <p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 426-428</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 442-443</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 558-559</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., p. 538</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 368</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., pp. 399-400</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., pp. 399-400</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 493-495</p>	<p>Check the child's ability to associate sounds of consonants and blends with letter symbols.</p>

Skills	Level of Instruction	Suggested Activities												
		<p>d d d dog d d d window d d d cold</p> <p>Give each child a set of four cards containing the speech consonants (wh, ch, sh, th). Show pictures of words beginning with these sounds. Have children hold up the correct card as each picture is shown.</p> <p>Make flip-type cards or booklets for teaching initial blends.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">cr ow</div> <div style="border: 1px solid black; padding: 2px;">th ing</div> <div style="border: 1px solid black; padding: 2px;">spt</div> </div>												
<p>b. Vowels</p> <p>Short</p> <p>Long</p> <p>With r, l, and w</p>		<p>Make several pockets from large brown envelopes. Label each pocket with a vowel, key picture, or word. Distribute word cards and have the children pronounce their word, say the name of the vowel sound, and place it in the correct pocket.</p> <p>Make individual vowel booklets. Have children make a page for each vowel sound as it is introduced. On the page draw or paste pictures of objects containing the vowel sound.</p> <p>Locate words containing a certain vowel sound on a given page in the reader.</p>												
<p>Digraphs-- (ea, ai, ee)</p>		<p>Give children practice in reading words containing digraphs and diphthongs:</p> <p>Write pairs of words on the board.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">stem - steam</td> <td style="width: 33%;">pan - pain</td> <td style="width: 33%;">red - read</td> </tr> <tr> <td>bet - beast</td> <td>ran - rain</td> <td>fed - feed</td> </tr> <tr> <td>met - meet</td> <td>pal - pail</td> <td>cot - coat</td> </tr> <tr> <td></td> <td></td> <td>bed - bead</td> </tr> </table> <p>Have the children read the pairs of words, tell the name of the vowel sound of each, and use the words in sentences orally.</p> <p>Variation: Have the children copy the words containing digraphs, put a box around the vowel in the word that they hear, and cross out the silent vowel. <u>b</u><del>o</del><u>x</u>t</p>	stem - steam	pan - pain	red - read	bet - beast	ran - rain	fed - feed	met - meet	pal - pail	cot - coat			bed - bead
stem - steam	pan - pain	red - read												
bet - beast	ran - rain	fed - feed												
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Materials	References	Evaluation
<p><u>Speech-to-Print Phonics Kit</u> in First Grade rooms</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., pp. 427-428                      Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 443-445                      Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 559-561                      Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 538-540                      Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., pp. 494-495</p>	<p>Check the child's ability to associate vowel sounds with letter symbols.</p>

Skills	Level of Instruction	Suggested Activities																
<p>Diphthongs (oy, oi, ou, ow)</p>		<p>Give practice in listening and reading words containing <u>oi</u>, <u>oy</u>, <u>ou</u>, <u>ow</u>:</p> <p>Make a chart to aid children in discerning the sound and classifying these sounds. Children can get the words from the dictionary.</p> <table border="1" data-bbox="521 698 684 1441"> <tr> <td>oy</td> <td>oi</td> <td>ow</td> <td>ou</td> </tr> <tr> <td>boy</td> <td>noise</td> <td>snow</td> <td>house</td> </tr> <tr> <td>toy</td> <td>choice</td> <td>blow</td> <td>out</td> </tr> <tr> <td></td> <td></td> <td>cow</td> <td>how</td> </tr> </table>	oy	oi	ow	ou	boy	noise	snow	house	toy	choice	blow	out			cow	how
oy	oi	ow	ou															
boy	noise	snow	house															
toy	choice	blow	out															
		cow	how															
<p>c. Root words</p> <p>Inflected endings</p> <p>By simply adding ending</p> <p>By doubling final consonant</p> <p>By changing y to i</p> <p>By dropping e</p>	<p>Teach children to recognize words formed by adding an ending to a known root word and to look for two root words in a compound word.</p>	<p>Write a list of words on the board. Have children identify root words by drawing a circle around the root word.</p> <p>walking, played, colors</p> <p>Reverse this activity by pronouncing an inflected form asking students to name (or select a card containing) the root word.</p> <p>Ditto sentences containing root words and words with inflected endings. Have the children circle the correct form.</p> <p>Carrie _____ the cat. want, wanted</p> <p>Ditto sentences and have the children write the root word and the "ing" ending. "If you like to walk, go _____."</p>																
		<table border="1" data-bbox="1369 698 1686 1033"> <tr> <td colspan="2">Other Words:</td> </tr> <tr> <td>Play</td> <td>Travel</td> </tr> <tr> <td>Help</td> <td>Talk</td> </tr> <tr> <td>Read</td> <td>Work</td> </tr> <tr> <td>Paint</td> <td>Shout</td> </tr> <tr> <td>Fly</td> <td></td> </tr> </table> <p>Provide exercises to enable children to recognize root words and to add endings to a known root word:</p> <p>Make a list of words with endings on the chalkboard. Have children find and underline the root words.</p>	Other Words:		Play	Travel	Help	Talk	Read	Work	Paint	Shout	Fly					
Other Words:																		
Play	Travel																	
Help	Talk																	
Read	Work																	
Paint	Shout																	
Fly																		



Materials	References	Evaluation
<p>Word lists</p> <p>Teacher-prepared exercises</p>	<p>Harris/Clark, <u>Preprimers</u>, T. Ed., p. 429</p> <p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 425</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 441</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 557-559</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 537-538</p> <p>Ousley/Russell, <u>The Pre-Primer Program</u>, T. Ed., p. 369</p> <p>Ousley/Russell, <u>The Little White House</u>, P, T. Ed., p. 400</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., p. 400</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>. T. Ed., p. 495</p>	<p>Can the child recognize words formed by adding various endings to known root words?</p>

Skills	Level of Instruction	Suggested Activities
		<p>liked plays foxes rolling  looked rolls catches falling  pushed jumps dresses jumping</p> <p>Pronounce the inflected form and ask students to write the root word.</p> <p>Teach children that in some words the final consonant must be doubled before adding the ending (one syllable word when vowel is short).</p> <p>petting stopping  running putting  sitting getting</p> <p>Provide activities to teach children to recognize a word in which the final <u>y</u> on the root word has been changed to an <u>i</u> before adding an ending.</p> <p>flies pennies  cried tries  hurried berries</p> <p>Teach children to recognize root words in which the final <u>e</u> has been dropped.</p> <p>making exciting  baking giving  writing dancing</p> <p>Use the pocket chart to help children learn to put endings on root words. Have root words and endings on separate flashcards. Children combine a root word and an ending to make a word. When doubling a consonant use single letter cards.</p> <p>want ed hurr i ed  run n ing bird s</p>

Materials	References	Evaluation
<p>Words on the chalkboard</p> <p>Practice exercises</p> <p>Word cards</p>		

Skills	Level of Instruction	Suggested Activities
		<p>Give children opportunities to learn that a compound word is made up of two root words.</p> <p>Place an assortment of known word cards that can be combined into compounds in the card holder. The children may arrange them into compound words.</p> <p>List words that could be combined to make compound words. Children write them in correct order.</p> <p style="margin-left: 40px;">cup            house snow          cake bird          man</p> <p>Ditto humorous multiple choice sentences to emphasize compound words:</p> <p>In your lunchbox you may find a <u>beehive, cupcake</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Other Words:</p> <p>doghouse - greenhouse handcuffs - earmuffs firefly - fireplace</p> </div> <p>Make a list of compound words. Find the two root words in each.</p> <p style="margin-left: 40px;">sometime      farmhouse cowboy        blackbird houseboat     outside</p> <p>Match the two words which will make a compound word.</p> <div style="margin-left: 40px;"> <p>to      day</p> <p>school <del>side</del></p> <p>out    <del>room</del></p> <p>doll   <del>light</del></p> <p>head <del>house</del></p> </div>

Materials	References	Evaluation
<p>Practice exercises</p> <p>Words from classroom books</p>	<p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 441</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., p. 557</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., p. 537</p> <p>Russell/Ousley, <u>On Cherry Street</u>, 1, T. Ed., p. 400</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., p. 494</p>	<p>Does the child recognize the two root words in a compound word?</p>



Skills	Level of Instruction	Suggested Activities						
<p>Contractions</p> <p>Affixes (not developed at this level)</p>	<p>Teach children to understand the form and meaning of selected contractions.</p>	<p>Help the children see that a contraction is a shortened form of two words and the apostrophe indicates that one or more letters is omitted.</p> <p>To strengthen the children's understanding of contractions, write some on the chalkboard and the two words that each represents. The children may play a game to match the two words with each contraction.</p> <p>Give children practice in locating contractions and the derived form, and in using both forms in a sentence.</p> <p>could not      He could not go.          couldn't      He couldn't go.</p> <p>Write a list of contractions on the board. Let the children copy the contraction and the two words from which the contraction was made.</p> <p>Have children choose the correct words to make contractions.</p> <p>don't      - do not      did not          can't      - could not      can not          wouldn't      - would not      will not          he's      - here is      he is</p>						
<p>d. Silent letters</p> <p>e. Syllabication (not developed at this level)</p>	<p>Teach that some letters are silent in words.</p>	<p>After several words containing silent letters have been introduced, compose sentences containing these words on the board. Have child find the word with the silent letter and cross it out.</p> <p>X n o X , n i X X t , b o X t</p> <p>Make a silent letter chart. Add new columns and words as the silent letters are introduced.</p> <p>kn      wr</p> <table border="1" data-bbox="1788 742 1952 1150"> <tr> <td>know</td> <td>write</td> </tr> <tr> <td>knew</td> <td>wrote</td> </tr> <tr> <td>knight</td> <td>wren</td> </tr> </table>	know	write	knew	wrote	knight	wren
know	write							
knew	wrote							
knight	wren							

Materials	References	Evaluation
<p>Practice exercises</p> <p>Word lists</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 425.</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., p. 441</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., p. 557</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., p. 537</p> <p>Ousley/Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T. Ed., p. 494</p>	<p>Can the child understand the form and meaning of contractions?</p>
<p>Charts</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T. Ed., p. 427</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T. Ed., pp. 443-444</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T. Ed., pp. 558-561</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T. Ed., pp. 538-539</p>	<p>Through various activities the teacher can test the pupil's understanding of silent letters.</p>

Skills	Level of Instruction	Suggested Activities
<p>C. Step three--<u>Dictionary skills</u></p> <ol style="list-style-type: none"> <li>1. As a guide to pronunciation</li> <li>2. As a guide to meaning</li> </ol>	<p>Use picture dictionary to recognize and grasp meaning of unfamiliar words.</p>	<p>Using picture dictionaries to draw and label things that pertain to lessons presented. For example:</p> <p style="padding-left: 40px;">Animals that have fur Things that go Homes for animals</p> <p>Write a list of new words taken from the picture dictionary on the board. Have children write the words on their paper and locate the word in the dictionary and then draw a picture.</p> <p>Using picture dictionary, write sentences on chalkboard containing a particular word meaning and the first letter of the word. Child completes sentence.</p> <p style="padding-left: 40px;">This is a bird that stays here all year. c _____ A r _____ is a flower.</p> <p>Holiday pictures may be used to build a class picture dictionary. The children may draw, cut, or paint pictures relating to a specific holiday. These may be mounted on a large sheet of paper, or the bulletin board in alphabetical order with the words printed underneath.</p> <p>Write an introductory sentence on the board such as "I like hot things". Have children use the picture dictionary to complete the story. I like hot soup. I like hot cocoa. I like hot pancakes.</p> <p>Say a word. Have children locate the word in the picture dictionary and read the sentence using that word.</p> <p>List some words on the board. Have the children locate the word in the picture dictionary and copy the sentence using it.</p> <p>Show the children a picture of real object as a clue to the word they are to locate in the picture dictionary. Have them read the sentence using the word.</p>

Materials	References	Evaluation
<p>Harris/Clark, <u>My Self-Help Dictionary</u></p> <p>Room picture dictionaries</p> <p>Magazine pictures</p>	<p>Smith, Mila B., <u>Reading Instruction for Today's Children</u>, pp. 326-327</p> <p>DeBoer/Dallmann, <u>The Teaching of Reading</u>, pp. 109-111</p>	<p>Can the child make satisfactory use of the picture dictionary?</p>

Beginning Reading (1-2)

Comprehension Development



Skills	Level of Instruction	Suggested Activities
<p>A. Making use of previous learning.</p> <p>1. Visualizing</p>	<p>Reads a simple story and makes mental pictures. Predicts an outcome from a series of pictures or a story.</p>	<p>Read a paragraph or story and have the children visualize the story by acting it out.</p> <p>Thumb through a storybook that has large pictures. Have children tell the story as it appears to them.</p> <p>A poem may be used for an imaginative drawing that suggests the poem's actions, mood, or scene. The children may draw the picture the poem makes them see. The pictures with a copy of the poem could then be used as a bulletin-board display.</p> <p>Read "Who Gets It?" and have children predict the outcome.</p> <p>Have children read a short story and draw a picture illustrating an incident. (Encourage original drawings.) Variation: make a diorama.</p> <p>Give the children calendar or magazine illustrations showing children or family groups in a situation where something is just about to happen. The children tell, draw, or write what they think will happen next.</p>
<p>2. Recalling and associating</p>	<p>Able to retell incidents and to associate meaning with the written word.</p>	<p>Make a group chart of a trip taken or a film seen. The story should be written to show the important events in sequence.</p> <p>Pick out words in a story that are associated in some way as bread and butter. Make a list using other words which they can recall.</p> <p style="padding-left: 100px;">knife-fork comb-brush</p> <p>Have children pick out the word that is different and explain why.</p> <p style="padding-left: 100px;">cow - sheep - calf - horse - camel bus - truck - train - duck - car</p>

Materials	Teacher References	Evaluations - Notes
<p>Arbuthnot, <u>The Anthology of Children's Literature</u>, "Rain," p. 156, "There Once Was a Puffin," p. 118, "The Purple Cow," p. 117</p> <p>Leavell and Friebele, <u>Open Windows</u>, p. 120</p>	<p>DeBoer and Dallmann, <u>The Teaching of Reading</u>, Ch. 5B, pp. 56-75</p> <p>Arbuthnot, <u>The Anthology of Children's Literature</u>, 1964</p> <p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed.</p> <p>Ousley and Russell, <u>The Little White House</u>, P, T.Ed.</p> <p>Ousley and Russell, <u>On Cherry Street</u>, 1, T.Ed.</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed.</p> <p>See Index-- (Comprehension skills Creative reading Dramatization Pantomime Picture clues)</p>	<p>Can the child visualize a simple story?</p> <p>Can he predict an outcome from a series of pictures or a story?</p>
<p>Films</p> <p>Filmstrips</p> <p>Experience chart</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T.Ed., P. 430</p> <p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., P. 446</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed., P. 564</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 541-542</p> <p>See Outline of Skills--(Recalling story sequence)</p>	<p>Is the child able to recall incidents, associate meanings with written words, and make comparisons?</p>



Skills	Level of Instruction	Suggested Activities
		<p>Have a child or small group pantomime part of the story just read. The other children look in the story for the part being acted out. The first one to find it reads it orally.</p> <p>Ask small groups of children to choose a story to retell to the class. Variation: Use puppets in retelling the story.</p>
<p>Takes assimilated knowledge from previous stories and makes comparisons.</p>		<p>After reading a story, the background of which is similar to an experience many children have had, direct the children to draw a picture of their experience and compare it with the story.</p> <p>Have children read a story such as "The Little Red Hen." Then show the filmstrip or film to compare with the story. See materials for further suggestions.</p> <p>Compare two versions of an old tale as "How the Bear Lost His Tail."</p> <p>Compare a library book with its adapted version in the literature books.</p> <p>"Angus and the Ducks"                      "The Hare and the Tortoise"                      "Timothy Turtle"                      "The Old Woman and Her Pig"</p> <p>At an end of a unit activity make a list of character traits. Have children identify characters possessing some of these traits and explain their choices.</p> <p>funny                      cross                      curious                      cheerful                  selfish                  friendly                      foolish                      clever                      angry</p>
<p>3. Relating to personal experience</p>	<p>Utilizes his past experiences to get meaning from the story.</p>	<p>Have children recall many past experiences on the farm before reading farm stories. Then compare.</p>

Materials	Teacher Reference	Evaluations - Notes
<p>Ousley and Russell, <u>The Little White House</u>, p. 153</p> <p>Leland and Turner, <u>Merry-Go-Round</u>, p. 76</p> <p>Literature books in classroom</p> <p>Library books</p>	<p>Ousley and Russell, <u>The Little White House</u>, P, T.Ed., pp. 341-347</p>	
		<p>Can the child use his past experiences to get meaning from a story?</p>

Skills	Level of Instruction	Suggested Activities
<p>4. Time-space relationships</p>	<p>Perceives events that occur simultaneously or cover short spans of time.</p>	<p>Recall past experiences to help interpret science stories.</p> <p>Stimulate interest in a story by having the children share some of their experiences relating to the story.</p> <p>Keep a class diary of important events for a two-week period. When completed, refer back to grasp time lapse.</p> <p>Pantomime scenes from a story to dramatize events that occur simultaneously.</p> <p>Discuss when the story took place. Find phrases that indicate lapse of time. Have children tell whether or not the phrase gives a definite or indefinite length of time.</p> <p style="padding-left: 40px;">after a short time three weeks just then early in the morning almost five hours the very next day in two weeks</p> <p>Dramatize a story. Have children indicate how they would show a lapse of time through acts or scenes.</p> <p>Make a list of words or phrases on the chalkboard telling where or when the action of the story took place. Have children fold a sheet of paper in half lengthwise and label the columns with the headings "When" and "Where." Instruct them to copy the words or phrases under the correct heading.</p>



Materials	Teacher References	Evaluations - Notes
<p>Van Roekel and Kluwe, <u>From Elephants to Eskimos</u>, p. 37</p> <p>Van Roekel and Kluwe, <u>From Fins to Feathers</u> (IMC)</p>		
Calendar	Harris/Clark, <u>Preprimers</u> , T Ed. p.432	Is the child able to understand time-space relationships?
Clock	Harris/Clark, <u>Worlds of Wonder</u> , P, T.Ed., pp. 430-431	
Classroom literature books	<p>Harris/Clark, <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., pp. 446-447</p> <p>Harris/Clark, <u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed., pp. 564-565</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 541-542</p> <p>See Outline of Skills--(Dramatizing Recalling story sequence)</p>	

Skills	Level of Instruction	Suggested Activities		
<p>B. Setting a suitable purpose</p> <ol style="list-style-type: none"> <li>1. To gather data                             <ol style="list-style-type: none"> <li>a. Following directions</li> <li>b. Assembling facts and details</li> </ol> </li> </ol>	<p>Is developing the ability to follow directions in selecting significant facts and specific information from a particular selection.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><u>WHEN</u></p> <p>today just then all at once suddenly now then next week on Saturday</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><u>WHERE</u></p> <p>to the next town into the back yard up the street to the lake behind the tree in the boat inside the house</p> </td> </tr> </table> <p>Prepare a worksheet which describes an object and instruct the child to locate the picture representing the object and do something specific with it. Examples: clown, mask, cat.</p> <p style="margin-left: 40px;">It is funny. It cannot run. Make a red line under it.</p> <p>List pertinent facts which summarize a unit of stories. "How are all these stories alike?"</p> <p>Have the children find answers to questions about the story they have read. Have them find the part of the story that justifies their answers and read it orally. Variation: When used as an independent activity, the children write the answers to the questions and the page number to prove their answers.</p>	<p style="text-align: center;"><u>WHEN</u></p> <p>today just then all at once suddenly now then next week on Saturday</p>	<p style="text-align: center;"><u>WHERE</u></p> <p>to the next town into the back yard up the street to the lake behind the tree in the boat inside the house</p>
<p style="text-align: center;"><u>WHEN</u></p> <p>today just then all at once suddenly now then next week on Saturday</p>	<p style="text-align: center;"><u>WHERE</u></p> <p>to the next town into the back yard up the street to the lake behind the tree in the boat inside the house</p>			
<ol style="list-style-type: none"> <li>2. To grasp meaning in a simple situation                             <ol style="list-style-type: none"> <li>a. Noting the main ideas</li> </ol> </li> </ol>	<p>Perceives the main idea, recalls important details, and summarizes the main points from a short selection he has read.</p>	<p>Ditto paragraphs. Under each, give a choice of three titles. Draw a ring around the best title.</p> <p>Have children read a story or paragraph and then list (either on paper or orally) all the details about a character or situation.</p>		

Materials	Teacher References	Evaluations - Notes
<p>Practice exercises</p>	<p>Harris/Clark, T.Ed., p. 432  <u>Preprimers</u>, T.Ed., p. 432  <u>Worlds of Wonder</u>, P, T.Ed., p. 430  <u>Lands of Pleasure</u>, 1, T.Ed., pp. 446-447  <u>Enchanted Gates</u>, 2, T.Ed., pp. 564, 566  <u>Shining Bridges</u>, 2, T.Ed., pp. 541, 543                      See Outline of Skills--(Following directions and Interpreting story facts)                      Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed., p. 382  <u>The Little White House</u>, P, T.Ed., p. 416                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p.424                      Ousley and Russell,  <u>We Are Neighbors</u>, 2, T.Ed., p. 520                      See Index--(Following directions)</p>	<p>Can the child read and follow directions to find specific facts and information?</p>
	<p>Harris/Clark,  <u>Preprimers</u>, T.Ed., p. 432  <u>Worlds of Wonder</u>, P, T.Ed., pp.429-430  <u>Lands of Pleasure</u>, 1, 2, T.Ed., pp.445-446  <u>Enchanted Gates</u>, 2, T.Ed., pp. 563-564  <u>Shining Bridges</u>, 2, T.Ed., p. 541                      See Outline of Skills--(Recalling story sequence, Reading for details, Main idea)</p>	<p>Is the child able to understand what he reads?</p>



Skills	Level of Instruction	Suggested Activities
<p>b. Arranging in sequential or logical order</p> <p>c. Clarifying ideas</p> <p>d. Visualizing</p> <p>e. Recalling details</p> <p>f. Explaining a process</p> <p>g. Retelling a story</p>		<p>Have children dramatize a story that they have read, to summarize the main points.</p> <p>Help the children find the main idea of each page of the story and state it in one sentence or as a title.</p> <p>State the main idea of a story and have the children find the title in the table of contents.</p> <p>Have children write possible endings to unfinished stories.</p> <p>Have pupils rearrange in correct sequence a list of events from a story.</p> <p>Ask students to explain the steps in a science experiment or a mathematical process.</p> <p>A story may be summarized by having the group reread to find what happened to the main character of the story.</p>
<p>3. To get a deeper meaning</p> <p>a. Identifying and relating ideas</p> <p>Grasping the main idea</p> <p>Noting stated and implied ideas</p>	<p>Begins to comprehend the main, stated, or implied ideas.</p>	<p>Have children read paragraphs from chalkboard or dittoed material. Draw a picture depicting the main idea of each paragraph.</p> <p>Ditto paragraphs in which an idea is implied. Question children to see if they got the implied idea.</p> <p>Jack and Tom went to the lake with some poles. As they sat by the lake, Tom felt a tug on his line. He jerked up the pole. What are Tom and Jack doing?</p> <p>After reading a short selection, have children tell what it is about in one sentence.</p> <p>Print word cards for the flannelboard. Scramble the words and let the pupils make a sentence.</p>

horse on boy the jumped the

Materials	Teacher References	Evaluations - Notes
<p>Classroom newspapers</p> <p>Spelling book (More to Do section)</p> <p>VanRoekel and Kluwe, <u>From Elephants to Eskimos</u></p> <p>VanRoekel and Kluwe, <u>From Fins to Feathers</u>, (IMC)</p>	<p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed., p. 381</p> <p>Ousley and Russell, <u>The Little White House</u>, P, T.Ed., p. 415</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 423, 425-426</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 519, 521, 523</p> <p>See Index (Comprehension skills, Main idea, Specific details)</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Note to Teacher: These books may be used to improve and check comprehension in various subject matter areas.</p> </div> <p>Is the child beginning to grasp the main and implied ideas?</p>
<p>Classroom newspapers</p> <p><u>Reader's Digest Reading Skill Builder</u></p>	<p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., pp. 429-430</p> <p><u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., pp. 445-446</p> <p><u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed., pp. 563-565</p> <p><u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 541-542</p> <p>See Outline of Skills--(Making inferences, Reading for details, Recognizing the main idea)</p> <p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed., pp. 381-382</p> <p><u>The Little White House</u>, P, T.Ed. p. 415-416</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 423-426</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed. pp. 519-521, 523</p> <p>See Index--(Classifying, Comprehension skills, Creative reading, Critical reading, Evaluation, Main idea, Sequence of ideas).</p>	<p>Is the child beginning to grasp the main and implied ideas?</p>





Skills	Level of Instruction	Suggested Activities
<p>Comparing and contrasting ideas</p> <p>Grasping cause-effect relationships</p> <p>Arranging ideas in a sequential or logical order</p> <p>Classifying the author's meaning</p>	<p>Begins to compare, contrast, and arrange ideas and see their relationship.</p>	<p>The boy jumped on the horse.</p> <p>Children learn to comprehend the implied meaning of a paragraph or page by answering questions that ask:</p> <p>How do you know?                      Why did they do it?                      What makes you think he---?</p>
<p>Comparing and contrasting ideas</p> <p>Grasping cause-effect relationships</p> <p>Arranging ideas in a sequential or logical order</p> <p>Classifying the author's meaning</p>	<p>Begins to compare, contrast, and arrange ideas and see their relationship.</p>	<p>List ten fruits and vegetables, colors and numbers, zoo animals and farm animals, etc. Have the children sort them into categories.</p> <p>Supply the ending to contrasts such as these:</p> <p>A robin is a bird.                      A trout is a _____.                      A bird eats worms.                      A squirrel eats _____.</p> <p>Play <u>Nonsense Dreams</u>, such as "I dreamed I saw a bird that _____" or "I dreamed I ate a _____."</p> <p>Compare the actions of the main character in two similar stories. Why did each do as he did?</p>
<p>b. Evaluating critically</p> <p>Forming judgments</p> <p>Recognizing fact vs. opinion</p> <p>Detecting propaganda techniques</p> <p>Selecting relevant</p>	<p>Begins to evaluate ideas and form judgments about them.</p>	<p>Have pupils make simple judgments in analyzing a selection. Is it real or make believe? Is it right or wrong? Could it really happen?</p> <p>After reading a story silently the class can discuss:</p> <p>What information did you learn from the story?                      Could all the things that happened in the story really have happened?</p> <p>Discuss selected stories from <u>Open Doors</u>. Have children put themselves in the place of a certain character in the story</p>

Materials	Teacher References	Evaluation - Notes
<p>Pictures - words</p> <p>Practice exercises</p>		<p>Is the child beginning to see relationships between ideas?</p> <p>Can he compare, contrast, and arrange ideas?</p>
<p>Classroom newspapers</p> <p>Leavell and Friebele, <u>Open Doors</u>, "On Saturday Morning," pp. 24-31, "Good-by, Little Soldier," pp. 32-39, "The Most Hat of All," pp. 52-59</p>	<p>Classroom newspapers--Teacher's Edition</p> <p>Harris, Albert, <u>How to Increase Reading Ability</u>, pp. 433-446</p> <p>Leavell, <u>Open Doors</u>, 2, T.Ed., pp. 23, 27, 40</p>	<p>Is the child beginning to evaluate ideas?</p>

Skills	Level of Instruction	Suggested Activities
<p>from irrelevant information</p> <p>Determining reliability of author or source</p> <p>Analyzing information</p>		<p>and tell what they would have done in a similar situation.</p> <p>After reading a story, children can tell how the animals or people felt.</p> <p>Let the children read creative stories to the class. Have the class listen and tell whether or not it is a real or make-believe story.</p>
<p>c. Reacting to ideas</p> <p>Reacting emotionally</p> <p>Drawing conclusions and making generalizations</p> <p>Visualizing</p> <p>Predicting events and outcomes</p>	<p>Draws inferences, anticipates outcomes, and senses emotional reactions.</p>	<p>Ditto paragraphs. Have three possible answers. Circle the most logical.</p> <p>Ask many "Why" and "Do you think" questions about a story.</p> <p>Read an unfamiliar story to the class. Let the children use their imaginations to predict possible outcomes.</p>
<p>4. To appreciate</p> <p>a. Recognizing types of writing</p> <p>b. Noting mood, plot, characterization, and theme</p> <p>c. Noting author's style</p> <p>d. Interpreting author's meaning</p>	<p>Interprets the feelings of the characters, senses the mood of a selection, and appreciates the author's choice of words.</p>	<p>Encourage children to discuss the varied feelings of the characters in a story and tell why they felt as they did as the events changed. Suggested stories:</p> <p>"The Fox at the Spring"</p> <p>"The Boy Who Cried Wolf"</p>

Materials	Teacher References	Evaluations - Notes
<p>Practice exercises</p> <p>Unfamiliar stories in various books</p>	<p>Arbuthnot, <u>The Anthology of Children's Literature</u></p>	<p>Is the child beginning to react to ideas?</p>
<p>Pratt, Meighen, and Critchfield, <u>Story Time</u>, pp. 112-125</p> <p>Leavell and Friebele, <u>Open Windows</u>, pp. 169-173</p>	<p>Pratt and Meighen, <u>Story Time</u>, 1, T.Ed., pp. 101-106</p> <p>Leavell and Friebele, <u>Open Windows</u>, 1, T.Ed., pp. 94-97</p> <p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., pp. 430-431</p> <p><u>Lands of Pleasure</u>, 1, 2, T.Ed., p. 446</p> <p><u>Enchanted Gates</u>, 1, 2, T.Ed., p. 565</p> <p><u>Shining Bridges</u>, 2, T.Ed., p. 542</p> <p>See Outline of Skills--(Appreciating Poetry, Forming sensory images)</p>	<p>Is he beginning to appreciate different types of literature?</p>



Skills	Level of Instruction	Suggested Activities
<p>e. Reacting emotionally</p> <p>f. Evaluating critically</p> <p>g. Noting figurative language</p> <p>h. Grasping subtle meanings</p> <p>i. Detecting humor</p>		<p>Help children appreciate the different moods within one story such as "Wait for William," or in contrasting two stories such as "Roland the Rabbit," and "Something to Wait For."</p> <p>Read selected poems of different moods:</p> <p>Change of mood--"The Monkeys and the Crocodile" by Laura E. Richards, p. 120</p> <p>Funny--"The Raggedy Man" by James Whitcomb Riley, p. 9</p> <p>Spooky--"Halloween" by Harry Behn, p. 176</p> <p>Amazing--"Mice" by Rose Fyleman, p. 55</p> <p>Sad--"The Mouse" by Elizabeth Coatsmith, p. 55</p> <p>Change of mood--"The Three Little Kittens"</p> <p>Spooky--"Little Orphan Annie," p. 27</p> <p>Funny--"Poor Old Lady," p. 231</p>
		<p>Call attention to descriptive words that enhance the meaning of a story when using the literature texts.</p> <p>"The little bear <u>laughed with joy.</u>"</p> <p>"You're my <u>pride and joy.</u>"</p> <p>"So little bear <u>sadly</u> said good-by to his <u>small, round, little boy.</u>"</p> <p>Talk about why the character acts and feels the way he does.</p>





Materials	Teacher References	Evaluations - Notes
<p>Pratt, Meighan, and Critchfield, <u>Story Time</u>, pp. 66-77</p> <p>Van Koekel and Kluwe, <u>From Elephants to Eskimos</u>, pp. 99-112</p> <p>Leavell and Friebele, <u>Open Windows</u>, pp. 98-104</p>	<p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed., pp. 381, 383</p> <p>Ousley and Russell, <u>The Little White House</u>, P, T.Ed., pp. 416-418</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 423, 425</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 519, 522-523</p>	<p>✱</p>
<div style="border: 1px solid black; padding: 5px;"> <p>To the Teacher: See Arbuthnot for the references to poems.</p> </div>	<p>See Index - (Creative reading, Poems, Poems to enjoy)</p>	
<p>See <u>Story Train</u></p> <p>See Poetry book in library</p> <p>See Poetry book in library</p> <p>Classroom literature books</p>	<p>Arbuthnot, <u>The Anthology of Children's Literature</u> (Poetry Section)</p> <p>Huffard and Carlisle, <u>My Poetry Book</u>,</p> <p>Untermeyer, <u>The Golden Treasury of Poetry</u>,</p>	

Skills	Level of Instruction	Suggested Activities
		<p>Have children pick out words from the story that tell how the characters felt.</p> <p>jolly                    sad                    afraid foolish                  proud                angry happy                    silly                 sorry</p> <p>List descriptive phrases or sentences to appreciate the author's choice of words:</p> <p>    a town with pretty homes and big yards     The tracks were blocked.     He looked like a snowball.     The buildings looked as high as the sky.</p> <p>Help children note figurative language:</p> <p>    save for a rainy day     as good as gold     as pretty as a flower     as flat as a pancake</p>
<p>C. Adjusting rate for purpose and material</p> <ol style="list-style-type: none"> <li>1. Previewing</li> <li>2. Scanning</li> <li>3. Skimming</li> <li>4. Recreational</li> <li>5. Study</li> <li>6. Critical</li> </ol>	<p>Reads slowly for facts or instructions, reads faster for pleasure, and rereads or skims material to answer the questions.</p>	<p>Stress the necessity of reading slowly in order to understand directions and factual material. (mathematics and science)</p> <p>Skim materials quickly to find an answer to a question or to locate materials.</p> <p>Read easy material quickly for pleasure.</p> <p>Have children read short selections for different purposes. They should learn to read slowly:</p> <ul style="list-style-type: none"> <li>to follow directions</li> <li>to get specific answers</li> <li>to find facts and information</li> </ul> <p>They should learn to read faster when reading for pleasure.</p>



Materials	Teacher References	Evaluations - Notes
Basal readers	<p>Harris/Clark,  <u>Preprimers</u>, T.Ed., p. 432  <u>Worlds of Wonder</u>, P, T.Ed. pp. 429, 431  <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed.pp. 445-447  <u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed. pp. 563, 566  <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed. pp. 541-542                      See <u>Outline of Skills--(Reading to prove a point, Skimming)</u>                      Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed., p. 383  <u>The Little White House</u>, P,T.Ed. p. 418                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 425                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 523                      See <u>Index--(Purposes for reading)</u>                      Tinker and McCullough, <u>Teaching Elementary Reading</u>, pp. 182-202</p>	<p>Is the child able to adjust his rate of reading?</p>



Skills	Level of Instruction	Suggested Activities
<p>D. Perceiving the relationships and interrelationships of ideas</p> <ol style="list-style-type: none"> <li>1. Books, newspapers and periodicals</li> <li>2. Total selections</li> <li>3. Paragraphs                             <ol style="list-style-type: none"> <li>a. Key words</li> <li>b. Topic sentences</li> <li>c. Use of punctuation marks</li> </ol> </li> <li>4. Sentences</li> <li>5. Phrases and thought units</li> <li>6. Words</li> <li>7. Pictures and graphic aids</li> </ol>	<p>Gets a deeper understanding of ideas and meanings through pictures, words, phrases, or sentences, and uses punctuation marks to aid understanding.</p>	<p>Tell the children that they don't need to read every word when they are skimming to locate answers. Give them practice in skimming to locate rhyming words, compound words, answers to questions, quotations, speakers, etc.</p> <p>Play a game called <u>Can You Imagine?</u> (oral)</p> <p>A sky without ____.</p> <p>A rabbit with a ____.</p> <p>School with ____.</p> <p>Cross out the phrase that does not belong. Jack lived (<del>in a tree</del>, in a house.)</p> <p>Phrases may be written in one column and words or phrases that mean the same in another column. Draw lines between two items that have the same meaning.</p> <p>Frame phrases to answer comprehension questions, such as, he went to the house. "Where did he go?" He played in the <u>morning</u>. "When did he play?"</p> <p>Ditto incorrect sentences. From a list choose a word to correct the sentence.</p> <p>The cow has <del>two</del> four feet.</p> <p>A clock tells <del>things</del> time.</p> <p>A lady cooks dinner. <del>take</del> time four house lady</p> <p>Make pupils aware of the importance of punctuation in reading by reading a selection leaving out all punctuation.</p> <p>Look at the picture and read the caption to get the meaning of the picture. This can be done with pictures in the Weekly Reader, newspaper, and in the social studies book.</p>

Materials	Teacher References	Evaluations - Notes
<p>Practice exercises Spelling exercises</p> <p>Language exercises</p> <p>Classroom newspapers Science books Social Studies books</p>	<p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432 <u>Worlds of Wonder</u>, P, T.Ed., pp. 429-431 <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., pp. 445-447 <u>Enchanted Gates</u>, 1<sup>1</sup>, T.Ed., pp. 563-566 <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 540-542</p> <p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed., pp.383-384 <u>The Little White House</u>, P, T.Ed.p.418-419</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 425-427</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 523-525</p> <p>See Index--Punctuation, Vocabulary, Word meaning)</p>	<p>Is the child beginning to get a deeper understanding of ideas and meanings in the development of his comprehension skills?</p>





Skills	Level of Instruction	Suggested Activities
		<p>Learn to choose the correct meaning of a word in context to fully understand the sentence.</p> <p>He went to <u>ring</u> the bell. The girl wore a <u>ring</u>. Put a <u>ring</u> around the word.</p> <p>Teach the children to "read" the punctuation marks as well as the words.</p> <p>Give practice in reading sentences ending with a period, question mark, or exclamation mark.</p> <p>Explain that the use of a comma clarifies meaning and that quotation marks show the exact words someone has said. Note change in meaning in:</p> <p>"Mother," said Bill, "please hurry." Mother said, "Bill, please hurry."</p> <p>Have the children take various character parts and reread the story, putting meaning and expression into characterization.</p>

Materials	Teacher References	Evaluations - Notes
<p>Language exercises</p> <p>Literature books in classrooms</p>		

Beginning Reading (1-2)

Oral Reading

Skills	Level of Instruction	Suggested Activities
<p>A. For conveying information</p> <ol style="list-style-type: none"> <li>1. Locate specific details</li> <li>2. Describe a setting</li> <li>3. Read directions, explanations, and announcements</li> <li>4. Relate sequence</li> <li>5. Verify facts</li> <li>6. Show the writer's meaning</li> <li>7. Present a point of view</li> </ol>	<p>Stress the importance of oral reading as an effective way to relate specific information and communicate ideas found in the text.</p>	<p>Have child read to find the answer to questions or prove a point.</p> <p>Choose the paragraph that best explains the specific idea.</p> <p>Read parts of a story to show sequence of ideas or events.</p> <p>Have pupils locate and reread orally the scenes from a story suggested by sentences on the board:</p> <p style="padding-left: 40px;">Sue changes Spot's color. Big Billy Goat Gruff went over the bridge.</p> <p>Have the children read the newsletter and other announcements which are sent home.</p> <p>Let one child read step-by-step directions and the class may carry them out.</p> <p>Have a child read directions aloud for a game to be played.</p> <p>Let a child read a short story to the class. The class can retell or illustrate the story in sequence. (Stories may require from 2-6 illustrations or cartoons. Adjust the number of pictures according to the story read.)</p> <p>Have students take turns bringing a news item to school to read to the class. He should prepare several questions about the article to ask the class after the reading.</p>
<p>B. For entertainment and appreciation (personal and shared)</p> <ol style="list-style-type: none"> <li>1. Dramatize (read parts)</li> <li>2. Read to the class (share with others)</li> <li>3. Convey ideas and</li> </ol>	<p>Stimulate children to convey to others the enjoyment and understanding of what is read.</p>	<p>Encourage children to read an excerpt from a library book with the object of interesting others in the book.</p> <p>Have children give frequent book chats to share their enjoyment of a particular story or book.</p> <p>Children may dramatize or do a puppet play about an enjoyable story.</p> <p>Give children many opportunities to do choral reading.</p>

Materials	Teacher References	Evaluations - Notes
<p>Classroom newspapers</p> <p>Huber, Salisbury, and O'Donnell, <u>I Know a Story</u>, pp. 129-157, "The Boy Who Went to the North Wind"</p> <p>Shane and Hester, <u>Storyland Favorites</u>, pp. 69-72, "The Boy and the North Wind"</p> <p>Early lessons in the spelling workbook</p>	<p>Harris, <u>Readings on Reading Instruction</u>, Chapter XIV, pp. 388-393</p> <p>DeBoer and Dallmann, <u>The Teaching of Reading</u>, Ch. 10A, 10B, pp. 205-225</p> <p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., p. 430</p> <p><u>Lands of Pleasure</u>, 1, 2, T.Ed., pp. 446-447</p> <p><u>Enchanted Gates</u>, 1, T.Ed., pp. 564-565</p> <p><u>Shining Bridges</u>, 2, T.Ed., pp. 541-542</p> <p>See</p> <p>Outline of Skills--(Achieving effective oral interpretation, Reading orally for specific purposes)</p> <p>Ousley and Russell, <u>The Little White House</u>, P, T.Ed., p. 417</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 425-426</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 522-523</p> <p>See Index--(Oral clues, Specific details)</p>	<p>Does the child understand the importance of oral reading for conveying information?</p>
<p>Library books</p> <p>Jacobs and Turner, <u>Merry-Go-Round</u>, "Barnyard Song," p. 24</p>	<p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., pp. 430-431</p> <p><u>Lands of Pleasure</u>, 1, 2, T.Ed., p. 446</p> <p><u>Enchanting Gates</u>, 1, 2, T.Ed., pp. 563, 565</p> <p><u>Shining Bridges</u>, 2, T.Ed., pp. 541-542</p> <p>See Outline of Skills--(Appreciating Poetry, Dramatizing, Recognizing emotional attitudes)</p>	<p>Is the child able to convey meaning adequately for the pleasure of others?</p>



Skills	Level of Instruction	Suggested Activities
<p>emotions</p> <ol style="list-style-type: none"> <li>4. Interest others in a book or selection</li> <li>5. Show the author's meaning</li> <li>6. Increase personal satisfaction and growth</li> </ol>		<p>Encourage children to write original stories to read and interpret them to the class.</p> <p>Have children draw out a slip which contains a joke, a riddle, or a funny story from "An Amusement Box." Give their interpretation or impression to the class.</p> <p>Let the children read poetry. Some selection may be used as group choral readings. Other selections require character portrayals such as "Five Little Chickens."</p> <p>Have the children dramatize stories. Decide which section of the story is to be reread orally and which parts are to be acted out.</p> <p>Have the children read some parts in unison where several children are taking the part of a group speaking together. The group may extend or rewrite parts of the story. Puppets may be used and the story presented as a TV show. The story may be read as a radio program or recorded on tape.</p>
<p>C. For self-improvement</p> <ol style="list-style-type: none"> <li>1. Develop oral reading techniques             <ol style="list-style-type: none"> <li>a. Meaningful interpretation</li> </ol> </li> <li>Clear-cut purpose</li> <li>Communication of ideas</li> <li>Accurate pronunciation</li> <li>Use of punctuation marks</li> </ol>	<p>Help children realize the value of meaningful oral reading by careful attention to word pronunciation and punctuation.</p>	<p>Teachers may read a short excerpt to the children first by ignoring all punctuation and then rereading it to include punctuation. Have the children decide which tells the story better.</p> <p>Write sentences on the board that contain statements, questions, or strong feeling. Have children read orally with appropriate interpretation.</p> <p>Give children some sentences without punctuation to read silently. They decide what marks are necessary and read each sentence orally interpreting the meaning.</p> <p>Help the children set up their own rules or standards for good oral reading. The rules may be put on a chart. The list may include the following:</p> <p style="padding-left: 40px;">Read so that those listening may hear.</p>

Materials	Teacher References	Evaluations - Notes
<p>Poetry book -- Library</p> <p>Room literature books</p> <p>Choral reading materials</p>	<p>Smith, <u>Reading Instruction for Today's Children</u>, Ch. XIV, pp. 408-426</p> <p>Sechrist, <u>One Thousand Poems for Children</u>, (821.08) p. 117</p> <p>Ousley and Russell, <u>The Preprimer Program</u>, T.Ed., pp. 382-383</p> <p><u>The Little White House</u>, P, T.Ed. p. 416-418</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., pp. 423, 425</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed. pp. 520, 522-523</p> <p>See Index--(Dramatization, Oral Reading, Poems, Poems to enjoy)</p>	
<p>Teacher prepared exercises</p> <p>English exercises</p>	<p><u>Elementary English Course of Study</u></p> <p>Harris/Clark, <u>Preprimers</u>, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., p. 430</p> <p><u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., p. 446</p> <p><u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed., p. 564</p> <p><u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., p. 541</p> <p>See</p> <p>Outline of Skills--(Achieving effective oral interpretation)</p>	<p>Is the child's oral reading effective and meaningful?</p>



Skills	Level of Instruction	Suggested Activities
		<p>Read the same as you would talk.                      Read character parts the way you think the characters would say it.                      Use the punctuation marks as well as the words.                      Read so that the class will want to listen.                      (Don't try to stress all these rules at one time.)</p>
<p>b. Voice and speech control</p> <p>Pitch-natural or adjusted to suit context</p> <p>Volume and stress-adequate and with appropriate emphasis to interpret meaning</p> <p>Inflection and expression-variety in voice tone to capture interest of audience</p>	<p>Develop an awareness of pitch, volume, and expression to help interpret the author's meaning.</p>	<p>Have a child read a sentence as it would be read in a variety of situations.</p> <p>Have children make their voices sound like the faces look in the illustrations.</p> <p>Refer children to a story with lively and appealing conversation. Let children skim the pages and find words and phrases that are used instead of "said," to give the reader a clue as to how the character sounded when he spoke:</p> <p style="padding-left: 40px;">he shouted            he yelled                      called Bob            said Peter sadly                      he laughed            he begged                      cried Pam            said Tom slowly</p> <p>Read in a monotonous voice bits of conversation from a familiar story. Ask the children to criticize your reading and to read the conversation in the tone they think it should be read.</p>
<p>c. Fluency</p> <p>Enunciation</p> <p>Reading in phrase or thought units</p> <p>Adequate eye-voice span</p> <p>Appropriate rate</p>	<p>Stress the necessity of clear enunciation in reading thought units smoothly.</p>	<p>Teacher reads the narrative part of a story and has the children fill in the conversation, stressing clear enunciation</p> <p>Make a list of <u>ing</u> words on the board. Practice enunciating the final "g." Use other words the children mispronounce; pumpkin - our - etc.</p> <p>Use the tape recorder to stimulate an interest in better enunciation. Have the children read phrases containing words which are often mispronounced.</p>



Materials	Teacher References	Evaluation - Notes
	<p>Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed., p. 383  <u>The Little White House</u>, P, T.Ed. p.417-418            Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 425            Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 522-523            See Index--(Oral clues, Oral reading,            Punctuation)</p>	
<p>Mirror</p> <p>Any appropriate story</p>	<p><u>Elementary English Course of Study</u></p> <p>Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed., p. 384  <u>The Little White House</u>, P, T.Ed., p. 419            Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 426            Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 525            See            Index--(Voice)</p>	<p>Is the child learning better voice control?</p>
<p>Word cards</p>	<p>Ousley and Russel,  <u>The Preprimer Program</u>, T.Ed., pp.382-383  <u>The Little White House</u>, P, T.Ed. p.416-417            Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., pp. 424-425            Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 520, 522            See            Index--(Enunciation, Oral reading)</p>	<p>Is he learning to enunciate clearly?</p>



Skills	Level of Instruction	Suggested Activities
<p>d. Physical characteristics</p> <p>Posture of the body</p> <p>Position of the book</p> <p>Confidence in the face of an audience</p> <p>Gestures natural to the situation</p>	<p>Help children develop a confident appearance by using good posture and proper book position.</p>	<p>when it is time a <u>white</u> kitten a <u>wheat</u> field <u>beautiful</u> day <u>where</u> to go <u>just</u> happened <u>going</u> home <u>enchanted</u> castle <u>our</u> home a <u>funny</u> animal</p> <p>Use a tape recording of a model reader or of a news broadcast. Ask students to evaluate (enunciation, rate, pitch).</p> <p>Have children volunteer to demonstrate good reading posture and proper book position.</p> <p>Use pictures illustrating good posture to make a bulletin board. Variation: Use pipe cleaners or stick figures and have the children make figures illustrating good posture.</p>
<p>2. Developing good listening techniques</p> <p>a. Clear purpose</p> <p>b. Adequate preparation of reader</p> <p>c. Desirable listening habits</p> <p>Active listening</p> <p>Receptive attitude</p> <p>Interaction with the reader</p> <p>d. Reader contact with audience</p>	<p>Teach children to listen courteously, attentively, and purposefully.</p>	<p>Make a list of good listening manners.</p> <ol style="list-style-type: none"> <li>1. Put away distracting objects.</li> <li>2. Show willingness to stop other activities.</li> <li>3. Sit still without disturbing others.</li> <li>4. Wait politely for a turn to speak (or read).</li> <li>5. Establish a purpose for listening.</li> </ol> <p>Talk about the qualities of a good listener in an oral reading situation.</p> <ol style="list-style-type: none"> <li>1. Does not interrupt.</li> <li>2. Pays attention.</li> <li>3. Looks at the reader.</li> <li>4. Thinks about what he hears.</li> <li>5. Listens the way he wants others to listen to him.</li> <li>6. Anticipates what he thinks he will hear.</li> </ol> <p>See the Listening Section of the <u>English Course of Study</u> for suggested activities, stories, charts, etc.</p>



Materials	Teacher References	Evaluations - Notes
<p>Posture charts, IMC</p>		<p>Is the child using good reading posture?</p>
<p>Films                      Filmstrips                      Sound filmstrips</p>	<p><u>Elementary English Course of Study, gr. 1, p. 11</u>  <u>Audio Visual Guide and Manual for Rochester Public Schools</u>                      Smith, <u>Reading Instruction for Today's Children, (Listening) pp. 56-57</u></p>	<p>Is the child learning good listening habits?</p>



Skills	Level of Instruction	Suggested Activities
<p>D. For diagnosing reading difficulties</p> <ol style="list-style-type: none"> <li>1. Student: Obtain criticism of delivery from others</li> <li>2. Teacher: (in an informal situation)               <ol style="list-style-type: none"> <li>a. Check reading level</li> <li>b. Determine type of word recognition errors</li> <li>c. Ascertain ability to communicate ideas</li> </ol> </li> </ol>	<p>Develop the idea of helping each other improve in oral reading through teacher-directed activities.</p>	<p>Make a chart for good listening similar to the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Good Listeners</p> <p>Sit quietly Keep hands still Keep feet still Look at the speaker Listen to what is said</p> </div> <p>Pictures or drawings can be substituted for some of the words: sit, hands, feet.</p>
<p>Use a tape recorder to make the children aware of their oral reading abilities.</p> <p>Set up a chart to precede oral reading. Have children use it to evaluate each other after reading.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> <li>1. Did he read loudly enough?</li> <li>2. Did he read the words clearly?</li> <li>3. Did he use good expression?</li> <li>4. Did he hold his book correctly?</li> <li>5. Did you get the meaning?</li> </ol> </div> <p>Have the children choose a poem or short story that they like from a literature book, library book, or book from home. Let the children read these to the group. The group offers suggestions for improvement. The second reading can be recorded on the tape recorder and played back to the group. Use a chart such as the following to help evaluate the reading.</p>		

Materials	Teacher References	Evaluations - Notes
	<p>Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed., p. 382  <u>The Little White House</u>, P, T.Ed., p. 417                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 425                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 521                      See                      Index-- (Listening)</p>	
<p>Check list, (Skills of oral reading)                       Word list for Basic Reader</p>	<p>Smith and Dechant, <u>Psychology in Teaching Reading</u>, pp. 188-190, (Skills of oral reading)                      Elementary Testing Kit</p> <p>Harris/Clark,  <u>Preprimers</u>, T.Ed., p. 433  <u>Worlds of Wonder</u>, P, T.Ed., p. 432  <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., p. 448  <u>Enchanted Gates</u>, 2<sup>1</sup>, T Ed., p. 567  <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., p. 544                      See                      Outline of Skills--(Tests)</p>	<p>Is the child learning to recognize oral reading difficulties?                       Is he learning to help others improve their oral reading difficulties?</p>
<p><u>Reader's Digest Reading Skill Builders</u>                       Literature books in classroom                       Books from home</p>	<p>Ousley and Russell,  <u>The Preprimer Program</u>, T.Ed.pp. 381,383  <u>The Little White House</u>, P,T.Ed.p.416,418                      Russell and Ousley,  <u>On Cherry Street</u>, 1,T.Ed.,pp. 423,426                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>,T.Ed.,pp. 519, 524                      See                      Index (Diagnosis, Tests)</p>	



Skills	Level of Instruction	Suggested Activities
		<p style="text-align: center;"><u>Checks for Use of Tape Recorder</u></p> <ol style="list-style-type: none"> <li>1. Is my voice clear?</li> <li>2. Can my voice be heard?</li> <li>3. Is my voice interesting?</li> <li>4. Did I use punctuation?</li> <li>5. Was the meaning clear?</li> </ol>
Use oral reading to check child's reading level, his ability to convey ideas, and his remedial needs.	See Appendix for diagnostic devices designed to help plan and adjust instruction to individual needs.	
<p>Guide for Selecting the Appropriate Device</p>		
<p>1. To check reading levels:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading</li> <li>Dolch Vocabulary List</li> <li>Daily reading lessons</li> </ul> <p>2. To determine type of word rec. errors:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading paragraphs</li> <li>Phonics inventory</li> <li>Dolch Vocabulary List</li> <li>Oral reading checklist</li> <li>Daily reading lessons</li> </ul> <p>3. To check comprehension:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Listening inventory</li> <li>Daily reading lessons</li> </ul> <p>4. To check oral reading habits and techniques:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Oral reading checklist</li> </ul> <p>5. To check ability to convey information, to entertain, and to show appreciation for good writing:</p> <ul style="list-style-type: none"> <li>Daily reading activities</li> </ul>		

Materials	Teacher References	Evaluations - Notes
Tape recorder	<u>Elementary English Course of Study</u> grade 2, Listening section, page 9	
Basic text	See Appendix	



**Beginning Reading (1-2)**

**Study Skills**

Skills	Level of Instruction	Suggested Activities
<p>A. Locating information</p> <p>1. Library skills</p> <p>a. Arrangement of the library</p> <p>(b-c not developed at this level)</p>	<p>Teach children the location and the alphabetical arrangement of the Easy Book Section.</p>	<p>Tour the library and point out to children the location of the Easy Book Section.</p> <p>Give practice in finding books by using authors' last name.</p> <p>Help children learn to locate books in the Easy Book Section of the library and to return books according to authors' last name.</p> <p>Library helpers can stamp the books and file the cards in alphabetical order.</p> <p>Give practice in locating specific books in the Easy Book Section. Ex: Find a book by Carolyn Hayward. Find <u>Petunia</u> by Roger Duvoisin. Find a book by Munro Leaf.</p>
<p>2. Reference tools</p> <p>a. Dictionaries</p> <p>Alphabetical order (within word and relative position)</p> <p>Guide words</p> <p>Pronunciation</p> <p>Syllabication</p> <p>Accent</p> <p>Diacritical markings</p> <p>Meanings</p> <p>Sentences</p>	<p>Introduce the picture dictionary as an aid to learning the meaning and the spelling of words.</p>	<p>Give children lists of words to alphabetize. At first, use just part of the alphabet at a time (e.g. letters <u>a</u> through <u>h</u>).</p> <p>Have children use <u>My First Dictionary</u> and write a list of words in alphabetical order (e.g. a-airplane).</p> <p>Make a collection of small objects or pictures, one for each letter of the alphabet: apple, book, crayon, etc. Let one or two children arrange the items or pictures on a table or bulletin board in alphabetical order.</p> <p>Ditto sentences to aid children in finding the meaning of words in the dictionary.</p> <p>A wreath is _____. A cardinal is _____.</p> <p>Ditto sentences to aid in spelling words.</p> <p>A l _____ is a yellow fruit. A p _____ is a baby dog.</p>

Materials	Teacher References	Evaluations - Notes
<p>School Library</p>	<p>School Librarian</p>	<p>Is the child able to locate books' in the Easy Book Section?</p>
<p><u>Harris/Clark, My Self-Help Dictionary</u></p> <p>Oftedahl and Jacobs, <u>My First Dictionary</u></p> <p>Other picture dictionaries</p> <p>Practice exercises</p>	<p>DeBoer and Dallmann, <u>The Teaching of Reading</u>, pp. 109-111</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 323-328</p> <p>Harris/Clark, <u>Preprimers</u>, PP, T.Ed., p. 433</p> <p><u>Worlds of Wonder</u>, P, T.Ed., p. 431</p> <p><u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., p. 447</p> <p>See Outline of Skills--(Locating and identifying words in <u>My Self-Help Dictionary</u>)</p> <p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., p. 543</p> <p>See Outline of Skills (Alphabetizing)</p>	<p>Is he able to use the picture dictionary as an aid to learning the meaning and spelling of words?</p>



Skills	Level of Instruction	Suggested Activities																																																																																
Parts of speech Definition Synonyms-antonyms Prefixes-suffixes  Spelling Derivation Pronunciation key Abbreviations		<p>Write sentences on the board that contain homonyms. Look in the dictionary to find correct spelling.</p> <ol style="list-style-type: none"> <li>1. A (dear, deer) is an animal.</li> <li>2. The rope has a (knot, not).</li> <li>3. The (sun, son) is in the sky.</li> </ol> <p>Have children make their own dictionaries of new vocabulary. Write the word and illustrate it by means of pictures which the children draw or cut from an old workbook or magazine. Use the word in a sentence.</p> <p>Ditto a paragraph. Use the dictionary to fill in the missing words.</p> <p>One day I went to the s _____ to buy some f _____ to eat. There were many fruits on the sh _____:                      P _____, l _____, a _____, and b _____.</p> <p>Give the children a copy of <u>My First Dictionary</u> to find words to complete the puzzle.</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol> </div> <div style="border: 1px solid black; padding: 5px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> </div> </div>																																																																																
		<ol style="list-style-type: none"> <li>1. The _____ is on her nest.</li> <li>2. The _____ has a big tail.</li> <li>3. A _____ gives milk.</li> <li>4. "Gobble," said the _____.</li> <li>5. We get wool from _____.</li> <li>6. The bunny is a baby _____.</li> <li>7. My _____ likes milk.</li> <li>8. The _____ is a little animal.</li> </ol>																																																																																

Materials	Teacher References	Evaluations - Notes
Homonym Chart	<p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., p. 422</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 518</p> <p>See Index-- (Alphabet)</p>	
Oftedah1 and Jacobs, <u>My First Dictionary</u>	<p>Harris/Clark, <u>Enchanted Gates</u> 2<sup>1</sup>, T.Ed., pp. 562-563</p>	
Puzzles in children's newspapers and magazines	<p>Harris/Clark, <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 540-541</p> <p>See Outline of Skills--(Language cues)</p>	
<p><u>Elementary English Course of Study</u>, Writing Section - grade 2</p> <p>Bond and Wagner, <u>Teaching the Child to Read</u>, pp. 113-115</p>		



Skills	Level of Instruction	Suggested Activities
		<p>Explain that the alphabet can be divided into parts for alphabetizing (e.g. a-g, h-p, q-z).</p> <p>Make 26 cards with each card containing a letter of the alphabet. Distribute the letters a-g among the class and let the children go forward and line up in alphabetical order. Continue in the same way with the other parts of the alphabet.</p> <p>Have the children alphabetize words that are considered to be in the first part of the alphabet, then the middle, and the last part. The children can also locate the word in the dictionary and write the sentence using it. Later children may look to the second or third letter in alphabetizing.</p> <p>Have a dictionary drill. Pronounce a word for the children to find in their dictionary. The first row of children to find the word is declared the winning row. One child from the row may read the sentence using the word. Having a row, or more than one child find the word, gives more children an opportunity to locate the word.</p> <p>Ditto pairs of words and ask the children to check the one which would come first in alphabetical order.</p> <p style="text-align: center;">             goat    drop    ✓ nail    pen              ✓ girl    door    never    ✓ pan         </p> <p>Ditto spelling lists (one or more units). Have the children cut out the words, arrange them on a sheet of paper in alphabetical order, and paste.</p> <p>Variations: Write the spelling words in alphabetical order.              Number the spelling words in alphabetical order.</p> <p style="text-align: center;">             3 down    6 very    4 every              1 book    2 clock    5 like         </p> <p>Play "Pack My Suitcase." One child starts the game by saying, "I am going to Texas and I am going to put an <u>arrow</u> in my suitcase." The next child repeats this and adds a word that starts with "b." The game continues on through the alphabet</p>



Evaluations - Notes

Is the child learning to alphabetize words?

Teacher References

Materials

Alphabet wall cards

Picture dictionary

Teacher prepared practice exercises

Spelling word lists

Alphabet games

Skills	Level of Instruction	Suggested Activities
(b-d not developed at this level)		<p>with each child repeating what the previous child has said and adding another word beginning with the next letter in the alphabet. If a child is unable to recall or add to the list, he loses his turn, and the game goes on until "z" is reached or no one is left in the game.</p> <p>Have the class make a classroom telephone directory.</p>
<p>e. Graphic materials</p> <p>Charts Maps Globes Atlases</p>	<p>Introduce and extend the use of charts, maps, and globes as sources of information for location, direction, and distance.</p>	<p>Use IMC Charts to gather information for the specific units in health, science, social studies, and reading.</p> <p>Use an outline map of the U.S. including only state outlines and capitals. Point out and label the four directions. Use different colors to designate any state about which the children are interested. Ex: Where our President comes from; where the teacher comes from; where Lincoln lived; where Cape Kennedy is. Make a color key to provide instructions.</p> <p>Use filmstrip <u>Up and Down</u> to point out location and direction.</p> <p>Use outline maps of the world from the IMC. Have children color in Mexico, Switzerland, and Japan as they are studied in social studies. Locate these countries on the globe.</p> <p>Refer to Unit 6 in <u>From Elephants to Eskimos</u> for a map study of "The Top of the World."</p> <p>Teach the children to read a legend on a map and to make their own as they make maps of the classroom, their room at home, the playground at school, the community, etc.</p> <p>Stimulate the children's interest in making a map illustrating an adventure or trip that was taken in a story they have read. Ex: "900 Buckets of Paint."</p> <p>Discuss the difference between a map and a globe. Define appropriate map terminology.</p>

Materials	Teacher References	Evaluations - Notes
<p>Charts - IMC</p> <p>Outline maps - A-V office</p> <p>Texts in Science, Social Studies, Health, etc.</p> <p>Film: "Maps-An Introduction"</p> <p>Film Strips:</p> <p>No. 1770-"North, South, East, and West"</p> <p>No. 1773-"You Can Read a Map"</p> <p>No. 1769-"Up and Down"</p> <p>Van Roekel and Kluwe, <u>From Elephants to Eskimos</u>, Unit 6-"The Top of the World"</p> <p>Library book: Rinkoff, <u>A Map is a Picture</u> (912)</p> <p>Pratt and Meighen, <u>Story Train</u>, "900 Buckets of Paint"</p> <p>Globes and maps</p>	<p>Teacher's Editions of Science, Social Studies, Health Texts (Map study)</p> <p>Van Roekel and Kluwe, <u>From Fins to Feathers</u>, pp. 76-80, T.Ed., pp. T 34-36</p> <p>Van Roekel and Kluwe, <u>From Elephants to Eskimos</u>, Unit 6, pp. 160-189, T.Ed., pp. T 67-80</p>	<p>Is the child showing continuous improvement in the use of charts, maps and globes?</p>

Skills	Level of Instruction	Suggested Activities								
<p>f. Periodicals and newspapers</p> <p>Types Organization Content</p>	<p>Introduce children's newspapers and magazines as sources of easy and varied reading material.</p>	<p>Use a children's weekly newspaper as a teaching tool to enrich the total curriculum.</p> <p>Discuss the purpose of a newspaper and ask the children what they can find out by reading a newspaper.</p> <p>Build a list of topics found in a newspaper:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Sports</td> <td style="width: 50%;">News Items</td> </tr> <tr> <td>Weather</td> <td>Lost and Found</td> </tr> <tr> <td>Comics</td> <td>Advertisements</td> </tr> <tr> <td>Editorials</td> <td>Want Ads</td> </tr> </table> <p>These headings can be written on cards and placed on a bulletin board. The children can bring news items to share with the class. Then they can be placed under the right headings.</p> <p>Have a newspaper available for the children to see. Point out the headings mentioned.</p> <p>Keep children's magazines on the library or reading table for independent reading. Each month the children can be responsible for checking them out (current and back issues). These may include: <u>Wee Wisdom</u>, <u>Jack and Jill</u>, <u>Humpty Dumpty</u>, <u>Children's Digest</u>, <u>Highlights</u>.</p> <p>Read some of the stories to the class to stimulate interest.</p>	Sports	News Items	Weather	Lost and Found	Comics	Advertisements	Editorials	Want Ads
Sports	News Items									
Weather	Lost and Found									
Comics	Advertisements									
Editorials	Want Ads									
<p>3. Organization of books</p> <p>a. Title</p> <p>b. Title page</p> <p>c. Table of contents</p> <p>(d-p not developed at this level)</p>	<p>Teach the order and use of title, title page, table of contents, and chapter and section headings.</p>	<p>Give children opportunities to find page numbers, to use table of contents, and chapter and unit headings in the daily lessons.</p> <p>Let children choose a book in the library and locate the title and title page. The titles may be shown and read to the other children.</p> <p>Write titles of stories on the board after a reader has been completed. Have children write the page number as listed in the table of contents. Reverse this order. What story is on page _____?</p>								



Materials	Teacher References	Evaluations - Notes
<p>Classroom newspapers</p> <p>Daily newspapers</p> <p>Charts</p> <p>Children's magazines</p>	<p>Teacher's Editions of classroom newspapers</p>	<p>Does the child have access to various kinds of reading material?</p> <p>Is he developing interest in children's newspapers and magazines?</p>
<p>Textbook</p> <p>Library books</p> <p>Basic readers</p>	<p>Harris/Clark, <u>Worlds of Wonder</u>, P, T.Ed., p. 431  <u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., p. 447  <u>Enchanted Gates</u>, 2<sup>1</sup>, T.Ed., p: 566  <u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., p. 542</p> <p>See Outline of Skills--(Using the Table of Contents)</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 323-325</p>	<p>Is the child learning the organization of a book?</p>



Skills	Level of Instruction	Suggested Activities
		<p>Have the children open their reading books to the Table of Contents. Ask about the page. Note what information is on the page. (heading, story name, author's name, page number, etc.)</p> <p>What stories are in a certain unit?            Are there any poems?            Are there any animal stories in the book?            On what page would you find a story about a dog?            Are there any folk tales or old tales?</p> <p>Give the children opportunities to make their own book or a class book. This could include a cover, title page, table of contents, and stories.</p> <p>Choose a few children to show the title page from several library books. Ex: <u>I Should Have Stayed in Bed</u> by Joan M. Lexau; <u>Pussy Willow</u> by Margaret Wise Brown.</p> <p>When reading to the children, point out the title page and what is on it. Help the children see that a title gives a clue to the main idea of a story.</p> <p>Point out chapters listed in the table of contents and have the children anticipate what will happen in the story. Use the opaque projector to enlarge the table of contents during this discussion. This could be done with a book that the teacher is reading to the class. Ex:</p> <p style="text-align: center;"><u>The Boxcar Children</u> by Gertrude Warner  <u>Drusilla</u> by Emma Brock</p> <p>Note the difference in organization of story books and text books. To learn the organization of textbooks the children use (science, social studies, health), have children find the parts of the book, tell chapter headings, and find various chapters by page numbers.</p>

Materials	Teacher References	Evaluations - Notes
<p>Basic reading books</p> <p>Literature books</p> <p>Language lessons on writing "Titles"</p> <p>Opaque projector</p> <p>Library books</p> <p>Storybooks - Textbooks</p>	<p>Ousley and Russell,  <u>The Preprimer Program</u>, PP, T.Ed., P. 381  <u>The Little White House</u>, P, T.Ed., P. 416                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 423                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp.419,424</p> <p>See Index--(Contents, Table of; and Titles)</p> <p><u>Elementary English Course of Study</u>,                      pp. 2-62</p> <p>Van Roekel and Kluwe, <u>From Elephants to Eskimos</u>, "Titles," pp. 32-33, T.Ed., pp. T 11-12  <u>From Fins to Feathers</u>, "Titles," pp. 16-18, T.Ed., pp. T 11-12</p>	<p>Is the child able to tell what information is in the table of contents in a reading book?</p> <p>Does the child know that the title gives a clue to the story?</p> <p>Can he note the difference in organization of story books and textbooks?</p>



Skills	Level of Instruction	Suggested Activities
<p>B. Selecting information</p> <p>1. Reading skills</p> <ul style="list-style-type: none"> <li>a. Previewing (not developed at this level)</li> <li>b. Skimming</li> <li>c. Scanning</li> <li>d. Selecting topic sentences (not developed at this level)</li> </ul>	<p>Teach children to scan previously read material to locate a specific fact, or skim to find the answer to a question.</p>	<p>Have children locate a word or phrase on a page that means the same as, that describes something, that tells the size of something, or how a character feels (scanning).</p> <p>Play a game called "Find." Teacher may be "It" to start the game. She asks a question about something that happened in a particular paragraph or on a certain page. The first child to locate the answer and read it correctly gets to be "It."</p> <p>Read a quotation from a story that the children have read. They must locate the quotation and who said it. This could be also used as a written exercise.</p> <p>List the characters in the story in the order in which they appear.</p> <p>After developing a page in the reader, ask children to scan to find a direct answer to a question:</p> <p style="padding-left: 40px;">How old was John? Where did John live? With whom did he live?</p> <p>They can skim a part of the story to find out why John did something or to compare the actions of two characters.</p>
<ul style="list-style-type: none"> <li>e. Recognizing main ideas</li> <li>f. Locating key words (not developed at this level)</li> </ul>	<p>Guide children to determine the main idea of a selection.</p>	<p>Have children read silently a sentence from the board or chart. Then find a picture in their books that goes with it.</p> <p>Have children read a group of sentences or a short story. Then choose the best title from several written on the board.</p> <p>Write a summary statement from each story in a unit of the reader. Have pupils choose the story from which each sentence was taken. They may also use the table of contents to locate the page.</p>

Materials	Teacher References	Evaluations - Notes
<p>Reading lessons</p> <p>Writing lessons</p> <p><u>Reader's Digest Skill Builders</u></p>	<p>Harris Clark,  <u>Worlds of Wonder</u>, P, T.Ed., p. 431  <u>Lands of Pleasure</u>,<sup>1,2</sup> T.Ed., p. 447  <u>Enchanted Gates</u>,<sup>1</sup> T.Ed., p. 566  <u>Shining Bridges</u>,<sup>2</sup> T.Ed., p. 542                      See                      Outline of Skills--(Skimming)</p> <p>Durrell, <u>Improving Reading Instruction</u>,                      pp. 297-301 (Skimming)</p>	<p>Is the child learning to find a specific fact or answer to a question?</p>
<p>Readers</p>	<p>Harris/Clark,  <u>Preprimers</u>, PP, T.Ed., p. 432  <u>Worlds of Wonder</u>, P, T.Ed., p 430  <u>Lands of Pleasure</u>,<sup>1,2</sup> T.Ed., p. 446  <u>Enchanted Gates</u>,<sup>2</sup> T.Ed., p. 564  <u>Shining Bridges</u>,<sup>2</sup> T.Ed., p. 541                      See                      Outline of Skills--(Recognizing the main idea)</p>	<p>Can the child find the main idea of a sentence or story?</p>



Skills	Level of Instruction	Suggested Activities
<p>2. Listening skills</p> <ul style="list-style-type: none"> <li>a. Establish a receptive attitude</li> <li>b. Grasp the speaker's purpose</li> <li>c. Select pertinent information</li> </ul> <p>Judge the source and reliability of the material</p> <p>Consider adequacy of coverage</p> <ul style="list-style-type: none"> <li>d. Summarize and draw conclusions</li> </ul>	<p>Train children to become aware of the necessity and importance of careful listening in all situations.</p>	<p>Riddles may be dittoed on sheets of paper. Have pupils read them silently and draw a ring around the correct answer. Children may draw pictures to vary the activity.</p> <p>Teacher chooses a page of the story and asks children to listen while she reads a sentence aloud. Children find the sentence as quickly as possible.</p> <p>Have children tell in two or three sentences what the story is about.</p> <p>Have children write in one sentence what the story is about.</p> <p>Develop good listening manners with the class.</p> <p>Read Vivian G. Gould's poem. Ask pupils to listen for the joke.</p> <p>Use listening activities on supplying endings.</p> <p>Challenge the children to listen for a nonsensical fact in a sentence made up by the teacher. Ex: The big red crocodile swam lazily in the cool, muddy water.</p> <p>Use film or filmstrip, <u>Listen Well</u>, <u>Learn Well</u>, to show the importance of listening.</p> <p>Read a short selection to the children. Let them illustrate the answer to a specific question.</p> <p>Give a specific purpose for listening before reading a story. (e.g. Listen to find out how Jane helped the baby ducks.) As the children's listening habits improve, ask for details that require more critical thinking.</p> <p>Provide activities where children need to listen to the <u>complete</u> directions before carrying them out when:</p>



Materials	Teacher References	Evaluations - Notes
<p>Original riddles (can be made into a booklet)</p>	<p>Ousley and Russell,  <u>The Preprimer Program</u>, PP, T.Ed., p. 381  <u>The Little White House</u>, P, T.Ed., p. 415                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., pp. 423, 425                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., pp. 519, 521                      See Index--(Comprehension Skills (under Main Idea), and Main Idea)</p>	
<p>Language exercises</p>	<p>See Index--(Comprehension Skills (under Main Idea), and Main Idea)</p>	<p>Does the child see the need for listening carefully in varying situations?</p>
<p>Classroom newspapers</p>	<p><u>Reading Guide</u>: Oral Reading section--                      Listening, p. 146  <u>Elementary English Course of Study</u>,                      Listening section, pp. 1-1 to 1-13,                      pp. 2-1 to 2-14                      Smith, <u>Reading Instruction for Today's Children</u>, pp. 56-57</p>	
<p>Film: "Listen Well, Learn Well"</p>	<p>Nichols and Stevens, <u>Are You Listening?</u>                      pp. 203-222                      Ousley and Russell,  <u>The Preprimer Program</u>, PP, T.Ed., p. 382  <u>The Little White House</u>, P, T.Ed., p. 417                      Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 425                      Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 521                      See Index--(Listening)</p>	



Skills	Level of Instruction	Suggested Activities
		<p>playing a game                      finding something                      running an errand                      following directions in safety situations                      following directions in seatwork activities                      (work book, spelling book, worksheets)</p> <p>Make a chart about carrying out directions:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Remember to:</p> <p>Listen to <u>all</u> the directions.                      Think about what you are to do.                      Ask if in doubt.                      Follow the directions.                      Check to see if the directions are followed.</p> </div>
<p>Develop a receptive attitude, and the ability to select pertinent information, summarize and draw conclusions.</p>		<p>Discuss with children why people listen and that listening varies according to the purpose of the listener.</p> <p>Set up standards for listening in various situations as in listening to:</p> <ul style="list-style-type: none"> <li>stories read</li> <li>news</li> <li>directions</li> <li>conversations</li> <li>oral reports</li> <li>discussions</li> </ul> <p>Set up activities where the children are given a purpose for listening:</p> <ul style="list-style-type: none"> <li>Play a game after listening to the rules.</li> <li>Take a message on the telephone.</li> <li>Listen to a story read in order to compare it with another.</li> <li>Listen to a selection to find sounds, name words, rhyming words, etc.</li> </ul>

Materials	Teacher References	Evaluations - Notes
<p>Leavell, <u>Open Doors</u>, "The One That Didn't Get Away," pp. 68-75, "Fast Enough For Me," pp. 95-102</p> <p>Charts</p>	<p>Leavell, <u>Open Doors</u>, T.Ed., pp. 49-52, pp. 64-67</p>	
<p>Tape recorder</p> <p>"Standards for Listening" Chart</p>		<p>Does the child have a good attitude toward purposeful listening?</p> <p>Is he beginning to select, summarize, and draw conclusions?</p>

Skills	Level of Instruction	Suggested Activities
<p>C. Organizing information and ideas</p> <ol style="list-style-type: none"> <li>1. Arranging in sequential or logical order</li> <li>2. Classifying</li> <li>3. Summarizing</li> </ol> <p>(4-5 not developed at this level)</p>	<p>Develop the ability to classify groups of things, organize ideas according to sequence, and summarize ideas gained.</p>	<p>Read a short selection to the children and have them summarize it in one or two sentences.</p> <p>Read part of a story and have the children tell what they think will happen next.</p> <p>Tell or read a short selection. Include it in a sentence that does not add to or belong in the selection. The children are to listen carefully in order to tell which sentence does not belong.</p> <p>Ask all children to listen to a newscast (at home or at school). Then discuss what they heard. Have several children retell stories in the news. Others can listen to see if the news stories are given correctly.</p>
<p>1. Arranging in sequential or logical order</p> <ol style="list-style-type: none"> <li>2. Classifying</li> <li>3. Summarizing</li> </ol> <p>(4-5 not developed at this level)</p>	<p>Develop the ability to classify groups of things, organize ideas according to sequence, and summarize ideas gained.</p>	<p>Make a list of words that can be classified. Simple classifying would use nouns and more advanced would use verbs.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>animal</p> <p>toy</p> <p>home</p> <p>bird</p> </div> <div style="text-align: center;"> <p>robin</p> <p>barn</p> <p>ball</p> <p>horse</p> </div> <div style="text-align: center;"> <p>ride</p> <p>cut</p> <p>climb</p> <p>eat</p> </div> <div style="text-align: center;"> <p>tree</p> <p>scissors</p> <p>cookies</p> <p>bicycle</p> </div> </div> <p>Help pupils classify ideas by selecting phrases from a list and putting them under the correct heading.</p> <p style="text-align: center;">when?      where?      how?</p> <p>Classify words according to use or according to the action of the doer. Ex:</p> <p style="margin-left: 40px;">Things to live in.</p> <p style="margin-left: 40px;">What birds can do</p> <p style="margin-left: 40px;">Animals with horns</p> <p>Arrange groups of words on the word holder. Ask children to find words for people and put in one group. Then find words for what people do, and for objects or pets they know about.</p>





Materials	Teacher References	Evaluations - Notes
<p>Picture dictionary</p> <p><u>Reader's Digest Skill Builders</u></p> <p>Word cards</p>	<p>Harris/Clark,  <u>Worlds of Wonder</u>, P, T.Ed., p. 430  <u>Lands of Pleasure</u>, 1, 2, T.Ed., pp. 446-447  <u>Enchanted Gates</u>, 2, 1, T.Ed., pp. 564, 566  <u>Shining Bridges</u>, 2, 2, T.Ed., pp. 541, 543</p> <p>See:  Outline of Skills--(Recalling story  sequence, Study habits and skills,  Organizing)</p> <p>Ousley and Russell,  <u>The Preprimer Program</u>, PP, T.Ed., p. 381  <u>The Little White House</u>, P, T.Ed., p. 415</p> <p>Russell and Ousley,  <u>On Cherry Street</u>, 1, T.Ed., p. 423</p> <p>Ousley and Russell,  <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 519</p> <p>See:  Index--(Comprehension Skills,  Classifying)</p>	<p>Is the child learning to  organize information?</p> <p>Can he arrange ideas  according to sequence?</p>

Skills	Level of Instruction	Suggested Activities
		<p>Write pairs of words on the board which belong in a category such as cow-sheep, apple-banana. Then say a word which will go with one pair of words such as <u>plum</u>.</p> <p>Have pupils classify sentences according to similarity of meaning.</p> <p><u>Father wanted a new car.</u>  <u>A new car came down the street.</u>  <u>Father wished for a new car.</u></p> <p><u>Walk back of me.</u>  <u>Walk behind me.</u>  <u>Walk to the door.</u></p> <p>Have children read a story and arrange summary sentences on the board in correct sequence.</p> <p>Ditto phrases that involve time. Have pupils arrange according to first or last or before or after.</p> <p>A bird builds a nest.  The baby birds get feathers.</p> <p>Ditto words of a sentence in incorrect order. Have pupils cut and paste in correct order.</p> <p>Provide children with work sheets of exercises similar to the following for practice in drawing conclusions.</p> <p>Jane had a big red ball.  She threw it up in a tree.  Then she called Father to get it.  Then she went to town.</p> <p>Give children practice in classifying words according to meaning or function:</p> <p>name words                      opposites  action words                    contractions</p>

Materials	Teacher References	Evaluations - Notes
<p>Language lessons</p> <p><u>Reader's Digest Skill Builder</u></p> <p>Work sheets</p> <p>Picture dictionary</p>	<p>Hildreth, <u>Teaching Reading</u>, pp. 310-312</p> <p>Durrell, <u>Improving Reading Instruction</u>, p. 222 (Classification of words)</p>	<p>Is the child able to make simple classifications?</p> <p>Can he briefly summarize a story or selection?</p>





Skills	Level of Instruction	Suggested Activities
		<p>After reading an exercise in the science or social studies books have the children group words in lists:</p> <p>mammals                      cities  birds                            mountains  planets                         rivers</p> <p>Read a short story. With the children make a list of the events in the story in sequential order.</p> <p>To help prepare for the dramatization of a story, make a list of events that occur in the story in the order in which they happened.</p> <p>Have children read "About Fish." Then ask them to write a summary telling what they learned about fish or have them answer the questions at the end of the story.</p>
<p>D. Recalling and using information</p> <p>1. Reviewing</p> <p>(2-5 not developed at this level)</p>	<p>Develop ability to call to mind and use information read.</p>	<p>Have children read a story and select a character to pantomime. The child who is pantomiming calls on someone to guess who he is. The one who guesses correctly may act out another character.</p> <p>Have pupils read a story. Ask a question to check on recall. Have them read to find answers they failed to recall.</p> <p>Show the children a picture for a given time limit. Use a dittoed list of words and have the children check the things they remember seeing in the picture. The picture may be of a zoo. The list might include:</p> <p>_____ girl                      barn                      school  _____ monkey                 lion                      swing  _____ feather                  fun                      cage</p> <p>Variation: Show a collection of items on a tray or in a box instead of a picture.</p>

Materials	Teacher References	Evaluations - Notes
<p>Dramatization</p> <p><u>Reader's Digest Skill Builder</u></p> <p>Pictures</p> <p>Word lists</p> <p>Collection of items</p>	<p>Harris/Clark, <u>Preprimers</u>, PP, T.Ed., p. 432</p> <p><u>Worlds of Wonder</u>, P, T.Ed., pp. 430-431</p> <p><u>Lands of Pleasure</u>, 1<sup>2</sup>, T.Ed., p. 446</p> <p><u>Enchanting Gates</u>, 1<sup>1</sup>, T.Ed., pp. 563-564</p> <p><u>Shining Bridges</u>, 2<sup>2</sup>, T.Ed., pp. 541-542</p> <p>See: Outline of Skills--(Interpreting material read, Thinking beyond the text)</p> <p>Ousley and Russell, <u>The Preprimer Program</u>, PP, T.Ed., p.381</p> <p><u>The Little White House</u>, P, T.Ed., p. 415</p> <p>Russell and Ousley, <u>On Cherry Street</u>, 1, T.Ed., p. 423</p> <p>Ousley and Russell, <u>We Are Neighbors</u>, 2<sup>1</sup>, T.Ed., p. 519</p> <p>See: Index--(Comprehension skills, Recalling)</p>	<p>Does the child remember what he has read?</p>





IV - STUDY SKILLS

READING

Skills	Level of Instruction	Suggested Activities
		<p>Have the children read a story to themselves and answer a list of specific questions.</p> <p>Have the children read the stories "How the Chameleon Helps Himself," and "How the Venus's-Flytrap Helps Itself." Ask them to compare the Chameleon with the Venus's-Flytrap.</p> <p>Find specific information in a text or other materials to use in a short report to the class.</p> <p>Write a short book report after reading a fiction book children could write on:</p> <p style="padding-left: 40px;">Why I liked the book            What the story is about            The character I liked best and why</p>

Materials	Teacher References	Evaluations - Notes
<p>Van Roekel and Kluwe, <u>From Fins to Feathers</u>, pp. 48-51, 52-54</p> <p>Children's reports</p>	<p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 320-(Recall) p. 566-(Recall Activities)</p> <p>Van Roekel and Kluwe, <u>From Fins to Feathers</u>, T.Ed., pp. T 23-25</p>	<p>Can the child use the information in various ways?</p>




# DEVELOPING INDEPENDENCE

(3-4)

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Developing Independence (3-4)

Vocabulary Development

Skills	Level of Instruction	Suggested Activities
<p>Three Basic Steps to Word Recognition and Word Meaning:</p> <p>A. Step One--Context Clues</p> <p>1. Picture and oral context</p>	<p>Continue to broaden concepts that may be derived from picture clues in all content areas and use oral context to give word clues.</p>	<p>Use pictures from textbooks to understand details that cannot be derived from the basic content.</p> <p>Examples: "fiord horse" peso                      polder derrick                      olive trees tortilla                      Sphinx hacienda                      manioc plantations                      billabong cacao                      kayak gaucho                      koala Pampa                      emu                      cassowary</p> <p>Make individual or class dictionaries to illustrate by children's drawings or pictures from magazines the vocabulary of a particular unit. Example: Eucalyptus tree with picture.</p> <p>Have children incorporate new vocabulary in writing or talking about their pictures. Example: Australian bush man with boomerang.</p> <p>Employ diagrams with correct vocabulary. Example: airplane</p> <div style="text-align: center;">  </div> <p>Introduce maps and learn required vocabulary. Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Diagram or explain or demonstrate a new game to be played in physical education using the correct vocabulary.</p>



Materials	Teacher References	Evaluations - Notes
Basal, social studies texts, grades 3 and 4	<p>Smith, Nila B., <u>Reading Instruction for Today's Children</u>, pp. 168-171</p> <p>Dechant, Emerald, <u>Improving the Teaching of Reading</u>, pp. 322-352</p>	<p>How well does he apply picture clues in the content areas?</p> <p>Is he able to read independently in the content areas?</p>

Skills	Level of Instruction	Suggested Activities
<p>2. Sight vocabulary</p> <p>a. Word configuration and letter details</p>	<p>Continue to refine the amount of inner word detail observed.</p>	<p>Example: Field or Track Event--Dash Event. Drop to a <u>crouch</u> position. Place hands on the ground, thumbs <u>perpendicular</u> to <u>surface</u> of the track. Straighten up <u>gradually</u>, <u>increasing</u> speed and <u>lengthening stride</u>.</p> <p>Develop perception of inner word detail by the use of flash cards: <u>spot--sport</u>, <u>except--expect</u>, <u>horse--house</u></p> <p>Make a transparency to give practice in discrimination between common service words:</p> <p style="padding-left: 40px;">fell, full, fall, fill bell, bull, ball, bill</p>
<p>b. Initial stock of sight words</p>	<p>Continue to review the initial stock of sight words and expand the personal stock of sight words.</p>	<p>Games--</p> <p>Play <u>Wordo</u> (IMC) to review sight-words.</p> <p>Create a riddle and have children choose the vocabulary word that answers it.</p> <p>Prepare a rebus story. Children can find pictures in old magazines or draw their own words in the story. These can be stapled together and placed on the reading table.</p> <p>Print a numbered list of words on a sheet of paper. As the teacher pronounces a word, the pupil writes the number.</p> <p>Challenge--write or print vocabulary words on cards. Choose one person to be the challenger. He stands by the desk of the person he wishes to challenge. The teacher flashes a card and the challenger tries to pronounce the word first. If he succeeds, he moves on to challenge another. If he fails to pronounce the word first, the one he challenged becomes the new challenger.</p>
<p>c. Personal stock of sight words</p>		<p>Have the children develop and illustrate a personal list of new vocabulary words in a unit, or keep a personal notebook of new words.</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed, pp. 505, 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 485</p>	<p>Test initial stock of sight words using flash cards (Dolch, Gates, Durrell, Word Lists, etc.).</p>
		<p>Have children write and read a description of themselves or something in the room, utilizing their personal stock of sight words.</p>



Skills	Level of Instruction	Suggested Activities
<p>3. Written context</p> <p>a. Phrases</p>	<p>Direct children to a better understanding of longer and more difficult phrases, sentences, and paragraphs.</p>	<p>List several words to use in a short, original story. A possible list might be: <u>Indian, hardship, danger, hunting, tracks, escape, guide.</u></p> <p><u>Word Ball</u>--Arrange chairs for four bases as in baseball. Divide the class into two teams. The pitcher flashes word cards. If the batter says the word correctly, he moves to first base. A word missed is an <u>out</u> for the team. Three outs make an <u>inning</u>. A child scores after he has gone from first, second, and third base to home base.</p> <p>Tape a news announcer's broadcast. Re-run to hear the importance of phrasing. Have children make news announcements about school. Use unusual phrasing to add "spice" and point up the importance of phrasing.</p> <p>Use prepared phrase cards to create sentences. Re-write sentences substituting words for phrases.</p> <p>Find a phrase in a story that means the same as a given word.</p> <p>Develop a series of phrases and words that belong together. Have pupils match the words and phrases.</p> <p style="padding-left: 40px;">Whisper--to speak very softly and low.</p> <p>Read aloud sentences using varied phrasing. Have children discuss which phrasing makes it easier to grasp the meaning. Contrast this with word reading.</p> <p>Use context to select appropriate meaning of words and phrases--</p> <p style="padding-left: 40px;">The coach <u>was</u> drawn by horses. The picture <u>was</u> drawn by the boy.</p> <p>Formulate written questions in such a way as to require an answer in phrase form.</p> <p style="padding-left: 40px;">Where would you go to buy some frozen strawberries? _____ to the school _____ to the street _____ to the store _____ to the farm</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris. Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell/Wulfing/Ousley, <u>Find <del>the</del> New Neighbors</u>, 3<sup>1</sup></p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>.</p> <p>Classroom newspapers</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 468</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 535</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 513</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 520</p>	<p>To what extent does the student read independently? (type and level)</p> <p>Can he discriminate between good and poor phrasing? Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 201</p> <p>Select a short paragraph from the classroom newspaper and have pupils mark the phrasing.</p>



Skills	Level of Instruction	Suggested Activities
<p>b. Sentences and paragraphs                      Definition</p>		<p>Use simple sketching techniques to impress upon the children that sentences may contain more than one idea.</p> <ol style="list-style-type: none"> <li>1. The sun was shining.</li> <li>2. The sun shone while the rain fell.</li> </ol> <p>Have them divide paper in half and sketch each scene.</p>
<p>Experience background</p>		<p>Definition in written context uses the context to identify an unfamiliar word. Have the teacher use flash cards giving a definition taken from context and the children supply the word that means the same. Examples:</p> <p>Mestizos                      Latin Americans that have both Indian and European background.</p> <p>lava                      Hot liquid rock that flows from volcanoes.</p> <p>cactus                      A plant that is found in places where it is hot and dry.</p>
<p>Comparison with a known idea</p>		<p>Experience background in written context is to use past experiences to identify words. Have pupils use their experiences in identifying this riddle from context:</p> <p>Tall ears,                      Twinkly nose,                      Tiny Tail,                      And--hop, he goes!</p> <p>Direct students in comparing known to unknown words.</p>
<p>Synonym</p>		<p>The social studies abound in examples such as this: Manioc plants are as useful to the people in this hot grassland as wheat is to the people in the great oasis of the Nile. Use such comparisons freely!</p> <p>Take a word from context. Print it on a card. Have the students find the synonym for that word in the selection.</p>



Materials	Teacher References	Evaluations - Notes
<p>VanRoekel/Kluwe, <u>From Bicycles to Boomerangs</u>, 3, pp. 63-71</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 532, 536</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., pp. 512, 514</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., pp. 517, 520, 522</p>	<p>Can he interpret or illustrate different types of reading materials? Types of activities might include:</p> <ol style="list-style-type: none"> <li>1. Puppet shows</li> <li>2. Pantomimes</li> <li>3. Murals</li> <li>4. Dioramas</li> </ol>
<p>VanRoekel/Kluwe, <u>From Bicycles to Boomerangs</u>, 3, p. 213.</p>	<p>Russell, <u>Children Learn to Read</u>, pp. 299-301</p> <p>Strang, McCullough and Traxler, <u>The Improvement of Reading</u>, pp. 126-128</p>	
<p>Basal social studies text, grade 3</p>		

Skills	Level of Instruction	Suggested Activities
<p>Familiar expression</p>		<p>Examples: <span style="border: 1px solid black; padding: 2px;">hamlet</span>  <span style="border: 1px solid black; padding: 2px;">horde</span></p> <p>The hamlet in which I now live is a very pleasant village.                      The crowd at the gate told me that there would be a horde of people at the fair.</p> <p>Provide practice in using context to interpret familiar expression. Prepare a worksheet using some of the following:</p> <p>Our boys won the game, but they just won it by the skin of their teeth.                      ___ very easily ___ by biting ___ by a close score</p> <p>The whole school is looking forward to the big game.                      Our class is especially steamed up about it.                      ___ excited ___ warm ___ amazed</p> <p>"Don't let your big brother get under your skin," said Mother.                      ___ pinch you ___ bother you ___ touch you</p> <p>Write original sentences for the students to complete. Use sentences that summarize several thoughts to unlock an unknown word.</p> <ol style="list-style-type: none"> <li>1. The guests came at two o'clock. Mother served punch, cookies, and ice cream. We were having a <u>celebration</u>.</li> <li>2. The bus trip took two hours. We saw a newspaper plant and visited our state capitol. We were on an <u>excursion</u>.</li> </ol> <p>From a story choose words, phrases, or sentences which express different moods. Write on slips of paper and have children read and act out.</p> <p>Example: 1. Pa said, "My mind's made up."                      2. "What's done is done."</p>
<p>Reflection of a mood or situation</p>		

Materials	Teacher References	Evaluations - Notes
<p>See preceding page.</p>		

Skills	Level of Instruction	Suggested Activities																
<p>4. Expanded word meanings</p> <p>a. Multiple meanings</p> <p>b. Shades of meaning</p> <p>c. Antonyms, synonyms, and homonyms</p>	<p>Enrich vocabulary by showing how multiple meanings and shades of meaning are developed through context.</p>	<p>Guide the students to look for context clues in appositives. Practice using contextual analysis by circling the word or words that explain the underlined words in the exercises written on a chalkboard as:</p> <p>The miser, a person who loves money for its own sake, is seldom happy.</p> <p>In front of the pyramid was a great square, or plaza.</p> <p>The old Inca capital, Cuzco, was in a high mountain valley.</p> <p>Write sentences to show several different meanings of the same word.</p> <p>Give a word to each student in the group to develop different uses for the word. Act out the sentences and have members of the group guess the various meanings. Words such as <u>switch</u>, <u>trunk</u>, <u>bark</u>, <u>pound</u>, and <u>roll</u> can be used.</p> <ol style="list-style-type: none"> <li>1. We ate a <u>roll</u> for breakfast.</li> <li>2. We watched the waves <u>roll</u> along the beach.</li> <li>3. Get a <u>roll</u> of paper towels.</li> <li>4. <u>Roll</u> the ball to Peggy.</li> <li>5. The dog could <u>roll</u> over.</li> <li>6. Miss Smith called <u>roll</u>.</li> <li>7. I like the <u>roll</u> of drums.</li> </ol> <p>Underline words which have similar meanings.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><u>almost</u></td> <td style="width: 33%;">surely</td> <td style="width: 33%;">nearly</td> <td>altogether</td> </tr> <tr> <td><u>tall</u></td> <td>strong</td> <td>mammoth</td> <td><u>many-storied</u></td> </tr> <tr> <td><u>cute</u></td> <td><u>pretty</u></td> <td><u>beautiful</u></td> <td>attractive</td> </tr> <tr> <td><u>worried</u></td> <td><u>anxious</u></td> <td><u>thoughtful</u></td> <td>concerned</td> </tr> </table> <p>Practice recognizing the correct one of alternative pronunciations. In the following sentences the content provides the essential clue:</p> <p>The <u>lead</u> in my pencil is broken.</p> <p><u>Lead</u> the way, please.</p>	<u>almost</u>	surely	nearly	altogether	<u>tall</u>	strong	mammoth	<u>many-storied</u>	<u>cute</u>	<u>pretty</u>	<u>beautiful</u>	attractive	<u>worried</u>	<u>anxious</u>	<u>thoughtful</u>	concerned
<u>almost</u>	surely	nearly	altogether															
<u>tall</u>	strong	mammoth	<u>many-storied</u>															
<u>cute</u>	<u>pretty</u>	<u>beautiful</u>	attractive															
<u>worried</u>	<u>anxious</u>	<u>thoughtful</u>	concerned															
	<p>Continue to direct attention to synonyms, antonyms, homonyms, and derivatives.</p>																	



Materials	Teacher References	Evaluations - Notes
<p>Basal social studies texts, grades 3 and 4</p>	<p>McCullough, Constance M., "Recognition of Context Clues in Reading," <u>Elementary English Review</u>, vol. 22, pp. 1-5 (Jan. 1945)</p>	
<p>VanRoeke1/Kluwe, <u>From Bicycles to Boomerangs</u>, 3, pp. 63-71</p> <p>O'Donnell/Cooper, <u>From Codes to Captains</u>, 4, pp. 33-39</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 508, 511, 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 491</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 528</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 516</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 524</p> <p>Russell/Russell, <u>Listening Aids Through the Grades</u>, p. 72</p>	<p>Play multiple-meaning game. Give them a piece of paper with clues: "It is some- times done on a stage. It is something children like to do." (play)</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 505, 506, 508, 509, 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 485, 486, 492</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 465, 469</p>	<p>Encourage children to use appropriate words in place of overused "weary words" by making a chart or list comparing the two: ran - dashed funny - comical</p>



Skills	Level of Instruction	Suggested Activities		
<p>d. Derivatives</p>		<p>Make up sentences in which words are pronounced in two different ways depending on context: <u>use</u>, <u>read</u>, <u>wound</u>, <u>wind</u>, <u>bow</u>.</p> <p>Use descriptive word cards to change meaning of words.                      Example: The happy (sad) boy skipped (trudged) down the road.</p> <p><u>Homonyms</u>: Play the game <u>Find My Partner</u>. A pupil writes a homonym on the board and uses it in a sentence. Another child uses the partner to the homonym, uses it correctly in a sentence and writes the word on the board.</p> <p>Choose two teams. Read a homonym. Someone from the first team comes to the chalkboard and writes the spelling of the word. If he spells them correctly, his team scores a point.</p> <p>Make a matching exercise with word derivations. Have the students use the words in sentences.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">                     mountain cover sing tidy care peddle                 </td> <td style="width: 50%; vertical-align: top;">                     careless peddler mountainous recover untidy singing                 </td> </tr> </table> <p>Make a list of common prefixes, like <u>mis</u>, <u>im</u>, <u>ir</u>, with words in which they form a prefix like <u>misuse</u>, <u>impossible</u>, and <u>irresponsible</u>. Do the same for suffixes.</p>	mountain cover sing tidy care peddle	careless peddler mountainous recover untidy singing
mountain cover sing tidy care peddle	careless peddler mountainous recover untidy singing			

<p>e. Similes, metaphors, and idioms</p>	<p>Develop ability to interpret figures of speech.</p>	<p>Provide practice in using context to interpret the meanings of figures of speech--</p> <p>1. (Metaphor) Dick isn't very friendly today. He behaves as if he has a chip on his shoulder. _____ wants to be helpful, _____ has a piece of wood on his shoulder, _____ x wants to fight</p> <p>2. (Simile) Mary had the flu and was not feeling well. She felt like the last rose of summer. _____ rested, _____ x very tired, _____ lovely</p>
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Materials	Teacher References	Evaluations- Notes
<p>See preceding page.</p>		
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 509, (figurative language)</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 489</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 467</p>	<p>Are the children able to understand the figurative language used in books such as:</p> <p><u>Story Carnival</u>, 3, Singer</p> <p><u>Along the Sunshine Trail</u>, 4, Singer</p>

Skills	Level of Instruction	Suggested Activities
<p>f. Typographical aids                      Quotation marks                      Italics                      Bold face type                      Parentheses                      Footnotes</p>	<p>Build recognition that typographical aids may add to the meaning and points of emphases.</p>	<p>Use the tape recorder to dramatize the importance of punctuation by having a reader follow the printed page while he listens to his recorded reading. A child learns much by being his own critic.                      Misplace punctuation marks and have children read or listen to see how the meaning of a passage is changed.</p>
<p>B. Step Two--<u>Auditory and Visual Skills</u>                      1. Visual perception</p>	<p>Develop independence in the ability to examine the total word and select the appropriate approach.</p>	<p>Lead students to observe structural parts of words before they begin to attack a word phonetically.                      Use flash cards. Expose a word for two seconds. Ask students to write what they saw. Expose card again so each child can correct his own work.                      Ex: plays working jumped                      into cowboy cowboy outside                      Write a list of about 10 words on the board. Keep covered until ready to use. At a signal, uncover for about 10 seconds. Cover again and ask students to write all the root words they can recall. (Some should be root words with no inflected endings.)                      Ex: block talking lonely                      careless wonderful helper</p>
<p>2. Auditory (phonetic) analysis                      Reinforce simultaneously with Visual analysis                      Develop readiness for each of the following:                      a. Consonants                      Beginning consonants (b,s,t), speech consonants (ch,sh,th,wh) and final and middle consonants</p>	<p>Continue to refine the auditory discrimination aspects of word recognition.                      Continue the progression of phonetic skills by reviewing consonants and vowels, re-emphasizing digraphs and diphthongs, and re-developing auditory aspects of syllabication and accent.</p>	<p><u>Beginning Consonant Game</u>--Distribute cards with <u>Yes</u> and <u>No</u> written on opposite sides. Select a consonant. Play a "lightning" game. Say words, and the children signal "Yes" if a word starts with the chosen consonant, or "No" if the consonants are different.                      To direct children's listening to the sounds at the end of words, play Word Dominoes. Each child must begin a word with the ending sound of a preceding word.</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>  Harris/Gartler, <u>The Magic Word</u>, 4  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 508  Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 466  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup> T.Ed., p. 536  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup> T.Ed., p. 521</p>	<p>Is the child able to interpret punctuation marks?  I like ice cream.  I like ice cream!  I like ice cream!</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>  Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>  Harris/Gartler, <u>The Magic Word</u>, 4  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 508  Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 488  Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 466  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 537  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 523</p>	
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>  Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>  Harris/Gartler, <u>The Magic Word</u>, 4  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 506, 508  Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 486, 488  Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465  Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 505-507  Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 476  Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, pp. 479-481</p>	<p>Give nonsense word spelling test to check beginning and ending sounds and blends:  glink  dak  sib</p>



Skills	Level of Instruction	Suggested Activities															
<p>Blends--initial and final</p>		<p>Give training in listening for blends and digraphs which occur at beginning, middle, or end of words by giving a word to each child. Then as he pronounces it he goes to a particular "station" designated for words which have the particular sound in the beginning or the "station" which has the sound in the middle, etc.</p>															
<p>b. Vowels</p> <p>Short</p> <p>Long</p> <p>With r, l, and w</p> <p>Digraphs (ea, ai, ee)</p> <p>Diphthongs (oi, oy, ow, ou)</p>		<p>Write the headings <u>Long</u> and <u>Short</u> on the board. Use cards on which are written words which contain either a long or short vowel. Divide the group into teams. The child chooses a card, pronounces it, and writes the word under the proper heading.</p> <p>Develop a sound such as <u>-a</u> followed by <u>r</u> (ar). Have the children name different beginnings and endings and list the words on the board. For example:</p> <ol style="list-style-type: none"> <li>1. arm</li> <li>2. carton</li> <li>3. march</li> <li>4. varnish</li> </ol> <p><u>Vocabulary or Alphabet Game</u>--All the letters of the alphabet are printed on small cards, one letter on each card. Blends may also be included. Each player selects a card, and says a word beginning with that letter or blend. If the player fails to name a word quickly, he puts the card back.</p>															
<p>c. Syllabication</p>		<p>Say these words and have the students think how many parts they hear:</p> <table style="margin-left: 40px;"> <tr> <td>about</td> <td>surprise</td> <td>wonderful</td> </tr> <tr> <td>cat</td> <td>together</td> <td>someone</td> </tr> <tr> <td>turtle</td> <td>sing</td> <td>thermometer</td> </tr> </table> <p>Say the words again and have the students tap the rhythm of the word to indicate the accented syllable</p> <p>Write pairs of two-syllable words on the chalkboard and have pupils place the accent mark after different syllables, and pronounce them according to the accent mark as:</p> <table style="margin-left: 40px;"> <tr> <td>express</td> <td>number</td> <td>magnet</td> </tr> <tr> <td>express</td> <td>number</td> <td>magnet</td> </tr> </table>	about	surprise	wonderful	cat	together	someone	turtle	sing	thermometer	express	number	magnet	express	number	magnet
about	surprise	wonderful															
cat	together	someone															
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Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 506-508</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 486-488</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 465-466</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 476</p>	<p>Are the children able to distinguish and apply vowel sounds?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 505</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 485-486</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 478</p>	<p>Use classroom newspaper, or magazines and have the children identify one, two, or three-syllable words, etc.</p> <p>Compose riddles and have students find a word which fits the description: "I am divided between double consonants. I have a root and an ending." (sitting, hopped, etc.)</p>



Skills	Level of Instruction	Suggested Activities
<p>3. Visual (structural) analysis</p> <p>Reinforce simultaneously with Auditory analysis</p> <p>Develop readiness for each of the following:</p> <p>a. Consonants</p> <p>Beginning consonants, speech consonants (ch, sh, th, wh), and final consonants</p> <p>Blends--initial and final</p>	<p>Continue to develop visual discrimination as an aid to efficient word recognition.</p> <p>Continue to develop the association of sound and form in beginning consonants, speech consonants, blends, and vowels:</p>	<p>(This helps them see the effect the accent mark has on a syllable.)</p> <p>Use the riddle technique in auditory identification of syllables. The teachers and students may make up riddles as:</p> <p>There are two syllables in my name. I am an animal. I have a hard shell. I live in water and on land. What am I? Children supply the answers.</p> <p>Play a board game. Read a description of the word. Have the children rhyme the words. Example: ay</p> <ol style="list-style-type: none"> <li>1. Part of a sea, like a gulf but smaller. (bay)</li> <li>2. The opposite of night. (day)</li> <li>3. Merry, happy. (gay)</li> </ol> <p>Have the students find words in magazines and newspaper advertisements that <u>begin</u> in the same way as a word the teacher writes on the chalkboard. Circle the words with a crayon or cut and paste them onto a piece of tag board.</p> <p>Recall with the children the speech consonants ch, sh, th, wh. Provide practice in the use of speech consonants by exercises such as this, having children supply words.</p> <p><b>Pin</b></p> <ol style="list-style-type: none"> <li>1. Jon decided to buy his <u>his</u> sister a beautiful <u>pin</u> for her birthday.</li> <li>2. Mary rubbed her <u>(chin)</u> as she tried to think.</li> <li>3. Tom bumped his <u>(shin)</u> on the corner of the box.</li> <li>4. A flamingo is a large bird with long, <u>(thin)</u> legs.</li> </ol> <p>Put the following words on individual cards: "play, brain, drop, etc." Place the cards in a box and have students draw them out one at a time. The child then gives another word beginning with the same blend as the word he drew.</p> <p>"play" _____ plate</p>



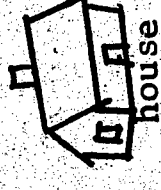



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<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell/Wulfing, Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 506, 508, 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 486, 488, 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p> <p>Ousley/Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 505-507</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 477</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., pp. 479-481</p>	<p>Have child read some nonsense words to check beginning and ending sounds and blends:</p> <p>glink dak sib</p> <p>Give the children a written paragraph omitting some consonants and blends. Let them fill in the missing letters.</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 506</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 486</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p>	



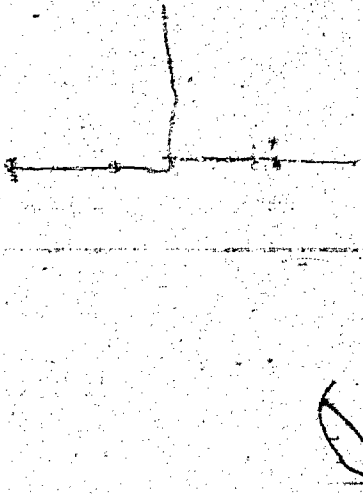
Skills	Level of Instruction	Suggested Activities
<p>b. Vowels</p> <p>Short</p> <p>Long</p>		<p>Practice initial consonant blends by writing these sentences on the chalkboard. Have the students observe them and write in the blank the word that begins with the same blend as the word underlined.</p> <ol style="list-style-type: none"> <li>1. The <u>branch</u> soon _____. bring fell broke</li> <li>2. The <u>block</u> was painted _____. brown blue green</li> <li>3. There was <u>plenty</u> to do at the _____.</li> <li>4. The brown <u>string</u> was _____. street strong splashed</li> </ol> <p>Practice final consonant blends by having the students underline the right word. It must end with the same blend as the key word.</p> <p>(shark) The sky is _____. blue dark park</p> <p>(pound) I heard a shrill _____. sound ground scream</p> <p>(last) The balloon _____ when it hit the nail. contrast burst broke</p> <p>Write words with long and short vowel sounds on flash cards. Divide the children so that some are responsible for the long or short sound of each vowel. Flash cards, and children with correct answers may clap or stand.</p> <p>Review the short vowels by printing each vowel on a 4" x 6" card. <u>You'll need at least five cards.</u> Place the cards on a chalkboard. Print a short vowel on the chalkboard. The students then take turns making a new word by placing a vowel card over the original vowel in the printed word on the chalkboard as:</p> <p>pin - pen - pan - pun tin - ten - tan - ton bit - bet - bat - but</p> <p>Prepare this exercise and project on chalkboard using the overhead projector. Have the students write the vowel that</p>

Materials	Teacher References	Evaluations - Notes
See preceding page.		
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 506-508</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 486-488</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 465-466</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., pp. 476-477</p>	<p>Give the children a written paragraph omitting some of the vowels. Have the children supply the missing vowels.</p>



Skills	Level of Instruction	Suggested Activities
<p>With r, l, and w</p> <p>Digraphs (ea, ai, ee)</p> <p>Diphthongs (oi, oy, ou, and ow)</p>		<p>is long after each word. Then use the word in a sentence.</p> <p>peach _____ snail _____ heel _____ mail _____  reach _____ road _____ keep _____ trail _____  tease _____ bead _____ leaf _____ people _____  plain _____ boat _____ mean _____ praise _____</p> <p><b>Spin Game--Five children are in front of the room. Each one represents an r controlled vowel (or, er, ir, wr, ar). Flash cards. A child spins only when he sees a word containing his r controlled vowel. If he fails to spin, or spins at the wrong time, he takes his seat and another child takes his place.</b></p> <p>A child draws a train engine on the board. Another child draws a car behind it, writing a word on it which contains an l or w controlled vowel. If it is correct, he adds another car, and writes the word on it.</p> <p>Make a worksheet and have the students finish the words. They <u>end</u> like one of the words below the sentences.</p> <ol style="list-style-type: none"> <li>1. We heard the witches scr _____ team scale deed</li> <li>2. The birds are in the tr _____ crow knee spot</li> </ol> <p>Make a worksheet using pictures to represent the diphthongs:</p>  house  cow  oil  toy
		<p>Make a worksheet using pictures to represent the diphthongs:</p> <p>List words omitting the diphthongs. Have the students fill diphthongs in the blanks.</p> <ol style="list-style-type: none"> <li>1. m _____ se</li> <li>2. m _____</li> <li>3. b _____</li> <li>4. pl _____</li> </ol>



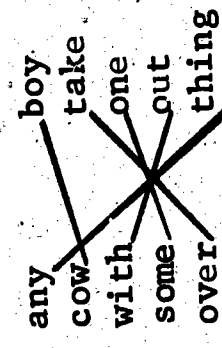
Materials	Teacher References	Evaluations - Notes
See preceding page.		

See preceding page.

Skills	Level of Instruction	Suggested Activities																
<p>c. Root words</p> <p>Inflected endings by simply adding endings</p>	<p>Build the understanding that knowledge of inflected endings, contractions, compound words, and root words aid in word analysis and vocabulary enrichment.</p>	<p>Write these pairs of words on the chalkboard. Explain that when we want to talk or read about more than one we add s or es to the word:</p> <table border="0" style="width: 100%;"> <tr> <td>canoe</td> <td>canoes</td> <td>girl</td> <td>girls</td> </tr> <tr> <td>dish</td> <td>dishes</td> <td>box</td> <td>boxes</td> </tr> <tr> <td>camera</td> <td>cameras</td> <td>brush</td> <td>brushes</td> </tr> <tr> <td>week</td> <td>weeks</td> <td></td> <td></td> </tr> </table> <p>Make a worksheet using some words with s and es endings. Have the students underline the words that mean more than one.</p> <p>Give practice in the ed and ing endings by writing a sentence on the chalkboard, "Tom was walking to the store with John." Have children dramatize words as walking, laughing, jumping, pulling, pushing. Write sentences with ed ending after the action had taken place as, "Tom walked to the store with John."</p>	canoe	canoes	girl	girls	dish	dishes	box	boxes	camera	cameras	brush	brushes	week	weeks		
canoe	canoes	girl	girls															
dish	dishes	box	boxes															
camera	cameras	brush	brushes															
week	weeks																	
<p>By doubling final consonant</p>		<p>Give practice with words ending in a single consonant following a single vowel. Stress that the final consonant is usually doubled when adding an ending as; run, running. Use the overhead projector to develop this principle.</p> <table border="0" style="width: 100%;"> <tr> <td>drop</td> <td>- dropped</td> <td>- dropping</td> </tr> <tr> <td>win</td> <td>- winner</td> <td>- winning</td> </tr> <tr> <td>hop</td> <td>- hopped</td> <td>- hopping</td> </tr> <tr> <td>sag</td> <td>- sagged</td> <td>- sagging</td> </tr> </table>	drop	- dropped	- dropping	win	- winner	- winning	hop	- hopped	- hopping	sag	- sagged	- sagging				
drop	- dropped	- dropping																
win	- winner	- winning																
hop	- hopped	- hopping																
sag	- sagged	- sagging																
<p>By changing y to i</p>		<p>Illustrate on the chalkboard that when a word ends in y, following a consonant, the y is usually changed to i when adding an ending. Give examples as:</p> <table border="0" style="width: 100%;"> <tr> <td>cry</td> <td>- cried</td> </tr> <tr> <td>pony</td> <td>- ponies</td> </tr> <tr> <td>tiny</td> <td>- tinier</td> </tr> <tr> <td>happy</td> <td>- happiest</td> </tr> <tr> <td>country</td> <td>- countries</td> </tr> </table>	cry	- cried	pony	- ponies	tiny	- tinier	happy	- happiest	country	- countries						
cry	- cried																	
pony	- ponies																	
tiny	- tinier																	
happy	- happiest																	
country	- countries																	



Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 505</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 485</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 478</p>	<p>Are the students able to recognize and make use of roots and endings as a means of word attack?</p>

Skills	Level of Instruction	Suggested Activities
<p>By dropping e</p>	<p>A generalization by the pupils of the principles involved in adding endings is more important than memorizing rules.</p>	<p>Discuss the principle that the final e is usually dropped when adding an ending beginning with a vowel. Give examples of this on the chalkboard and have the students observe this procedure:</p> <p>hope - hoping bite - biting write - writing</p> <p>Give practice in modifying known roots, then apply learnings in sentences in which a choice of correct endings is necessary. Example: Jane is <u>helping</u> the teacher. help helped</p>
<p>Compound words</p>		<p>Write several sentences using compound words and have the children mark them as:</p> <p>Draw a line between the two words, as street   car</p> <p>or</p> <p>Circle each word as <u>pop</u> <u>corn</u></p> <p>or</p> <p>Draw a box around each word as <u>fire</u> <u>man</u></p> <p>Connect the parts of compound words in a match game.</p> 
<p>Contractions</p>		<p>Give the children practice in using contractions by filling in crossword puzzles.</p> <p><u>c</u> <u>a</u> <u>n</u> ' <u>t</u></p> <p>I cannot see the airplane.</p> <p>Match contractions with the words that mean the same.</p> <p>do not      isn't is not      <del>don't</del></p>

Materials	Teacher References	Evaluations - Notes
	<p>Dechant, <u>Improving the Teaching of Reading</u>, pp. 256, 257, 312, 313, 340</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 219-221</p>	

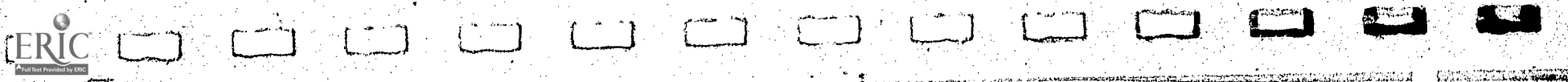
Materials

Teacher References

Evaluations - Notes

Dechant, Improving the Teaching of Reading, pp. 256, 257, 312, 313, 340

Smith, Reading Instruction for Today's Children, pp. 219-221





Skills	Level of Instruction	Suggested Activities
<p>Affixes</p> <p>Prefixes</p> <p>Suffixes</p>	<p>Build the understanding that knowledge of prefixes and suffixes aid in word analysis and vocabulary enrichment.</p>	<p><u>Prefix and Suffix Game</u>--Divide group into two teams. Write a list of root words on the board. Write as many new words as possible in a given time. Give two points to a team for each word formed by adding a prefix or a suffix, one point for correct meaning, and one point for correct use of each word in a sentence.</p> <p>Give students a list of words. Have the pupils give opposite meanings by adding prefixes. Ex:</p> <p>happy usual appear hitch attractive able</p>
<p>d. Silent letters</p>	<p>Continue to develop silent letters in more difficult context.</p>	<p>Place common silent letters at top of papers. Have children keep a running list of words containing these silent letters.</p> <p>Ex: railroad shrieking speaking staff</p>
<p>e. Syllabication and accent</p>	<p>Teach visual clues as an aid to syllabication and accent.</p>	<p>Ask questions for discussion such as:</p> <p>What visual clues can you give for the syllabication of these words?</p> <p>letter absent lovely kindness precious impolite</p> <p>Which syllable of <u>contract</u> is stressed in each of these sentences?</p> <p>This <u>contract</u> was written by a lawyer. Cold causes steel to <u>contract</u>.</p>
<p>C. Step Three--<u>Dictionary Skills</u></p> <p>1. As a guide to pronunciation</p>	<p>Teach the use of the dictionary for pronouncing accurately and selecting the appropriate meaning of words.</p>	<p>Write a list of words on the chalkboard spelled phonetically. Have races to see who can find the word in the glossary or dictionary and write it correctly beside the phonetic spelling.</p> <p>kāp - cape kum - come</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 506</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 486</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 477</p> <p>Dechant, <u>Improving the Teaching of Reading</u>, pp. 257, 334-340</p> <p>Smith, <u>Reading Instruction for Today's Children</u>, pp. 283-285</p>	<p>Are they able to cross out the silent letters in a list of words?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 506</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 486</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p> <p>Russell/Wulfing/Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 476</p>	<p>Can they attack social studies and science words by means of syllabication?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 511</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 469</p> <p>Russell/Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., pp. 517, 523</p>	<p>Is the child able to use the dictionary independently?</p>



Skills	Level of Instruction	Suggested Activities
2. As a guide to meaning		<p>Have a contest. Choose two teams. Each student collects five words and writes their phonetic spelling on a 3"x5" card. The cards are collected, shuffled, and dealt to classmates. The team pronouncing the most words correctly wins.</p> <p>Ex: <span style="border: 1px solid black; padding: 2px;">bōl</span> <span style="border: 1px solid black; padding: 2px;">kŷk</span> <span style="border: 1px solid black; padding: 2px;">shōn</span> <span style="border: 1px solid black; padding: 2px;">rŭt</span></p> <p>Write sentences on the blackboard with a word underlined. Students find the underlined word in the dictionary and write the correct phonetic spelling as suits the context.</p> <p>Bean <u>soup</u> is made from beans. <u>soop</u></p> <p>Write a list of key words representing the long and short vowel sounds (add other vowel sounds later) across the chalkboard. Write a list of words spelled phonetically. Students are asked to decipher the pronunciation using the key words, and write the word spelled correctly in a sentence.</p> <p>Ex: Key words: <u>r</u>ake, <u>r</u>at; <u>f</u>eed, <u>p</u>en; <u>b</u>i<u>k</u>e, <u>s</u>it; <u>l</u>oan, <u>h</u>ot; <u>t</u>une, <u>s</u>un.</p> <p>Word list: <u>f</u>l<u>o</u>t, <u>s</u>tr<u>a</u>nd, <u>t</u>h<u>o</u>t, <u>s</u>en, <u>f</u>l<u>u</u>d</p> <p>Write words on the board which have several meanings. Students find the word in the dictionary and write a sentence for each meaning they find. See who can get the most.</p> <p>Ex: run, show, beat, trip, scale</p> <p>Encourage students to take time to look up a word in the dictionary whenever they are not sure of the meaning as used in a particular context.</p>

Materials	Teacher References	Evaluations - Notes
See preceding page.		Has he acquired the following skills? <ol style="list-style-type: none"><li>1. Can he alphabetize?</li><li>2. Does he use guide words?</li><li>3. Can he recognize the necessary diacritical markings?</li><li>4. Can he recognize and pronounce the re-spelling of words?</li></ol>


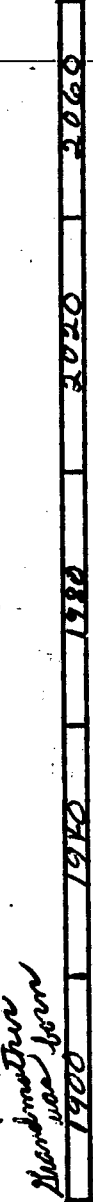
Developing Independence (3-4)

Comprehension Development



Skills	Level of Instruction	Suggested Activities
<p>A. Making Use of Previous Learning</p> <p>1. Visualizing</p>	<p>Visualizes setting of story and portrays characters through drama and written expression.</p>	<p>Discuss how different artists "see" and draw the same objects. Ex: Compare the way the illustrators Wesley Dennis and C. W. Anderson "see" horses.</p> <p>Have children draw their reaction to what is read or heard (recording). Ex: Read some stanzas from the poem <u>Hiawatha</u> and have children draw the setting as it is described there.</p> <p>Make a series of pictures to illustrate a story or book (comic strip).</p> <p>To encourage visualization and use of new vocabulary, set up a story-writing table with a "Story Starter Box." This could contain pictures, holiday ideas, etc.</p> <p>Encourage the children to visualize as they read words that describe the snow, falling leaves, the wind, etc. Ex: Children could search for words to describe a particular object: silvery trees, spreading trees, stately trees.</p>
<p>2. Recalling and Associating</p>	<p>Draw together pertinent facts to form more complete ideas.</p> <p>Makes comparisons by associating the past with the present, the known with the unknown, and the part with the whole.</p>	<p>From a magazine or newspaper clip pictures of ten persons and their names. Let children study them from 3-5 minutes. Then mix up the names and see if the children can associate the name with the picture.</p> <p>Use or make a tape of familiar sounds to be identified. Ex: birds singing, cars passing by, students on the playground, etc.</p> <p>Read material on transportation, and then draw pictures depicting many types of transportation--both old and new. Ex: snowshoes - snowmobile stagecoach - bus</p> <p>Itemize on cards the directions for making an article. Have children arrange in order. Omit some and notice effect on the whole. Ex: How to make a snow fort How to make a toy boat</p>

Materials	Teacher References	Evaluations - Notes
<p>Van Roekel and Kluwe, <u>Bicycles to Boomerangs</u>, 3, pp. 205-216</p> <p>O'Donnell and Cooper, <u>From Codes to Captains</u>, 4, pp. 209-225 (IMC)</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfig and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfig, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 509-512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 488-492</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 466-469</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 530-537</p> <p>Russell, Wulfig and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., pp. 508-509</p> <p>Russell and Wulfig, <u>Friends Far and Near</u>, 3<sup>2</sup>, pp. 518-522</p> <p>Van Roekel and Kluwe, <u>Bicycles to Boomerangs</u>, 3, T.Ed., Unit 5</p> <p>O'Donnell and Cooper, <u>From Codes to Captains</u>, 4, T.Ed., Unit 4 (IMC)</p>	<p>Is he able to visualize and portray stories and characters?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfig and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfig, <u>Friends Far and Near</u>, 3<sup>2</sup></p> <p>Van Roekel and Kluwe, <u>Bicycles to Boomerangs</u>, 3</p> <p>O'Donnell and Cooper, <u>From Codes to Captains</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 509-511</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 488-490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 466-468</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T. Ed., p. 531</p> <p>Russell, Wulfig, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., pp. 508, 509</p> <p>Russell and Wulfig, <u>Friends Far and Near</u>, 3<sup>2</sup>, T. Ed., pp. 516, 517</p> <p>Van Roekel and Kluwe, <u>Bicycles to Boomerangs</u>, 3, T.Ed., Unit 5</p> <p>O'Donnell and Cooper, <u>From Codes to Captains</u>, 4, T. Ed., Unit 4 (IMC)</p>	<p>Can he recall pertinent information in sequence?</p> <p>Is he able to compare and contrast his life with that of a child in another land?</p>

Skills	Level of Instruction	Suggested Activities
3. Relating to Personal Experience	Is able to develop new learnings by generalizing from personal experience.	<p>Have students divide their paper in sections. Illustrate one section to show objects from the past, the other to show the modern version of the same object.</p> <p>Past: pony express stagecoach Present: mailman bus or train</p> <p>The future may be added to past and present.</p> <p>Using stories from the daily reading lesson, ask questions such as:                      What would you do if you were Jim?                      Could this really happen? Why, or why not?                      What might have happened if-----?</p> <p>Ask students to locate the setting of a story on the map and relate this location to a personal experience.                      Variations: Relate scientific information to personal observations.                      Relate mathematics concepts to personal discoveries.</p>
4. Time-Space Relationships	Is able to place time-space in relation to a familiar event or setting.	<p>Make repeated use of a time line for:</p> <ol style="list-style-type: none"> <li>Months of the year and their important days.   </li> <li>A depiction of the life of the students, parents, etc. (as events in the school year).   </li> <li>What time of the year did a particular story take place?</li> <li>A comparison of events as they happened in relation to what was happening in our country at the same time. (Show historical development in Mexico versus the United States from 1800-1900.)</li> </ol>



Materials	Teacher References	Evaluations - Notes
<p>Literature books                      Leavell and Friebe1, <u>Open Roads</u>, 3                      Leavell, <u>Paths to Follow</u>, 4                      Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>                      Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>                      Harris/Gartler, <u>The Magic Word</u>, 4                      Ousley and Russell, <u>Around the Corner</u>, 22                      Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>                      Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 509, 510                      Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 489, 490                      Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 467                      Ousley and Russell, <u>Around the Corner</u>, 22, T.Ed., p. 531                      Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 508                      Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 516</p>	<p>Observe daily performance - keep anecdotal records.                      Can he identify with story characters and draw from personal experience to give added meaning?</p>
<p>Basal social studies texts, grade 3 and 4</p>		<p>Keep an ongoing timeline of classroom events.                      Have the child write a paragraph depicting a certain period of time.</p>





Skills	Level of Instruction	Suggested Activities
	<p>Compares differing rates of progress among countries.</p> <p>Strengthens and expands his understanding of periods in history.</p>	<p>For more able readers, a teacher could instruct the students to imagine a trip to a certain country or state. This could be present, past or future travel. The children could prepare a diary of the trip to emphasize the relationship of time to distance. Incorporate the relationship to seasons and modes of travel.</p> <p>Present a panel discussion with each member representing a country of South America. Each member prepares and expresses life in his country. Summarize these ideas for--likenesses and differences.</p>
<p>B. Setting a Suitable Purpose</p> <p>1. To gather data</p> <p>a. Following directions</p>	<p>Is able to locate directions and follow them more independently.</p>	<p>Have students plan a party. One group may plan games using game and party books as a reference. Another group may work on table arrangements using pictures in a cookbook as a reference.</p> <p>Give the children written or oral directions for making May baskets. Check to see if the children can repeat directions before beginning the lesson.</p> <p>Assign committee work to plan and execute science experiments. Assist the students in locating materials and references necessary for their experiments. Each group prepares and presents their experiment to the class. Evaluate the group's ability to follow directions, to carry out their experiment, and to convey the meaning. Possible experiments could be:</p> <p style="padding-left: 40px;">condensation                      wind direction                      evaporation                        rain measurement                      cloud formation                    expansion of air</p>
<p>b. Assembling facts and details.</p>	<p>Is able to select facts from a variety of sources.</p>	<p>Prepare an outline for students to follow in making a booklet. Possible subjects may be transportation, space, animal kingdom, biographies, etc. The students write original reports and make illustrations after doing research in various reference books. Magazines and newspaper clippings should also be included. These items are then assembled in booklet form. Each student may present his project to the group in a sharing period.</p>



Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 512</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T. Ed., pp. 468, 469</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 341, 571</p>	<p>How well is the student able to carry out these activities independently?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T. Ed., p. 509</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 488</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 466</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 537</p> <p>T.Ed., p. 219</p>	<p>Is the child able to select and use pertinent facts from a variety of sources?</p>

Skills	Level of Instruction	Suggested Activities
		<p>Ask students to read, to locate, select, and record particular bits of information from a story or reference book.</p> <p>Ex: All of the cooking materials the pioneers carried with them. The country producing the most wool. The kinds of clouds.</p>
<p>2. To grasp meaning in a simple situation</p> <p>a. Noting the main idea</p> <p>b. Arranging in sequential or logical order</p> <p>c. Clarifying ideas</p> <p>d. Visualizing</p> <p>e. Recalling details</p> <p>f. Explaining a process</p>	<p>Can tell a narrative story in considerable detail.</p> <p>Purposefully approaches and analyzes a simple selection.</p>	<p>Have the children portray the main ideas of a story by making a movie of their favorite fairy tale. (Have the story read aloud to another group.)</p> <p>Cut a comic strip into parts and have children put it together in order and tell the story.</p> <p>Have the children read a story silently. Ask them to locate the place where the introduction ends and the main idea of the story begins. Then have them reread the story and tell it briefly in sequential order.</p> <p>Have children do research about the geographical setting of a story. Give oral directions using a city map. Ask students to follow mentally and locate the final destination on the map. This can be made into a game.</p> <p>Develop exercises on recognizing important details: Ex: Ask students to read to answer Who? What? When? Where? questions. Ask students to survey text, maps, pictures, etc. in search of information to enrich a topic. Ask students to write a report with three paragraphs. Be sure they select details for the report which apply to only the three topics being developed.</p> <p>List the steps necessary for baking a cake. Scramble the steps and have the children unscramble them.</p>

Materials	Teacher References	Evaluations - Notes
<p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32</p>	<p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31, T.Ed., p. 514</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32, T.Ed., p. 522</p>	
<p>Harris/Clark, <u>Better Than Gold</u>, 31</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 31, T.Ed., pp. 510, 511</p> <p>Harris/Clark, <u>More Than Words</u>, 32, T.Ed., pp. 489, 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 466</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22, T.Ed., p. 531</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31, T.Ed., p. 508, 509</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32, T.Ed., p. 516</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 559-580</p>	<p>Have a "story-telling time." Can the child read a story silently and retell it to the class?</p>
<p>Van Roekel and Kluwe, <u>Bicycles to Boomerangs</u>, 3, p. 118</p>		

II-COMPREHENSION DEVELOPMENT

Skills	Level of Instruction	Suggested Activities
<p>g. Retelling a story</p>		<p>Give the children an unfinished story and have them write an ending for it.</p> <p>Scramble the sentences from a paragraph. Have the students rewrite the paragraph, putting the sentences in the right order.</p>
<p>3. To get a deeper meaning</p> <p>a. Identifying and relating ideas</p> <p>Grasping the main idea</p> <p>Noting stated and implied ideas</p> <p>Comparing and contrasting ideas</p> <p>Grasping cause-effect relationships</p> <p>Arranging ideas in a sequential or logical order</p> <p>Classifying ideas</p> <p>Interpreting the author's meaning</p>	<p>Is beginning to build a reservoir of vocabulary, and assemble facts and ideas in order to achieve depth of interpretation.</p>	<p>Make a brief outline on the blackboard of main ideas in a story. Leave space for details. Have the children read the story silently and close their books. List the details they can recall while looking at the main ideas.</p> <p>Use a social studies lesson and have the students locate the main ideas in each paragraph.</p> <p>Incorporate in a lesson questions which are designed to bring out relationships. Ex: What relationship was there between the soil of this area and the way people made a living?</p> <p>Read a short poem or story and ask the children to guess the title or make up a title. Children should be encouraged to give reasons for the title they choose.</p> <p>Write sentence summaries of particular incidents or ideas in a story.</p> <p>Ask students to read two stories about a common theme and be ready to discuss how they are different. List on the chalkboard.</p> <p>Reread a story to note sequence of events. Ex: Read "The Trip Westward" recording events in the order they occurred.</p> <p>Read a paragraph to note which words refer to what happened before the story took place and which refer to what happened afterward.</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 31</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 31, T.Ed., p. 510</p> <p>Harris/Clark, <u>More Than Words</u>, 32, T.Ed., pp. 489, 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 467, 468</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22, T.Ed., p. 531</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31, T.Ed., pp. 508, 509</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32, T.Ed., pp. 516, 517</p>	<p>Can he make good use of the outline to prepare oral and written reports?</p>



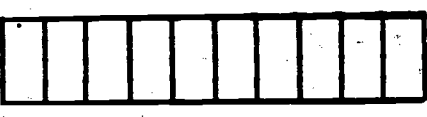


II-COMPREHENSION DEVELOPMENT

Skills	Level of Instruction	Suggested Activities
<p>b. Evaluating critically</p> <p>Forming judgments</p> <p>Recognizing fact vs. opinion</p> <p>Detecting propaganda techniques</p> <p>Selecting relevant from irrelevant information</p> <p>Determining reliability of author or source</p> <p>Analyzing information</p>	<p>Is able to evaluate critically through teacher-led discussions.</p>	<p>Read an unfinished story aloud to the children and have them finish it. Evaluate each ending.</p> <p>Ask students to read a story and select the statements which are opinions--facts.</p> <p>Have the students find clues in the story (words and pictures) to indicate how a character felt or reacted.</p> <p>Show sample ads on the opaque projector. Ask students to read and decide what the author wants them to do (also paragraphs about solving a community problem).</p> <p>Bring clippings on different subjects from newspapers. Have children arrange them according to worth or interests.</p> <p>Clip advertisements from magazines. Discuss various propaganda techniques used in the advertisements.</p> <ol style="list-style-type: none"> <li>1. Name calling--communist</li> <li>2. Glittering generalities--a political candidate may be introduced as "that great, democratic, freedom-loving, patriotic American."</li> <li>3. Transfer--as a political candidate speaks he tells of attending church, belonging to civic groups, etc.</li> <li>4. Testimonial--famous people use this product.</li> <li>5. Plain folks--someone who attempts to be just like us for sales purposes.</li> <li>6. Card stacking--"This vacuum cleaner has nine wonderful features." The disadvantages are not listed.</li> <li>7. Band wagon--"Everyone is buying them."</li> </ol>
<p>c. Reacting to ideas</p> <p>Reacting emotionally</p>	<p>Is beginning to be influenced in his reactions by more than his immediate environment.</p>	<p>Give the children a situation and have them tell what emotion is involved.</p> <ol style="list-style-type: none"> <li>1. "Oh Laura!" she cried out. "What can we do?" (fear)</li> <li>2. "Look," Johnny said. "I can lend you some things to wear for the play tomorrow if you don't have anything. (generosity)</li> </ol>



Materials	Teacher References	Evaluations - Notes
<p>N.E.A. Journals</p> <p>Leavell and Friebele, <u>Open Roads</u>, 3</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 489, 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 467-468</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 582</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 509</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 517</p> <p>Nichols, Ralph, <u>Are You Listening?</u>, pp. 134-137</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 561-562, 272</p>	<p>Is the student able to collect various types of material and evaluate it?</p>
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 509, 510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 489, 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 467, 468</p>	<p>Observe the child's performance of the listed activities.</p>

Skills	Level of Instruction	Suggested Activities
<p>Drawing conclusions and making generalizations</p> <p>Visualizing</p> <p>Predicting events and outcomes</p>		<p>Ask students to read a story and be ready to pantomime selected parts while another child reads the parts aloud. The parts selected should show strong feeling.</p> <p>Ask students to read several short stories on a similar topic. On the board, list generalizations they can make as a result.</p> <p>Have students read a descriptive paragraph in order to reproduce the setting artistically.</p> <p>Show a picture to the class and have them decide what will happen next.</p> <p>Select a story that has a sequential development. Ask students to read omitting the final sequence. Draw cartoons for each event with the final cartoon depicting what they think will happen.</p> <p>Read a story omitting the climax. Ask students to be prepared to tell or write the ending.</p>
<p>4. To appreciate</p> <p>a. Recognizing types of writing</p> <p>b. Noting mood, plot, characterization, and theme.</p>	<p>Identifies readily with characters and is beginning to express a preference for certain authors and types of writing.</p>	<p>Familiarize children with names of authors by having them make a game similar to "Authors" using books available in the school library.</p> <p>Make a chart stating reasons for choosing a book and discuss the outcome with the group.</p> <div data-bbox="1421 418 1905 1485" style="border: 1px solid black; padding: 5px;">  <ol style="list-style-type: none"> <li>1. Recommended by a friend</li> <li>2. Looked like a good book</li> <li>3. Recommended by a teacher</li> <li>4. Liked the author</li> <li>5. Attracted by title</li> <li>6. Had to make a book report</li> <li>7. Saw a movie of the book</li> <li>8. Dramatized in class</li> <li>9. Related to school activities</li> <li>10. Found the preface, a few lines, or a chapter interesting.</li> </ol> </div>

Materials	Teacher References	Evaluations - Notes
<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 533, 535</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u> 3<sup>1</sup>, T.Ed., pp. 510, 512</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., pp. 518, 520</p>	
<p><u>Harris/Clark, Better Than Gold</u>, 3<sup>1</sup></p> <p><u>Harris/Clark, More Than Words</u>, 3<sup>2</sup></p> <p><u>Harris/Gartler, The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 489, 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 467, 468</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup> T.Ed., p. 532</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 509</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, P. 517</p>	<p>Observe the child's selection of library books.</p>





Skills	Level of Instruction	Suggested Activities				
<p>c. Noting author's style</p> <p>d. Interpreting author's meaning</p> <p>e. Reacting emotionally</p> <p>f. Evaluating critically</p> <p>g. Noting figurative language</p> <p>h. Grasping subtle meanings</p> <p>i. Detecting humor</p>	<p>Continue to interpret the feelings and moods expressed in the text.</p>	<p>Keep a reading diary in the form of a small notebook. After reading a book the student records the title, author, and date. The student may make a note of anything personal he wishes to say about the book as expressions of writer's style or favorite author.</p> <p>Ask students to reread a favorite book and be ready to tell why they liked it. Have them read selected parts to the class telling how they felt when they read this part and why. Have them explain what they think the author was really saying in the book. Have them read a part where they like the way the author said something.</p> <p>Use fables such as "The Crow and the Fox" to point out that stories often have a hidden meaning.</p> <p>Plan and execute a bulletin board divided into the following areas. It "grows" as the children add their story titles to it.</p> <table border="1" data-bbox="1052 495 1318 1412"> <tr> <td>Stories That Make Me Laugh</td> <td>Stories That Make Me Feel Sad</td> </tr> <tr> <td>Stories That Make Me Want to Help Someone</td> <td>Stories That Are Scary</td> </tr> </table>	Stories That Make Me Laugh	Stories That Make Me Feel Sad	Stories That Make Me Want to Help Someone	Stories That Are Scary
Stories That Make Me Laugh	Stories That Make Me Feel Sad					
Stories That Make Me Want to Help Someone	Stories That Are Scary					
<p>C. Adjusting Rate to Purpose and Material (See box after 6. Critical)</p> <p>1. Previewing</p> <p>2. Skimming</p> <p>3. Scanning</p>	<p>Previews by using pictures and main headings, and skims and scans under teacher direction.</p>	<p>Relate the importance of previewing to the reasons why a person window shops before buying a car or home.</p> <p>Children need to be aware of the purpose for which they are previewing. If the purpose is to decide on the usefulness of a book, the following questions should be in their minds--</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Is this book too difficult for me?</li> <li>2. Is this a subject I am interested in?</li> <li>3. Does it have the information I want?</li> <li>4. Does the table of contents or index give enough details?</li> <li>5. Are these topic headings of help to me?</li> </ol> </div>				





Materials	Teacher References	Evaluations - Notes
<p>See preceding page.</p> <p>Literature books</p> <p>Poetry</p>	<p>Johnson, Sickles and Sayer, <u>Anthology of Children's Literature</u></p>	<p>Observe reactions of the children.</p>
<p><u>Reader's Digest Reading Skill Builders, grades 3 &amp; 4 (IMC)</u></p> <p>SRA 11a Rate Builders (IMC)</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 510, 511</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 468</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 362-364</p>	<p>Is he able to adjust his reading rate to the purpose and the materials?</p>

Skills	Level of Instruction	Suggested Activities
<p>4. Recreational</p> <p>5. Study</p> <p>6. Critical</p>		<p>A beginning exercise in skimming and scanning could be locating from a chart the answers to questions asked by the teacher. Directories could also be used. A variation of this may be skimming through a list of words which are the answers to questions the teacher reads.</p> <p>Use a paragraph in a social studies book or a problem in a math book to provide experience in finding a particular important detail.</p> <p><u>Skimming Game</u>--The group is divided into two teams. Give the children a question and page number for finding the answer. The first one to find the answer wins two points for his team if he can read the sentence. He wins one point for his team if he can give only the answer.</p> <p>Creating an awareness that recreational reading may be done at a fast or slow pace may be all that is necessary. To do this read a poem at different rates and get pupils reaction. Do the same with a story and a set of directions. Discuss with children.</p> <p>Use a bulletin board to point up the rules for effective study. Perhaps a story book character might have a variety of questions in cartoon style such as:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Did you remember to read the title and sub-title?</li> <li>2. Do you know what you are trying to find out from the page you are reading?</li> <li>3. Can you tell to yourself what you have just read?</li> <li>4. Do you need to take notes to remember what you have read?</li> </ol> </div> <p>Sentence exercises which require children to distinguish between fact and opinion could be of the following nature. Bring attention to the key words in each sentence.</p> <ol style="list-style-type: none"> <li>1. I <u>believe</u> he was killed.</li> <li>2. He <u>estimated</u> the distance to be 6 miles.</li> <li>3. The <u>experiment proves</u> that one is better.</li> </ol>

Materials	Teacher References	Evaluations - Notes
<p>O'Donnell and Cooper, <u>Codes to Captains</u>, grade 4, pp. 69-74 (IMC)</p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 376-380</p> <p>O'Donnell and Cooper, <u>Codes to Captains</u>, 4, T.Ed. (IMC)</p>	<p>Observe child as he reads. Watch for lip and head movements, finger-pointing, word reading, and dawdling. Note flexibility or lack of flexibility in rate.</p> <p>Prepare a check list of factors pertaining to rate. Check pupils on these items.</p>

Skills	Level of Instruction	Suggested Activities
	<p>There are many reading rates, several of which are described below. Although they are taught as separate skills, in practice, a flexible reader uses first one, then another in a flowing manner as his purpose and the difficulty of the material dictates.</p> <p><u>Previewing</u> (surveying) is the term usually referred to the rapid but purposeful reading rate used to answer such questions as: What is this going to be about? How is the material organized? What are the main ideas? The reader may read the first and last paragraphs, main topics, key sentences and other selected passages throughout the selection until the purposeful question has been answered. It is a preliminary step to reading all textbook and reference materials, to review for a test, or to evaluate materials before writing a report.</p> <p><u>Scanning</u> refers to the rapid covering of the material to locate a particular date, a word, or a fact as in a telephone directory, an index, or a dictionary. This requires a clear image and mind-set of what is sought while the eye sweeps swiftly over the page expecting the fact to stand out from the rest of the page.</p> <p><u>Skimming</u> refers to the rapid reading of a selection grasping main ideas and supporting details. It is a slower rate than previewing but faster than that used for careful reading. One might skim to get a general impression, to decide upon the relevance of a particular portion, or to compare identical topics from several resources.</p> <p>A combination of the above three reading rates when used effectively provide the flexibility needed to read in content areas and to handle study tasks most efficiently.</p> <p><u>Casual</u> reading rate refers to that normally associated with reading for personal information and for relaxation and pleasure. Light fiction, magazine articles, and mysteries are examples of materials frequently read at this rate.</p> <p><u>Study</u> reading rate refers to the rather slow but purposeful reading and rereading needed in order to master the content and recall the ideas for later use. Textbooks, professional journals, or technical manuals are usually read at this rate.</p> <p><u>Critical</u> reading rate is usually the slowest rate of all. It demands rereading and reflecting over what is read in order to master and react to the content or to appreciate particularly well-written passages. The reader poses such questions as: What is the author really saying? Are his reasons logical? In what way is he trying to influence me?</p>	

Evaluations - Notes	Teacher References	Materials



Skills	Level of Instruction	Suggested Activities
<p>D. Perceiving the Relationships and Interrelationships of Ideas</p> <ol style="list-style-type: none"> <li>1. Books, newspapers, and periodicals</li> <li>2. Total selections</li> <li>3. Paragraphs                             <ol style="list-style-type: none"> <li>a. Key words</li> <li>b. Topic sentences</li> <li>c. Use of punctuation marks</li> </ol> </li> <li>4. Sentences</li> <li>5. Phrases and thought units</li> <li>6. Words</li> <li>7. Pictures and graphic aids</li> </ol>	<p>Is beginning to perceive that words, pictures, phrases, sentences, and paragraphs have meaning not only within themselves, but in related situations.</p>	<p>Read a brief newspaper article pertaining to the content of some area you are teaching at the present time. Have the students suggest appropriate headlines to convey the main ideas.</p> <p>Discuss the "make-up" of a book which is about an entire continent and is then divided into sections about the countries and cities, and areas of each country. Follow the plot of a story pointing out how one situation in a story leads to another resulting in an overall message the author wishes to relate.</p> <p>Write a paragraph without any commas or periods. Have the children punctuate and capitalize.</p> <p>Clip newspaper articles. Talk about main ideas and underline the topic sentence of each. Mount clippings on world map on a bulletin board and pin a string from the article to the place it tells about on a map.</p> <p>Discuss with the students a key word in a sentence as, "What is courage?" Interpret the statements: "Courage involves conquering fear." "Courage is not freedom from fear."</p> <p>Pick out the signal words in a paragraph. These may be words such as then, first, since, of course, etc. Stress the way in which these words direct the reader to important details that clarify the main thought.</p> <p>State the main idea from the following type sentence: In spite of her fear, Susan sang bravely as she sliced the meat, made sandwiches, and poured lemonade. Point out the relationships among the words <u>Susan</u>, <u>her</u>, and <u>she</u>.</p> <p>Use the illustrations to amplify the ideas in a selection. Design cartoons to further impress upon the reader the significance of a particular idea. Ex: Political cartoons, conservation, school rules, safety rules.</p>

Materials	Teacher References	Evaluations - Notes
<p>Social studies books</p> <p>Basal English text, grade 4</p> <p>Classroom newspapers</p>	<p>Social studies books</p> <p>Literature books</p>	<p>Is the child beginning to perceive that written material has meaning not only within itself but in related situations?</p> <p>See activities</p>

Developing Independence (3-4)

Oral Reading

24



Skills	Level of Instruction	Suggested Activities
<p>A. For Conveying Information</p> <ol style="list-style-type: none"> <li>1. Locate specific details</li> <li>2. Describe a setting</li> <li>3. Read directions, explanations, and announcements</li> <li>4. Relate sequence</li> <li>5. Verify facts</li> <li>6. Show the writer's meaning</li> <li>7. Present a point of view</li> </ol>	<p>Continue to make use of the numerous situations which naturally require oral reading to convey information.</p>	<p>List several things that the main character did, depending on the story. Have the children locate and read these sections orally.</p> <p>To provide an opportunity for an audience situation using materials already read silently, pose the following problem to the children--</p> <p>Ex: As Jim reads this paragraph see if you can make more mental pictures than you made when you read it silently. Share ideas orally.</p> <p>Have the children read a set of directions for going from one place to another. Have another child act out the directions.</p> <p>Ex: Go west six steps. Turn north and walk nine steps.</p> <p>Give children the chance to share directions orally for making simple objects such as: a kite, a sailboat, etc.</p> <p>Children may read office bulletins to the class.</p> <p>Direct children to suggest plans for a field trip or project. Write the suggestions on the chalkboard and have the children read the directions. Put them in the correct order and reread orally.</p> <p>Have one pupil report on an article. Someone in the class challenges or questions a statement. Each tries to prove his point by reading the statement orally.</p> <p>Write several interpretations of a story on the board. Have children choose the meaning they think the author intended to convey. Children may read orally to verify their answer.</p> <p>Have two or three pupils write a description of the same incident and read them to the class. The class will listen to both versions and make comparisons.</p>



Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T Ed., pp. 509-510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 488-490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 467-468</p>	<p>Can the child convey information accurately to the class?</p>
<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., pp. 534-535</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 512</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 520</p>	



Skills	Level of Instruction	Suggested Activities
<p>B. For Entertainment and Appreciation (personal and shared)</p> <ol style="list-style-type: none"> <li>1. Dramatize (read parts)</li> <li>2. Read to the class (share with others)</li> <li>3. Convey ideas and emotions</li> <li>4. Interest others in a book or selection</li> </ol>	<p>Use oral reading as a means of interpreting the meanings and moods which the author conveys.</p>	<p>Read aloud conversation between two characters in a story. Have the children guess what kind of character is being portrayed. Present a puppet play while other students read the dialogue.</p> <p>Have several children who have read and enjoyed the same selection, present it to the class, showing how each character felt or acted.</p> <p>Have the children dramatize a few paragraphs from a story which is read to them.</p> <p>Set aside a time for children to read their favorite poems and stories to others.</p> <p>To insure the necessary audience situation make use of small groups to offset the disadvantage of only one person being able to read orally.</p> <p>Have children write a short sketch containing conversation that provides opportunity for good expression. The pupils may present their sketch as a radio program. Those presenting the sketch should not be visible to the audience, depending entirely on expression to put their idea across.</p> <p>Write a paragraph on the board. Leave out descriptive words. Have pupils read the paragraph aloud, with expression, supplying chosen adjectives and adverbs.</p> <p>Choose certain sentences from a story, write them on the board and have pupils read them with various expressions.</p> <p>Recall various moods after reading a selection. Write sentences on the chalkboard that describe characters in particular moods. Have students read the sentences orally, and dramatize how the character felt by use of voice and facial expressions.</p> <p>Have children write book reviews to read orally to class. Some may like to come dressed in costume to portray some character in the story.</p>



Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Literature books - grades 3 and 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 468</p>	<p>Is he able to interpret the meaning and the mood of the author?</p>

Is he able to make others interested in reading the book or selection?



Skills	Level of Instruction	Suggested Activities
<p>5. Show the author's meaning</p> <p>6. Increase personal satisfaction and growth</p>		<p>Dramatize and read a portion of a story to encourage others to read it.</p> <p>Choose a paragraph which expresses strong feeling. Have one child read it as if he were angry, another as if he were very happy, etc.</p> <p>Have the students entertain their classmates with favorite stories and poems.</p>
<p>C. For Self-improvement</p> <p>1. Develop oral reading techniques</p> <p>a. Meaningful interpretation</p> <p>Clear cut purpose</p> <p>Communication of ideas</p> <p>Accurate pronunciation</p> <p>Use of punctuation marks</p> <p>b. Voice and speech control</p> <p>Pitch--natural or adjusted to suit context</p> <p>Volume and stress--adequate and with appropriate emphasis to interpret meaning</p>	<p>Instill the idea that the reader's responsibility is to get the author's meaning and give it to his listeners</p>	<p>To practice enunciating clearly and with a purpose, have a child read a paragraph to the class containing variety of instructions. Ex: Jane and Jim will walk to the window. Row 1 will take out their crayons. When the paragraph is finished all the children will follow the directions.</p> <p>Use a tape recorder to provide a means for children to evaluate their own reading. Develop with the children criteria for use in self-evaluation.</p> <p>Have sentences read orally leaving out commas. Discuss why sentences are improved by the use of commas.</p>
	<p>Emphasize and practice voice and speech control as an important part in conveying ideas.</p>	<p>Practice reading selections, changing pitch to convey meaning--softer to show sadness, fatigue, or quiet; louder to show excitement, enthusiasm, tension, or fear.</p> <p>To develop a consciousness of pitch have children listen to each other and try to group members of the class in "high" or "low" categories. Do this first in a talking situation and then in reading to bring a realization that our reading voice should be as natural as our speaking voice.</p>



Materials	Teacher References	Evaluations - Notes
<p>Literature books - grades 3 and 4</p> <p>Classroom newspapers</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 508-510</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 488-490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 466-468</p>	<p>Does the child's rendition of the selection carry out the author's intention?</p>
		<p>Use the Oral Reading Checklist to evaluate self-improvement:</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 193</p>



Skills	Level of Instruction	Suggested Activities
<p>Inflection and expression--variety in voice tone to capture interest of audience</p>		<p>Reading plays with a minimum of props is useful in voice training and in getting the reader to overcome anxiety over an audience situation. The reader must have a thorough understanding of the whole play and have the "feeling" of the character he is trying to portray.</p> <p>Make liberal use of commercially recorded stories and evaluate the tonal qualities of the story teller.</p> <p>Use choral reading to heighten enjoyment of the various inflections and expressions possible with the human voice.</p> <p>Use musical selections to set different moods. Then have children practice reading a paragraph to see if they can set the same mood as the music.</p> <p>Use simple "tongue-twisters" and let children practice saying them aloud.</p> <p>Tape record a story read by the children. Have them listen for enunciation, pronunciation, and expression. Discuss ways of improving their reading.</p> <p>Have the student listen to his enunciation by using the tape recorder. Call attention to the proper use of speech organs by using a mirror to watch position of lips, teeth, and tongue.</p> <p>Have material read silently first. A game of "Who? What?" will help on phrase reading. Ask them a who? or what? question and have the children read the phrase aloud that answers the question.</p> <p>Write phrases on the chalkboard and have students practice reading in phrases. Direct students to listen to phrases read by another to develop consciousness of the need to phrase correctly.</p> <p>Practice reading selections that are brief and terse to remind students to pause frequently. Use items and directions.</p>
<p>e. Fluency</p> <p>Enunciation</p> <p>Reading in phrase or thought units</p> <p>Adequate eye-voice span</p> <p>Appropriate rate</p>	<p>Develop the use of eye-voice span as an effective means of reading fluently.</p> <p>Stress the importance of enunciating clearly and reading in phrase or thought units.</p>	



Materials	Teacher References	Evaluations - Notes
<p>See preceding page.</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, pp. 44-47</p> <p>Literature books</p> <p>List of "Tongue-Twisters"</p>	<p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 44-47</p>	



Skills	Level of Instruction	Suggested Activities
<p>d. Physical characteristics</p> <ul style="list-style-type: none"> <li>Posture of the body</li> <li>Position of the book</li> <li>Confidence in the face of an audience</li> <li>Gestures natural to the situation</li> </ul>	<p>Encourage a book position and body posture suitable to the occasion and material read.</p>	<p>Encourage students to practice improving eye-voice span by glancing at a line of print, then looking at the audience as they speak the words observed, glancing down again just before they finish speaking so that continuity and eye-contact with the audience is maintained. Encourage to use a marker.</p> <p>Decrease reading rate to show fatigue or sorrow. Increase reading rate to suggest tension, eagerness, fear, or enthusiasm.</p> <p>Give practice in recognizing the importance of emphasizing certain words in a selection. Discuss and demonstrate the different reading rates as used for poetry or documents as opposed to a paragraph from a favorite story.</p> <p>Have children read orally from different positions such as: bending over, standing on one foot, lying on their back, etc. Decide in which position they can read most effectively.</p> <p>Emphasis should be placed on the reader's responsibility to the audience. An acceptable posture and book positioned so that it does not obstruct the reader's voice are only courtesies a reader owes to his audience.</p> <p>For children who are unable to feel at ease in front of a group, arrange a situation to resemble a radio announcer being heard from behind a screen. Reading the filmstrip captions in a darkened room could produce the same effect.</p> <p>Choral reading is valuable practice for children who are insecure in reading or speaking before others.</p> <p>Have a shadow play for those pupils who find it difficult to read or speak before an audience. Pupils may select a story, choose a reader and actors for each part. Place a sheet or curtain across the front of the stage or room and place an electric light back of the sheet or curtain. As the narrator reads the story, the actors pantomime behind the sheet.</p> <p>Have students pantomime stories. Let other students tell what they think happened in the story.</p>



Materials	Teacher References	Evaluations - Notes
Literature books - grades 3 and 4  Classroom newspapers	Harris/Clark, <u>Better Than Gold</u> , 3 <sup>1</sup> , T.Ed., pp. 508-510  Harris/Clark, <u>More Than Words</u> , 3 <sup>2</sup> , T.Ed., pp. 488-490  Harris/Gartler, <u>The Magic Word</u> , 4, T.Ed., pp. 466-468	Develop a check list of the physical characteristics which are considered important in an oral reading situation.



Skills	Level of Instruction	Suggested Activities
<p>2. Develop good listening techniques.</p> <p>a. Clear purpose</p> <p>b. Adequate preparation of reader</p> <p>c. Desirable listening habits</p> <p>Active listening</p> <p>Receptive attitude</p> <p>Interaction with the reader</p> <p>d. Reader contact with audience</p>	<p>Emphasize that listening is an active process which elicits an interpretive response from the reader to the listener.</p>	<p>Read a short selection to the children. Have them listen for the central thought. Then the children may express the thought in picture form.</p> <p>Have pupils listen to follow directions for a simple project.</p> <p>Read a description orally. See how many items the children can name.</p> <p>Read a set of directions only once. Have the children carry out the simple project, or write the directions as they remember them.</p> <p><u>Social Studies Game</u>--Divide the group into two teams. Listen as each child gives a sentence clue about a city, country, or location to the other team. If the team guesses the answer in three chances, the one who gave the clue goes to the opposite team. If that team does not guess, the child remains on his own team. The team having the most players at the end of the game is the winner.</p> <p>Discuss listening habits with the class and make a group chart. Read descriptions of well-known people, places, or events, and have children guess the answers.</p> <p>Play "Traveling," a memory game. One child says, "I took a trip to California. I saw an orange tree." The next child repeats what has been said and adds one new thing.</p> <p>Read a short item to a pupil. He listens carefully and tells what he heard to another. When the fourth or fifth child has heard the news, he repeats it to the class. Re-read the item to the class to find errors in listening.</p> <p>Read a poem to the students. Have them participate in the second reading of the poem by saying the repeated parts of the poem in unison. Ex: "The Jumblies" by Edward Lear.</p>

Materials	Teacher References	Evaluations - Notes
<p><u>Rochester English Course of Study</u></p>	<p>Nichols, Ralph, <u>Are You Listening?</u> pp. 213-221</p>	<p>Pupils and teacher together prepare a rating sheet to evaluate listening.</p>
<p>S.R.A. Reading Laboratory 11a (IMC)</p>	<p>S.R.A. Reading Laboratory 11a--Listening Skill Builder (IMC)</p>	
	<p>Dechant, Emerald V., <u>Improving the Teaching of Reading</u>, pp. 98-100</p>	
<p>Literature books - grades 3 and 4</p>	<p>Arbuthnot, May Hill, <u>The Arbuthnot Anthology of Children's Literature</u></p>	





Skills	Level of Instruction	Suggested Activities		
<p>D. For Diagnosing Reading Difficulties</p> <ol style="list-style-type: none"> <li>1. Student: Obtain criticism of delivery from others</li> <li>2. Teacher: (in an informal situation)                             <ol style="list-style-type: none"> <li>a. Check reading level</li> <li>b. Determine type of word recognition errors</li> <li>c. Ascertain ability to communicate ideas</li> </ol> </li> </ol>	<p>Set up criteria for constructive criticism.</p> <p>Develop a systematic plan for diagnosing reading level and reading difficulties.</p> <p>Assess the child's ability to communicate ideas and make the necessary adjustments.</p>	<p>Teacher and students set up standards for good oral reading-- the rules may be few and stated simply. Each child could be given a check list of these standards and may evaluate each reader. Care should be taken that a child try reading only that material which he is reasonably capable of reading.</p> <p>Read parts of selections from the beginning and end of basal readers covering three or four grade levels. The level at which a child begins to have trouble gives an indication of the level at which the child should be working. Relate comprehension of oral with silent reading.</p>		
<p>Guide for Selecting the Appropriate Device</p>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <p>1. To check reading levels:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading</li> <li>Dolch Vocabulary List</li> <li>Daily reading lessons</li> </ul> <p>2. To determine type of word rec. errors:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading paragraphs</li> <li>Phonics inventory</li> <li>Dolch Vocabulary List</li> <li>Oral reading checklist</li> <li>Daily reading lessons</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>3. To check comprehension:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Listening inventory</li> <li>Daily reading lessons</li> </ul> <p>4. To check oral reading habits and techniques:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Oral reading checklist</li> </ul> <p>5. To check ability to convey information, to entertain, and to show appreciation for good writing:</p> <ul style="list-style-type: none"> <li>Daily reading activities</li> </ul> </td> </tr> </table>			<p>1. To check reading levels:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading</li> <li>Dolch Vocabulary List</li> <li>Daily reading lessons</li> </ul> <p>2. To determine type of word rec. errors:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Graded vocabulary lists</li> <li>Oral and silent reading paragraphs</li> <li>Phonics inventory</li> <li>Dolch Vocabulary List</li> <li>Oral reading checklist</li> <li>Daily reading lessons</li> </ul>	<p>3. To check comprehension:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Listening inventory</li> <li>Daily reading lessons</li> </ul> <p>4. To check oral reading habits and techniques:</p> <ul style="list-style-type: none"> <li>Informal reading inventory</li> <li>Oral and silent reading paragraphs</li> <li>Oral reading checklist</li> </ul> <p>5. To check ability to convey information, to entertain, and to show appreciation for good writing:</p> <ul style="list-style-type: none"> <li>Daily reading activities</li> </ul>
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Materials	Teacher References	Evaluations - Notes
<p>Harris/Gärtler, The Magic Word, 4, pp. 385-468</p> <p>Elementary Testing Kit (IMC)</p>	<p>Elementary Testing Kit (IMC)</p>	<p>Student: Use "Clues to Words" activities to determine child's strengths and weaknesses. Harris/Gärtler, <u>The Magic Word</u>, 4, student pages 385 - 468</p> <p>Student and Teacher: Tape record the students' reading and have them evaluate themselves. Use the Oral Reading Checklist from the Elementary Testing Kit.</p> <p>Teacher: Use the Elementary Testing Kit to check reading level and performance.</p>

**Developing Independence (3-4)**

**Study Skills**



Skills	Level of Instruction	Suggested Activities
<p>A. Locating Information</p> <p>1. Library skills</p> <p>a. Arrangement of the library</p> <p>b. Dewey Decimal System</p> <p>c. Card catalog</p>	<p>Familiarize the child with the library setting and initiate the use of the Dewey Decimal System and the card catalog.</p>	<p>Acquaint children with the arrangement of the library. Give practice in locating different types of books by emphasizing a certain section of the library (biography, fiction, etc.).</p> <p>Using books from different shelves in the library, have the children return them to the proper shelves by using Dewey Decimal System.</p> <p>Let the students work in pairs. Put book titles on slips of paper. Have them use the card catalog to find the author and call number of the book. Then ask the students to locate the book on the shelf. Check to see if they've found the correct book.</p> <p>Familiarize the students with the information given on cards in the card catalog. Ask questions as:</p> <p>What appears on the first line of an author card? Where is the title on a subject card? Where is the author's name on a title card?</p> <p>Have the students prepare a set of cards for a book according to subject, author, and title.</p> <p>Use poster-size replicas of a few library file cards to provide a reference for children to aid them in making efficient use of card catalog. Add explanatory notes in red for clarification.</p>
<p>2. Reference tools</p> <p>a. Dictionaries</p> <p>Alphabetical order (within word and relative position)</p>	<p>Work toward a command of alphabetical aids.</p>	<p>Compile a list of words that when put in alphabetical order tell an interesting fact or give a direction</p> <p>Game--Where Am I? Divide the alphabet into thirds--(A-E) (F-P) (Q-Z). The leader pronounces a letter to another child. He must answer by telling in which section the letter would be found. See how quickly each can do this.</p> <p>Divide the class into two teams. At a signal, the students line up in alphabetical order by last names. The first group arranged in correct order wins.</p>



Materials	Teacher References	Evaluations - Notes
	<p>To be presented by the school librarian</p> <p>Beck and Pace, <u>A Guidebook for Teaching Library Skills</u>            Book One - (Card Catalog)            Book Two - (Dewey Decimal System)</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 337-340</p> <p>Dechant, Emerald, <u>Improving the Teaching of Reading</u>, pp. 381-383</p>	<p>Is the child able to fulfill the required assignments in the area?</p>
<p>Thorndike and Barnhart, <u>Thorndike Barnhart Beginning Dictionary</u>, pp. 14-16</p> <p>Harris/Clark, <u>Better Than Gold</u>, 31</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 511</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 469</p> <p>Beck and Pace, <u>A Guidebook for Teaching Library Skills</u>, Book Three - (Using Reference Materials)</p>	<p>Is the child able to use the dictionary independently?</p>

Skills	Level of Instruction	Suggested Activities
<p>Guide words</p>	<p>Initiate use of guide words, pronunciation, pronunciation key, meaning, spelling, abbreviations, and selected derivations.</p>	<p>Review alphabetical order by listing the letters of the alphabet in columns:</p> <p>a through g    Leave a space after each letter  h through p    and have the student list words  q through z    to fill in the space.</p> <p>Have an exercise entitled:</p> <p>Where would you find the word <u>owl</u>?     before the word <u>ox</u>     after the word <u>owner</u></p> <p>Have the children find the guide words for a group of words given them: athletic (association-Atlantic)</p> <p>List some words. For each give a pair of guide words. Have pupils decide whether the word will be found on that page, before that page, or after that page.</p> <p>Write pairs of guide words on the board. Below write the names of animals (chipmunk, chamois, chick, chimpanzee). Tell the children that the boxes are cages and ask the children to write the name of the animal in the right cage.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">cherub - chisel</span>                      <span style="border: 1px solid black; padding: 2px;">chain - change</span> </p>
<p>Pronunciation</p> <p>Syllabication</p>		<p>To aid in interpreting dictionary pronunciation have the children do exercises such as choosing the correct word in sentences of this type. Which would you keep in a cage?</p> <p style="text-align: center;"> al fə bet                      bōə  el'ə fənt                      bōt </p> <p>Knock! Knock! -- Write words on the board. Have one pupil point to a word and call on someone to knock as many times as there are syllables. If he does it correctly, he may choose the next word.</p>

Materials	Teacher References	Evaluations - Notes
<p>Thorndike and Barnhart, <u>Thorndike Barnhart Beginning Dictionary</u>, pp. 17 and 18, grade 4 only.</p> <p>Thorndike and Barnhart, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Tinker and McCullough, <u>Teaching Elementary Reading</u>, pp. 131-134</p> <p>Smith, NiPa Banton, <u>Reading Instruction for Today's Children</u>, pp. 323-337, 569</p> <p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., pp. 505, 506</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., pp. 485, 486</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 465</p>	<p>Has he acquired the following skills?</p> <ol style="list-style-type: none"> <li>1. Can he alphabetize?</li> <li>2. Does he use guide words?</li> <li>3. Can he recognize the necessary diacritical markings?</li> <li>4. Can he recognize and pronounce the respelling of words?</li> </ol>

Skills	Level of Instruction	Suggested Activities
Accent		<p>Write words which can be pronounced differently depending on their use in sentences. Have pupils find the word and its meaning in the dictionary and show the correct accent.</p> <p>Please keep a <u>record</u> of your scores. (rek'ard)  <u>Record</u> your scores on this sheet. (ri kord')</p>
Diacritical markings		<p>Discuss that placing of the accent mark sometimes changes the meaning of a word even though the spelling remains the same. Look up examples as: contest, excuse, object, desert.</p> <p>Practice interpretation of pronunciation symbols by writing words on the chalkboard using their phonetic spelling for the students to translate as: to, polite, pupils, say, people.</p> <p>Compare dictionaries of different publishers and note the variations in diacritical markings.</p>
Meaning		<p>Have the children rewrite a paragraph from a story or write a secret message using the sound spelling rather than the regular spelling (Tuesday - Tuz da'). Let children exchange messages and translate.</p>
Sentences		<p>Write sentences on board, underlining a word. Find the underlined word in the dictionary and rewrite the sentences, substituting an alternate meaning for the underlined word.</p> <p>Practice constructing sentences that illustrate words in varied contexts as:</p> <p>He made three <u>drafts</u> of his speech before he had it in final form.            In time of war, men are often provided the army by the <u>draft</u>.</p>
Part of speech		<p>Draw attention to the abbreviations used to denote a noun and a verb.</p>



Materials	Teacher References	Evaluations - Notes
<p>Thorndike and Barnhart, <u>Thorndike Barnhart Beginning Dictionary</u>, pp. 53-56, grade 4 only</p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 235-236</p>	<p>Does the child put the accents on the right syllables?</p>
<p>Thorndike and Barnhart, <u>Thorndike Barnhart Beginning Dictionary</u>, pp. 45-61</p>	<p>Smith, Nila Banton, <u>Reading Instruction For Today's Children</u>, pp. 238-240</p>	
<p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 492</p>	
<p>Harris/Gartler, <u>The Magic Word</u>, 4</p>	<p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 469</p>	
<p>Thorndike and Barnhart, <u>Thorndike Barnhart Beginning Dictionary</u>, pp. 25-43</p>		

Skills

Level of Instruction

Suggested Activities

Chain Game--The teacher may give the word coach. The first child to find the word in the dictionary gives a meaning and uses the word in a sentence. Then he gives a new word beginning with the last letter of the word he found and the game goes on.

Definition

Choosing words which may be unfamiliar and incorporating them into questions can prove to be an interesting activity.

Ex: Would you like to live in a warren?

Incorporate in an exercise questions which require the children to use the picture helps in the dictionary. Ex: How long is a scorpion?

Relate definitions to the different uses of a word. Notice that a word may have more than one function. Have the children cite examples as:

I will fish in the lake.  
 He caught a fish yesterday.  
 Mary can mail the letters Friday.  
 The soldier wore a coat of mail.

Synonyms--antonyms

Children may work in pairs to make a meaningful, multiple meaning chart.

Word	Susan's Sentences	John's Sentences
Chest	This is a tool chest	The ape had a broad chest.

Do the same for antonyms.

Have each child choose a word from the list of new words in a story and make up a riddle. Ex: "My word means quickly. Can you find it?" Each "guesser" writes the word he thinks it is by checking the meaning and spelling quickly in the dictionary. The child with the most words guessed and spelled correctly is the winner.

Materials	Teacher References	Evaluations - Notes
<p>See preceding page.</p>	<p>Smith Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 569-570</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 331, 570</p>	<p>Does the child use the dictionary to look up the definitions needed?</p>

Skills	Level of Instruction	Suggested Activities
Prefixes--suffixes		<p>Have pupil relate pairs of meanings--A nest is to a robin as a burrow is to a _____.</p> <p>Give pupils a paragraph. Have them rewrite the paragraph using as many synonyms as possible.</p> <p>Use the method of replacing a word with a synonym in order to test for appropriateness as:</p> <p style="padding-left: 40px;">She <u>loitered</u> along the street (lingered, played).</p> <p>Write root words. Have pupils change the meaning by adding prefixes. Write sentences showing the change in meaning. Ex: run-rerun</p> <p>Make new words using suffixes.    kind    ness   rude   hope    ful</p>
Spelling		<p>The teacher may pronounce a list of words found in the dictionary such as quickly, swimming, acted, plays. Ask the children to clap or stand when they hear a certain ending.</p> <p>Write sentences leaving out some of the letters, or misspelling some of the words. Ask students to count the total errors and to complete the blanks. Ex: The elephant was running thr---- the forest.</p> <p>Make a list of several words. Write each word three times, spelling the word incorrectly two times. Have pupils check the correct spelling in the dictionary. Ex: shool, school, scool.</p>
Derivation		<p>Point out in the dictionary that derivation of the root words are shown in heavy type after the definition of the entry word. Have the students locate the words <u>occur</u>, <u>hurry</u>, and <u>dry</u>. Note the change in spelling when affixes are added.</p> <p>List several words on the chalkboard and make a list of words from them as <u>bake</u>, <u>baker</u>, <u>bakes</u>, <u>baking</u>, <u>baked</u>. Have</p>





Evaluations - Notes

Teacher References

Materials

Thorndike and Barnhart, Thorndike Barnhart  
Beginning Dictionary, pp. 63-77



Skills	Level of Instruction	Suggested activities
<p>Skills</p> <p>Pronunciation key</p> <p>Abbreviations</p>		<p>the children rule their papers in blocks and make a list using these words: <u>fish</u>, <u>milk</u>, <u>skate</u>, <u>draw</u>, <u>laugh</u>, <u>paint</u>, <u>run</u>, <u>black</u>, <u>dress</u>, and <u>help</u>.</p> <p>Use filmstrips to discuss the origin of words.</p> <p>Insert into discussion at appropriate times some of the following:</p> <p>Words adopted from other countries as <u>siesta</u>, <u>kimono</u>, <u>luau</u>, <u>bon voyage</u>.</p> <p>Words made from proper names as <u>pasteurize</u> from Louis Pasteur.</p> <p>Words from legends and myths as <u>Titanic</u> from Titan; <u>Saturday</u> from Saturn; <u>August</u> from Augustus Caesar.</p> <p>Words compounded to make new meanings as: <u>steeplechase</u>, <u>grandstand</u>.</p> <p>Words which have been invented as <u>Kodak</u>, <u>nylon</u>, <u>teflon</u>.</p> <p>Words which vary in meaning in different places or times as <u>petrol</u> for gas; <u>ammo</u> for ammunition.</p> <p>Discuss the differences accomplished by changing the dia-critical mark over a vowel. Use sentences as:</p> <p>The ball rolled down the hall. (hó1l) The ball rolled down the hole. (hō1l)</p> <p>Abbreviation Bingo--Give pupils cards on which abbreviations are written. Read words and the children place a paper square on the correct abbreviation. The one who "bingoes" first is the winner.</p>
<p>b. Encyclopedias</p> <p>Types</p>	<p>Instruct the child in the use of an encyclopedia as a source for locating factual information.</p>	<p>Contrast the encyclopedia with other reference tools. Ex:</p> <p>In which book would you expect to find?</p> <ol style="list-style-type: none"> <li>1. Definition of <u>average</u></li> <li>2. How to pronounce <u>Juan</u></li> <li>3. Facts about the <u>life</u> of Jane Adams</li> </ol>

Materials	Teacher References	Evaluations - Notes
<p>Filmstrip: #757 "Roots and Shoots"</p> <p>O'Donnell, Mabel, <u>From Codes to Captains</u> Workbook (4) p. 74 (IMC)</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, p. 98</p>	<p>O'Donnell, Mabel, <u>From Codes to Captains</u>, Workbooks, (4) p. 74 (IMC)</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, p. 98, p. 139-140, 147</p>	
<p><u>Encyclopedia Britannica, Junior</u></p>	<p>Beck and Pace, <u>A Guidebook for Teaching Library Skills</u>, Book Three - (Using Reference Materials)</p>	<p>Is the child showing interest in and gaining some proficiency in the use of encyclopedias?</p>



Skills	Level of Instruction	Suggested Activities
<p>Organization</p> <p>Contents</p> <p>Cross references</p> <p>People, places, and selected events</p>	<p>Instruct the child in the use of more than one type of encyclopedia as a source reference.</p>	<p>Encourage children to bring one volume of their own encyclopedia and share them with the class.</p> <p>Familiarize the students with the characteristics and the organization of the encyclopedia. Conduct guided practice in the proper use of the encyclopedia index. Direct attention to the fact that some publishers place an index at the back of each volume and that others place it in a separate volume.</p> <p>Develop proficiency in choosing key words. Have the students decide which word to use in looking for information on questions as: In what year did Amundsen discover the South Pole? How are weather reports made?</p> <p>Prepare students to invert subjects and names to match the entry in the index as:</p> <p style="padding-left: 40px;">Plains of Abraham--Abraham, Plains of David Crockett--Crockett, David</p> <p>Discuss that encyclopedias list persons, places, and things in alphabetical order as:</p> <p style="padding-left: 40px;">Washington, George Washington, Martha Washington, State of</p> <p>In order to discourage copying sentences directly from the encyclopedia, use exercises which require skimming to find a particular fact, and others which require reading the entire article and then arriving at a conclusion--</p> <ol style="list-style-type: none"> <li>1. Where was Jefferson born?</li> <li>2. Do you think Lincoln had a happy childhood?</li> </ol> <p>The ability to choose the key word in searching for information can be practiced by underlining the key words in sentences such as: <u>Oranges</u> are grown in <u>Florida</u> and <u>California</u>.</p>



Materials	Teacher References	Evaluations - Notes
<p><u>World Book Encyclopedia</u></p> <p><u>Golden Encyclopedia</u></p> <p><u>Science Encyclopedia</u></p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 335-337</p>	<p></p>

Prepare a list of cross-references available on a given topic.

Skills	Level of Instruction	Suggested Activities
<p>Index volume</p> <p>c. Almanacs (not developed at this level)</p>		<p>Have children use the index of the encyclopedia to list letters of encyclopedia volume they might refer to for a report on a topic such as time.</p> <p>Ex: time  <u>clocks</u>  <u>calendar</u>  <u>measurements</u>  <u>zones</u></p>
<p>d. Picture and pamphlet file</p>	<p>Acquaint the children with the picture and pamphlet file as an additional source of information.</p>	<p>Have the children write for free materials written on various topics or countries studied.</p> <p>Ex: Science--information on fossils          Smithsonian Institute          Washington, D.C.</p> <p>Encourage children to use the picture and pamphlet file when giving reports.</p>
<p>e. Graphic materials</p> <p>Charts</p> <p>Maps</p>	<p>Reinforce and expand the use of charts, maps, globes, and atlases.</p>	<p>Instruct the students in the use of charts as a means of obtaining and presenting information. Describe the chart as a list of information and point out the characteristics of a chart. Have the students construct charts in science class to record temperatures, rainfall, or results of experiments. Have them recognize that a chart is a means of obtaining a maximum of information with a minimum of reading.</p> <p>Make a meteorology bulletin board and include weather maps depicting rainfall and temperature. Assist the students in interpreting this projected information.</p> <p>Make the students aware of the differences between map and globe representations of land forms. Teach the students the reading skills which are basic to the adequate interpretation of maps. Provide practice using conventional symbols to interpret map legends as railroad, river, city, capitol, and boundary.</p>

Materials	Teacher References	Evaluations - Notes
<p>Encyclopedia Index Volume</p>	<p>Beck and Pace, <u>A Guidebook for Teaching Library Skills</u>, Book Three</p>	
<p>Pictures, pamphlets (IMC)</p> <p>School Library</p>		<p>Can the students select information pertinent to their topic?</p>
<p>Science texts</p> <p>Social studies texts</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Van Roekel and Kluwe, <u>From Bicycles to Boomerangs</u>, 3</p> <p><u>Weekly Reader Map Skills Booklet</u></p> <p>Scholastic Magazines</p> <p>Map skills booklets</p>	<p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 490</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 469</p> <p>Van Roekel and Kluwe, <u>From Bicycles to Boomerangs</u>, 3, T.Ed., Unit 3</p> <p>Dechant, Emerald V., <u>Improving the Teaching of Reading</u>, pp. 384- 394</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 489-505</p>	<p>Is the child able to read and make use of charts, maps, globes and atlases?</p>



Skills	Level of Instruction	Suggested Activities
Globes		<p>Have the students locate sets of symbols in social studies books and make comparisons. Use pictures on a map of the world or a country to represent the sources of exports and imports of foods, machines, or technical equipment pertinent to the map you use.</p> <p>Build comprehension by emphasizing such points as--</p> <ul style="list-style-type: none"> <li>-- a globe is a model of the earth.</li> <li>-- a globe offers limited detail in the polar vicinities in comparison to maps.</li> <li>-- a globe is the most accurate spherical representation of the earth.</li> </ul> <p>Use the globe to explain to students that a map maker cannot show on a flat map the true shape of a very large place. Make a practice of relating textbook maps to the globe for the purpose of recognizing distortions.</p> <p>Prepare questions on direction, size, and location of land and water bodies. Have the students show the answers by using the globe.</p>
Atlases		<p>Ask each child to plan an imaginary trip. Each pupil may illustrate the most interesting highlights and tell about his trip, using a map to show points of interest. To prepare children for this discuss:</p> <ul style="list-style-type: none"> <li>What an atlas is.</li> <li>How to find places in the index.</li> <li>How to find places on the map.</li> <li>How to find population.</li> <li>How to locate air routes, railroads, highways, etc.</li> </ul> <p>Promote skill in the usage of the world atlas. Inform the students of the content and organization of an atlas. Provide practice in locating information as:</p>



Materials	Teacher References	Evaluations - Notes
<p data-bbox="235 2160 275 2801">Social Studies Course of Study</p> <p data-bbox="1195 2278 1236 2801">Atlases from the library</p>	<p data-bbox="235 984 357 1808">Beck and Pace, <u>A Guidebook for Teaching Library Skills</u>, Book Three - (Using Reference Materials)</p>	

Skills	Level of Instruction	Suggested Activities
<p>f. Periodicals and newspapers</p> <p>Types</p>	<p>Continue to use a variety of children's periodicals as sources of information.</p>	<p>facts about the earth; solar system meaning of map symbols; legends interpreting a map scale variety of maps; physical, rainfall, political, products, history, trade routes.</p>
<p>Organization</p>		<p>Lead the students to discover the various types and format of newspapers. Get samples of the <u>Rochester Post Bulletin</u> and the <u>Minneapolis Tribune</u>. Compare the same news story in each paper and analyze for point of view.</p> <p>Have children write to various newspapers requesting sample copies. Use these for additional comparisons of style, organization, and policies.</p> <p>One student may write a letter to the <u>London Times--London, England</u> for a comparison of a foreign and <u>U.S. newspaper</u></p> <p>Acquaint the children with the various periodicals available in the school library. Use them for references whenever possible. Discuss the types of periodicals and have the students bring samples of others not in the school library.</p> <p>Assist the students in locating information in newspapers and periodicals. Use several samples to stress the variety in organization. Locate and compare the organization of the following using as many samples as possible (periodicals and newspapers)--</p> <ul style="list-style-type: none"> <li>editorial page</li> <li>want ads</li> <li>feature stories or articles</li> <li>theater and book reviews</li> <li>news articles or stories</li> <li>entertainment sections</li> <li>weather reports.</li> </ul> <p>Some children's magazines such as <u>Children's Digest</u> have short stories taken from library books. Use them to develop interest in reading the entire selection.</p>

Materials	Teacher References	Evaluations - Notes
<p>Newspapers --</p> <p><u>Minneapolis Tribune</u> - Minneapolis, Minnesota</p> <p><u>St. Louis Post Dispatch</u> - St. Louis, Missouri</p> <p><u>Chicago Sun</u> - Chicago, Illinois</p> <p><u>San Bernadino Sun</u> - San Bernadino, California</p> <p><u>Des Moines Register</u> - Des Moines, Iowa</p> <p><u>Omaha World Herald</u>, Omaha, Nebraska</p> <p><u>Washington Post</u>, Washington, D.C.</p> <p><u>New York Times</u>, New York, N. Y.</p> <p>Magazines--</p> <p>Childrens -- <u>Jack and Jill</u>, <u>Highlights</u></p> <p>News -- <u>News</u> <u>Time</u></p> <p>Sports -- <u>Sports Illustrated</u>, <u>Field and Stream</u></p> <p>Hobbies -- <u>Popular Mechanics</u></p>		<p>Are the students developing an interest in various kinds of periodicals?</p>

Skills	Level of Instruction	Suggested Activities
<p>Content</p>		<p>Develop an understanding of the content of newspapers and periodicals. Use several samples of each to familiarize the students with the varied content and coverage of the newspaper and periodical. Direct their attention to the following by showing them examples of each--</p> <ul style="list-style-type: none"> <li>Headlines</li> <li>News Story</li> <li>Feature Story</li> <li>Index</li> <li>Weather Report and Maps</li> <li>Advertisements</li> <li>Want Ads</li> <li>Full Length Story</li> <li>News and Feature Photos</li> <li>Political Cartoon</li> <li>Editorials</li> <li>Statistics</li> <li>Financial Section</li> <li>Entertainment</li> <li>Society Section</li> <li>Sports Stories</li> <li>Book and Theater Reviews</li> </ul> <p>Read a newspaper article to the class. Have the students suggest appropriate headlines which convey the main idea.</p> <p>Have the students write sample want ads, feature articles, headlines, sub-headlines, book and film, or television reviews.</p> <p>Broaden students' understanding by encouraging them to illustrate an idea or problem through the media of a cartoon. Suggested areas would be safety, space achievements, weather, or sports.</p> <p>Have the students assemble a room scrapbook including samples of types of information found in newspapers and periodicals--</p> <ul style="list-style-type: none"> <li>headlines or banners</li> <li>weather reports and maps</li> <li>financial reports</li> <li>statistics.</li> </ul> <p>Make a bulletin board depicting various contents of a newspaper taken from as many samples as your class has been able to collect.</p>



Materials	Teacher References	Evaluations - Notes
<p>Family - <u>Saturday Evening Post</u>, <u>Life</u>                      Travel - <u>Holiday</u>, <u>National Geographic</u>                      Minnesota - <u>Voyageur</u>, <u>Twin Citian</u></p>		<p>Students publish a class newspaper using the skills which they have acquired.</p>

Skills	Level of Instruction	Suggested Activities						
<p>3. Organization of books</p> <p>a. Title</p> <p>b. Title page</p> <p>c. Table of contents</p>	<p>Work toward the independent use of the elements of a book: title, title page, table of contents, index, glossary, copyright page, appendix, tables, charts, chapter and section headings, and additional book aids.</p>	<p>Determine main ideas and topic sentences. Have the students underline or circle these in news stories with red pencils. Cite the facts which explain or support the main ideas.</p> <p>Have the children study the organization of different types of books. Let them make their own booklets in several content areas. Ex: A science booklet may require a title page, table of contents, index, glossary, and list of illustrations. A booklet of original stories may require only a title page and table of contents. Booklets about a sport may incorporate tables and charts.</p> <p>Communicate with an author asking how he chose the titles of his books.</p> <p>When the opportunity arises to locate a new selection or topic, encourage the children to use the table of contents in finding the page. They should know that the table of contents--</p> <ol style="list-style-type: none"> <li>1. Is in the front of the book.</li> <li>2. Has topics listed by chapter title or story title.</li> <li>3. Can be used as an overview of what is included in book.</li> </ol> <p>Give opportunities to locate chapters, stories, and specific selections.</p> <p>To prevent children from becoming discouraged in using an index, give the children practice in choosing more than one key word for a topic and practice in choosing substitute key words. Ex: What <u>marsupials</u> live in <u>Australia</u>?</p> <p>Match key word with possible substitute--</p>						
<p>d. Index</p> <p>e. Glossary</p> <p>f. Preface and/or introduction (not developed at this level)</p>		<p>Give opportunities to locate chapters, stories, and specific selections.</p> <p>To prevent children from becoming discouraged in using an index, give the children practice in choosing more than one key word for a topic and practice in choosing substitute key words. Ex: What <u>marsupials</u> live in <u>Australia</u>?</p> <p>Match key word with possible substitute--</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">marsupial</td> <td style="width: 50%;">Netherlands</td> </tr> <tr> <td>Holland</td> <td>moon</td> </tr> <tr> <td>satellite</td> <td>mammal</td> </tr> </table>	marsupial	Netherlands	Holland	moon	satellite	mammal
marsupial	Netherlands							
Holland	moon							
satellite	mammal							

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Authors: Dr. Fred M. King, Rochester, Minnesota Emil Liers, Winona, Minnesota</p> <p>O'Donnell, Mabel, <u>From Codes to Captains</u>, Workbook, (4), pp. 23, 24 (IMC)</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 511</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 469</p> <p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 323-334</p> <p>Harris/Gartler, <u>The Magic Word</u>, (4), T.Ed., p. 384-385</p> <p>O'Donnell, Mabel, <u>From Codes to Captains</u>, Workbook, (4) T.Ed., pp. 23-24 (IMC)</p>	<p>Are the children able to use the elements of a book in making booklets?</p>

Skills	Level of Instruction	Suggested Activities
<p>g. Copyright page</p> <p>h. Bibliography</p> <p>i. List of illustrations</p> <p>j. Footnotes</p> <p>k. Appendix</p> <p>l. Tables-charts</p> <p>m. Acknowledgements</p> <p>n. Chapter and section headings</p> <p>o. Summaries</p> <p>p. Additional book aids</p>		<p>The children should be encouraged to use the index as an efficient way to find information. When information is needed for a specific subject, help the children decide under what headings or topics information might be found. Have the children examine the index to see that--</p> <ol style="list-style-type: none"> <li>1. The index is arranged alphabetically.</li> <li>2. Some indexes include sub-topics.</li> <li>3. If one key word does not locate the information, the pupil should look under other words which are closely related.</li> <li>4. For some topics, cross references are given.</li> </ol> <p>After finding the page reference, have the children skim the pages to find pertinent information.</p> <p>Knowing how to use the bibliography is important in locating information quickly. Children may make one of their own for classroom use. For example, the children might choose an animal about which they are interested in learning more. Have them look in reference books and in the library to find information. Write the title of the book, the author, and the page on which the material is found. Perhaps for an animal unit in science the children might use the bibliography in making reports.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Zim, Herbert      <u>The Big Cats</u> pp. 27-34</p> </div> <p>Begin a unit in social studies with exercises on using the book to the best advantage. Equip each child with several social studies books. Then ask such questions as--</p> <ol style="list-style-type: none"> <li>1. What does the title tell you about the book?</li> <li>2. How does the table of contents help?</li> <li>3. Does your book have a helpful index?</li> </ol> <p>Use an opaque projector to picture each good example so that all may see and compare with their own books.</p>



Materials	Teacher References	Evaluations - Notes
<p>See preceding page.</p>	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, p. 328-329</p>	<p>Do students use the parts of the book to get a better understanding?</p>

Skills	Level of Instruction	Suggested Activities
B. Selecting Information		
1. Reading skills		
a. Previewing		

There are many reading rates, several of which are described below. Although they are taught as separate skills, in practice, a flexible reader uses first one, then another in a flowing manner as his purpose and the difficulty of the material dictates.

Previewing (surveying) is the term usually referred to the rapid but purposeful reading rate used to answer such questions as: What is this going to be about? How is the material organized? What are the main ideas? The reader may read the first and last paragraphs, main topics, key sentences and other selected passages throughout the selection until the purposeful question has been answered. It is a preliminary step to reading all textbook and reference materials, to review for a test, or to evaluate materials before writing a report.

Scanning refers to the rapid covering of the material to locate a particular date, a word, or a fact as in a telephone directory, an index, or a dictionary. This requires a clear image and mind-set of what is sought while the eye sweeps swiftly over the page expecting the fact to stand out from the rest of the page.

Skimming refers to the rapid reading of a selection grasping main ideas and supporting details. It is a slower rate than previewing but faster than that used for careful reading. One might skim to get a general impression, to decide upon the relevance of a particular portion, or to compare identical topics from several resources.

A combination of the above three reading rates when used effectively provide the flexibility needed to read in content areas and to handle study tasks most efficiently.

Casual reading rate refers to that normally associated with reading for personal information, and for relaxation and pleasure. Light fiction, magazine articles, and mysteries are examples of materials frequently read at this rate.

Study reading rate refers to the rather slow but purposeful reading and rereading needed in order to master the content and recall the ideas for later use. Textbooks, professional journals, or technical manuals are usually read at this rate.

Critical reading rate is usually the slowest rate of all. It demands rereading and reflecting over what is read in order to master and react to the content or to appreciate particularly well-written passages. The reader poses such questions as: What is the author really saying? Are his reasons logical? In what way is he trying to influence me?

Materials	Teacher References	Evaluations - Notes
	<p>Smith, Nila Banton, <u>Reading Instruction for Today's Children</u>, pp. 366, 367, 378-380</p>	<p>Does the child have some facility for previewing, skimming, and scanning?</p>

Skills	Level of Instruction	Suggested Activities
<p>b. Skimming</p>	<p>Develop the ability to skim for a general impression or scan for a particular fact within a selection.</p> <p>Encourage the child to preview materials with a definite purpose in mind.</p>	<p>Previewing is important in that it:</p> <ol style="list-style-type: none"> <li>1. Increases reading rate and comprehension.</li> <li>2. Arouses a student's interest.</li> <li>3. Strengthens his motive for reading.</li> <li>4. Gives a clear picture of the book or selection as a whole.</li> </ol> <p>To help students gain proficiency in previewing:</p> <ol style="list-style-type: none"> <li>1. Study the title of a book or selection for a quick clue to the main ideas.</li> <li>2. Look carefully at the illustrations to gain a more vivid picture of people, events, etc.</li> <li>3. Make a quick survey of any subheads as a clue to the article as a whole.</li> <li>4. Call attention to the way in which paragraphs depend on the preceding ones.</li> <li>5. Read the selection quickly, paying special note to the beginning sentence in each paragraph.</li> <li>6. Without looking back, try answering questions such as--             <ol style="list-style-type: none"> <li>a. Which two kinds of animals are compared in this selection?</li> <li>b. Which animal would be the best pet?</li> <li>c. Where does the cat's strength come from?</li> </ol> </li> <li>7. After the first rapid reading or preview, study the selection, if desired, to pick up details that were missed the first time.</li> </ol> <p>Skimming and scanning may have several purposes. Adjusting ones rate to suit the purpose may be practiced by exercises such as--</p> <p><u>Skim</u> to get an impression not stated in so many words--          "Was John dressed for spending a night in the mountains?"</p> <p><u>Skim</u> to see if a chapter or even a book will be useful to the student.</p> <p><u>Skim</u> a chapter to review for a test.</p> <p><u>Skim</u> to write a summary of a lesson.</p>



Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 490</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 511</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 514</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 514</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 522</p>	



Skills	Level of Instruction	Suggested Activities
<p>c. Scanning</p>		<p>Scan a column in a telephone book to find a particular number.</p> <p>Scan a list of cities and populations to find the number of people in a particular city.</p> <p>Scan a paragraph to find the sentence in which a particular word occurs, Antarctica, volcano.</p> <p>Scan a paragraph to locate a particular phrase--"bush men of Australia."</p>
<p>d. Selecting topic sentences</p>		<p>Have the students use their weekly newspaper for selecting topic sentences and key words.</p>
<p>e. Recognizing main ideas</p>		<p>Read the questions for the article before reading the article itself. This will help in locating topic sentences and key words.</p> <p>The ability to recognize the main idea both in listening and reading should be developed throughout the year. Some exercises might be--</p>
<p>f. Locating key words</p>		<p>1. Mimeograph a selection in which the paragraphs have been numbered. Have the children go on a "thought hunt." Find the paragraph that tells:</p> <p style="margin-left: 40px;">Why the farms are small. _____ Page _____ Number of Para. _____</p> <p style="margin-left: 40px;">Where the farmers find pasture for their animals. _____</p> <p>2. Read a poem to the pupils. They may then write or tell the main idea in their own words.</p> <p>3. Choose a page from a story for the children to read. Ask the children to write one sentence for each paragraph. The sentences should give the main thoughts.</p> <p>4. Have students read newspaper articles and underline sentences giving the main idea.</p> <p>5. Have children write titles for short selections or stories. The titles should convey the main idea.</p>

Materials	Teacher References	Evaluations - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup></p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup></p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Harris/Clark, <u>Better Than Gold</u>, 3<sup>1</sup>, T.Ed., p. 509</p> <p>Harris/Clark, <u>More Than Words</u>, 3<sup>2</sup>, T.Ed., p. 489</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 467</p> <p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 534</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 3<sup>1</sup>, T.Ed., p. 511</p> <p>Russell and Wulfing, <u>Friends Far and Near</u> 3<sup>2</sup>, T.Ed., p. 519</p>	<p>Encourage children to use skimming and scanning skills to help find information from various sources.</p>

Skills	Level of Instruction	Suggested Activities
<p>2. Listening skills</p> <p>a. Establish a receptive attitude</p> <p>b. Grasp the speaker's purpose</p> <p>c. Select pertinent information</p> <p>Judge the source and reliability of the material</p> <p>Consider adequacy of coverage</p> <p>d. Summarize and draw conclusions</p>	<p>Stress the responsibilities involved in being a courteous listener.</p> <p>Emphasize the importance of grasping the speaker's purpose, selecting pertinent information, summarizing, and drawing conclusions.</p>	<p>Have the children develop standards for good listening such as:</p> <ol style="list-style-type: none"> <li>1. Listen for a purpose.</li> <li>2. Listen quietly and courteously.</li> <li>3. Let the speaker talk without interruption.</li> <li>4. Be able to discuss what is read.</li> <li>5. Listen carefully to the speaker's ideas.</li> </ol> <p>Point out the varied reasons for listening:</p> <ol style="list-style-type: none"> <li>1. To obtain information such as an answer to a question, a context clue, and new facts.</li> <li>2. To receive enjoyment.</li> <li>3. To appreciate descriptive language and tonal quality.</li> <li>4. To evaluate sales talks or facts and opinions.</li> </ol> <p>Develop standards for listening in a group situation.</p> <ol style="list-style-type: none"> <li>1. Think first about what the speaker is saying rather than what you are going to say.</li> <li>2. Try not to talk more than your share of the time.</li> <li>3. Look at each person as he is speaking.</li> <li>4. Refrain from interrupting a speaker.</li> </ol> <p>List and discuss as the need arises, the reasons for listening. This is to make children aware that at different times people may be listening for different purposes:</p> <ol style="list-style-type: none"> <li>1. Listening for enjoyment and appreciation.</li> <li>2. Listening for an answer to a question.</li> <li>3. Listening to gain information.</li> </ol> <p>Discuss the elements of a speaker's style which make listening easy and enjoyable.</p> <p>Stress the importance of careful listening in the following ways:</p> <ol style="list-style-type: none"> <li>1. Read a description of a character and have the children illustrate it.</li> <li>2. Listen to a recording of Rapunzel or another fairy tale, and have the children dramatize it. Check for</li> </ol>



Materials	Teacher References	Evaluations - Notes
SRA Lab 11a Listening Skill Builders (IMC)	SRA Lab 11a (4) Listening Skill Builders (IMC)	<p>Chart:                      "Guides for Listening Chart"                      Harcourt, Brace and World,                      Inc. (Found in each class-                      room)</p> <p>Guidelines for the teacher:                      Dechant, Emerald V.,  <u>Improving the Teaching of                      Reading</u>, p.97</p>

Arbuthnot, May Hill, The Arbuthnot  
 Anthology of Children's Literature,  
 "The Owl and the Pussy-Cat", p. 114

Skills	Level of Instruction	Suggested Activities
		<p>accuracy.</p> <ol style="list-style-type: none"> <li>3. Write a brief message on a slip of paper. Have one child whisper it to his neighbor. Compare the final conversation with what is written on the paper.</li> <li>4. Play some selections from the Peer Gynt Suite by Edvard Grieg and have the children make illustrations. Compare the illustrations with the story.</li> <li>5. Prepare the children for talks given by the police department. Ex: bicycle safety or Halloween. Make a chart of the things they might expect to hear such as:             <ol style="list-style-type: none"> <li>(a) Care and maintenance of a bicycle.</li> <li>(b) Use of hand signals.</li> <li>(c) Review of the rules of the road.</li> <li>(d) Respect for other people's property.</li> </ol> </li> <li>6. Play a listening game beginning with a few words. "The cow." Ask each child to repeat the words and add on another word until the sentence is complete.</li> </ol> <p>In order to emphasize the types of listening and courtesies involved, dramatize types of telephone conversation such as: an informal visit, invitation, ordering from a firm, taking a message.</p> <p>Dramatize the importance of purposeful listening by reading a paragraph aloud to the children without giving any directions as to what to listen for. Ask questions about main idea, details, descriptive words, etc. Then contrast this by directing the listening of another similar paragraph. Compare the details the children remembered in the first and second paragraphs.</p> <p>Provide practice in directed listening in following step by step procedures such as:</p> <ul style="list-style-type: none"> <li>game directions</li> <li>art projects</li> <li>math problems</li> <li>first aid procedures</li> <li>performing an experiment</li> </ul> <p>Provide for evaluation of the way in which directions were followed and challenge children to proceed to more difficult listening exercises.</p>

Materials	Teacher References	Evaluations - Notes
<p>Record: "Musical Sound Book Recordings"---Crimson # 24-27, (IMC)</p>		<p>To the teacher --</p> <p>Tape several hours of a regular school day. Then answer these questions --</p> <ol style="list-style-type: none"> <li>1. Do I listen as courteously to my pupils as I do to adults?</li> <li>2. Do I talk too much of the time?</li> <li>3. Do I provide a classroom atmosphere that promotes attentive listening?</li> <li>4. Do I give the children an opportunity to respond to and share their listening experiences?</li> </ol>

Skills	Level of Instruction	Suggested Activities
<p>C. Organizing Information and Ideas</p> <ol style="list-style-type: none"> <li>1. Arranging in sequential or logical order</li> </ol>	<p>Continue to develop ability to classify information, arrange in sequential or logical order, and to summarize.</p>	<p>To help children evaluate their T.V. and radio listening "diet," have them keep a record of the type of programs to which they listen. Develop a short criteria for evaluating programs.</p> <p>The ability to follow a sequence of ideas or events aids a reader in organizing his thinking. This skill is needed in work-type reading as well as reading for pleasure. Some techniques for developing this skill are:</p> <ol style="list-style-type: none"> <li>1. Have children look through a familiar story and decide where it can be divided into acts for a play. Discuss each event in sequence.</li> <li>2. Read a story for pleasure. Re-read, tell, or list story events in proper order.</li> <li>3. Call attention to steps in a process such as:             <ol style="list-style-type: none"> <li>a. Farm operations in raising grain (plowing the field, discing the soil, planting the seed, etc.)</li> <li>b. Listing and illustrating the phases in the life of an insect.</li> </ol> </li> <li>4. Call attention to signal words an author uses to direct us to the details such as: <u>first</u>, <u>then</u>, <u>meanwhile</u>, <u>next</u>, and <u>finally</u>.</li> <li>5. List the steps necessary in working a long division problem.</li> </ol> <p>Develop and give practice in classifying ideas and information. Have the students find pictures and stories on subjects as vertebrate animals, rocks, Canada, Mexico, Norway, Australia, etc. Have the students organize the material and arrange it in folders or boxes to be placed on the class library table.</p> <p>Students may classify in sequence the steps of some process as a recipe for a cake; instructions for building a model airplane, etc.</p>
<ol style="list-style-type: none"> <li>2. Classifying</li> </ol>		

Materials	Teacher References	Evaluation - Notes
<p>Harris/Clark, <u>Better Than Gold</u>, 31</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p> <p>Ousley and Russell, <u>Around the Corner</u> 22</p> <p>Russell, Wulfing, and Ousley, <u>Finding New Neighbors</u>, 31</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 31, T.Ed., p. 510</p> <p>Harris/Clark, <u>More Than Words</u>, 32, T.Ed., p. 489</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., p. 466</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22, T.Ed., p. 537</p> <p>Russell, Wulfing and Ousley, <u>Finding New Neighbors</u>, 31, T.Ed., p. 514</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32, T.Ed., p. 522</p> <p>Ousley and Russell, <u>Around the Corner</u>, 22, T.Ed., p. 531</p> <p>Russell, Wulfing and Ousley, <u>Finding New Neighbors</u>, 31, T.Ed., p. 508</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 32, T.Ed., p. 516</p>	<p>Is the child able to reassemble paragraphs of a cut-apart story?</p>



Skills	Level of Instruction	Suggested Activities
<p>3. Summarizing</p>		<p>Classify the products of a country into categories as: farm, chemical, machinery, instruments, textiles, etc.</p> <p>Initiate instruction in composing summaries from a simple paragraph. After this lesson use several paragraphs to summarize.</p> <p>Direct the students to skim a selection and form a general impression of its content. Have them close their books and state the theme in a few sentences. Write the important ideas in summary form. Follow up this activity by proofreading the written draft and check for inclusion of main points and delete nonessential details.</p> <p>Have the students summarize assigned passages in content area textbooks by completing similar statements:</p> <p>Most of the exports from Canada are _____.</p> <p>Plants differ from each other in _____.</p> <p>Characteristics of mammals are _____.</p> <p>The similarities and differences between spiders and insects are _____.</p> <p>The occasions for writing social notes are _____.</p> <p>Western United States is a popular vacation area because _____.</p>
<p>4. Note-taking</p>	<p>Develop the ability to take simple notes and simple outlines under teacher direction.</p>	<p>Build note-taking skills using experiences in selecting main ideas. Select a topic in a textbook and place several guide questions on the blackboard. Offer guidelines in assembling facts as:</p> <ul style="list-style-type: none"> <li>Limit notes to important topic-related facts.</li> <li>Use key words; phrases.</li> <li>Use quotation marks for every quoted passage.</li> </ul> <p>Stress that notes should consist of main ideas and contributing details expressed briefly in words and phrases. Have the students participate in a total group lesson on note-taking. Read a selection and have the students listen for the main ideas and details. Write these on the chalkboard using words and phrases. Help them decide what notes should be taken.</p>

Materials	Teacher References	Evaluations - Notes
<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup></p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup></p>	<p>Ousley and Russell, <u>Around the Corner</u>, 2<sup>2</sup>, T.Ed., p. 523</p> <p>Russell and Wulfing, <u>Friends Far and Near</u>, 3<sup>2</sup>, T.Ed., p. 523</p> <p>Dechant, Emerald V., <u>Improving the Teaching of Reading</u>, pp. 365-367</p>	<p>Summarize films after they are shown. Use these film summaries as a review.</p>
	<p>Dechant, Emerald V., <u>Improving the Teaching of Reading</u>, pp. 369-372</p>	<p>Charts --                  "How to Take Notes"                  Harcourt, Brace and World, Inc. (Found in the classroom)</p>



Skills	Level of Instruction	Suggested Activities
<p>5. Outlining</p>		<p>Using a textbook, direct the students to answer who, what, when, where, why, and how types of questions and write them in columns across an 8" x 14" piece of paper. Have the students read a newspaper article and have the students take notes on the prescribed points. Record on the chalkboard a composite set of notes as the students volunteer and evaluate them.</p> <p>Provide opportunities for the students to identify topics of short paragraphs which have clearly defined structures. Familiar stories in reading textbooks, paragraphs in social studies textbooks, and weekly news publications will serve as examples.</p> <p>Record on the chalkboards the main ideas from three or four related paragraphs. Arrange these ideas in a list and indicate sequence by placing a Roman numeral in front of each main idea, and introduce the term <u>main topic</u>. Have the students select subordinate ideas, called <u>subtopics</u>, and arrange in the skeletal arrangement. Explain that this skeleton of ideas is called an outline. Develop the students abilities to build two-level outlines as:</p> <p style="text-align: center;">Vertebrate Animals</p> <p>I. Birds</p> <p style="padding-left: 2em;">A. Warm-blooded B. Feathers C. Lungs</p> <p>II. Fish</p> <p style="padding-left: 2em;">A. Gills B. Cold-blooded</p> <p>III. Amphibians</p> <p style="padding-left: 2em;">A. Cold-blooded B. Moist skin C. Soft-toed</p> <p>IV. Reptiles</p> <p style="padding-left: 2em;">A. Scales or bony plates B. Lungs C. Cold-blooded</p> <p>V. Mammals</p> <p style="padding-left: 2em;">A. Fur or hair B. Milk for young C. Born alive D. Warm-blooded E. Lungs</p>

Evaluations - Notes	Teacher References	Materials
	<p>Harris/Clark, <u>Better Than Gold</u>, 31, T.Ed., P. 511</p> <p>Harris/Clark, <u>More Than Words</u>, 32, T.Ed., P. 491</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4, T.Ed., pp. 468, 469</p> <p>Dechant, Emerald V., <u>Improving the Teaching of Reading</u>, pp. 367, 368</p> <p>Tinker and McCullough, <u>Teaching Elementary Reading</u>, pp. 198-200</p>	<p>Harris/Clark, <u>Better Than Gold</u>, 31</p> <p>Harris/Clark, <u>More Than Words</u>, 32</p> <p>Harris/Gartler, <u>The Magic Word</u>, 4</p>

Skills	Level of Instruction	Suggested Activities
		<p>Stress the following points to the students:</p> <p>Main topics carry either no subtopics or at least two sub-topics.</p> <p>The subtopics must explain or illustrate the main topic.</p> <p>Roman numerals and letters are followed by periods to designate main topics and subtopics.</p> <p>Roman numerals and letters are kept in vertical alignment.</p> <p>Initial letters are capitalized in the first word of each main topic and subtopic.</p> <p>As a beginning step in teaching outlining, prepare paragraphs or short articles. Have children read, and then cross out all sentences that are not absolutely necessary to the meaning.</p>
<p>D. Recalling and Using Information</p> <ol style="list-style-type: none"> <li>1. Reviewing</li> <li>2. Reflecting</li> </ol>	<p>Help the children in their search for better methods of recall.</p>	<p>Review factual information with the students in preparation for a test. Cite questions and ask for responses without references to the textbook as:</p> <p>How does sleeping help some animals to live all winter?</p> <p>What did the book tell you about the way electricity is carried to our homes?</p> <p>Do you remember what is done with much of the milk sold by farmers in the Netherlands?</p> <p>Reread the main topics and subtopics asking yourself what that part of the book was about.</p> <p>Discuss moods and attitudes in a selection with the students. Have them reflect through dramatization a characters mood or attitude.</p>



Materials	Teacher References	Evaluations - Notes
Transparency on outline form (IMC) Overhead projector	Robinson, Francis, <u>SQ3R Effective Reading</u> , pp. 31, 32  Bond and Wagner, <u>Teaching the Child to Read</u> , pp. 210-216	Using the review technique is he able to see the relationship of the parts to the whole?

Skills	Level of Instruction	Suggested Activities
3. Rereading		<p>Have a student tell a story from memory without the structural aid of questions.</p> <p>Have the students reread a selection to fill in the blanks in an exercise as:</p> <p>Our solar system is only a small part of the vast _____.</p> <p>The solar system is made up of the _____ and nine known _____.</p> <p>Each planet revolves around the sun in a definite _____.</p> <p>Star pictures as Ursa Minor and Orion are called _____.</p> <p>When rereading, reread parts as needed to recall detailed information. Rereading a selection should never be monotonous nor boring. There should always be a purpose established for rereading. Some of these may be:</p> <ol style="list-style-type: none"> <li>1. To read in an audience situation.</li> <li>2. To make booklets.</li> <li>3. To write a new ending.</li> <li>4. To act out a story.</li> <li>5. To make a movie or puppet show.</li> <li>6. To verify facts or opinions.</li> <li>7. To make inferences.</li> <li>8. To select the part that is amusing, exciting, humorous, descriptive, or informational.</li> <li>9. To recall information.</li> </ol> <p>Encourage the students to proofread to verify a fact or get it clearer in mind. Written work should also be proofread. Have the students exchange an English paper and proofread. Any errors found could be circled with red pencil. Evaluate this activity as a group.</p> <p>Use re-evaluation as a means of encouragement by showing children what progress they have made. Ex: Have children write a story at the beginning of the year. Sometime later have the children read what they wrote and discuss the ways in which they would know how to improve the writing now.</p>
4. Proofreading	Encourage proofreading.	
5. Re-evaluating		

Harris/Clark, Better Than Gold, 3<sup>1</sup>

Harris/Clark, More Than Words, 3<sup>2</sup>

Harris/Gartler, The Magic Word, 4

Ousley and Russell, Around the Corner, 2<sup>2</sup>

Russell, Wulfing, and Ousley, Finding New Neighbors, 3<sup>1</sup>

Russell and Wulfing, Friends Far and Near, 3<sup>2</sup>

Harris/Clark, Better Than Gold, 3<sup>1</sup>, T.Ed., see daily lesson plan

Harris/Clark, More Than Words, 3<sup>2</sup>, T.Ed., see daily lesson plan

Harris/Gartler, The Magic Word, 4, T.Ed., see daily lesson plan

Ousley and Russell, Around the Corner, 2<sup>2</sup>, T.Ed., see daily lesson plan

Russell, Wulfing, and Ousley, Finding New Neighbors, 3<sup>1</sup>, T.Ed., see daily lesson plan

Russell and Wulfing, Friends Far and Near, 3<sup>2</sup>; T.Ed., see daily lesson plan

Does he check to see if his work is logical, grammatically correct, and neatly written?

Skills	Level of Instruction	Suggested Activities
		<p>Write a short poem on the board. Examples:</p> <p>"The Purple Cow" - Gelett Burgess "Fog" - Carl Sandburg</p> <p>Read the poem with the children. Have them read it numerous times. Each time it is read, erase one or two words until the poem has been memorized.</p> <p>Helpful hints for recalling information:</p> <ol style="list-style-type: none"><li>1. Pick out what is important as you read, stop long enough to master it.</li><li>2. Write a summary and learn the summary.</li><li>3. Outline as you read and learn the outline.</li></ol>

Materials	Teacher References	Evaluations - Notes





## EVALUATION

### TYPES OF EVALUATION INCLUDED

There are many ways to evaluate reading instruction and reading progress. Daily evaluation helps us plan successive reading lessons so that we will use our time most efficiently and can correct reading difficulties before they become major problems. At times, it becomes necessary to administer individual diagnostic measurements to further assess the reading needs of a particular group or an individual within a group. Also, for the sake of an ongoing reading program, it becomes necessary to use standardized measurements to sample and compare progress from year to year, and over a number of years.

In this guide, you will find examples of these three types of evaluation:

1. Evaluation Column in Section IV for daily assessment of reading skill development.
2. Battery of Diagnostic Aids and Checklists in the Instructional Materials Center (IMC) for individual and small group evaluation.
3. List of the Standardized Measurements employed in Rochester to assess long-range growth. (These measurements will probably change shortly in order to provide a better means of evaluating this new curriculum.)

### STANDARDIZED MEASUREMENTS (grades K-6)

Metropolitan Readiness Test is administered in the spring to all kindergarten students.

Iowa Test of Basic Skills is administered in early fall to all students in grades three and five.

Durrell Analysis of Reading Difficulty is administered to most students who are referred to the Reading Center for special instruction.

### DIAGNOSTIC AIDS

To develop a well-planned reading program, a teacher must use observation and diagnostic techniques to assess strengths and weaknesses of the group and of certain individuals within the group. To aid with this procedure, the following aids and devices have been constructed and compiled. In the Instructional Materials Center (IMC) in each building, you will find a kit containing these aids with accompanying directions for administration.

1. Dolch Word List. An idea of a child's reading level can be determined by the number of words correct on this list. It should be used with a child reading third grade level or below. The words in this are the 220 basic service words that make up much of the reading at any level. The Dolch Basic Sight Vocabulary Cards (IMC) may be used if the cards are arranged in the same order as the words on the list. The examiner, however, should have a copy of the test sheet to record the words missed.

2. Informal Reading Inventory. An informal reading inventory is one of the most valuable ways of finding reading levels and of determining the types of errors a child makes. It is also easy to administer. The inventory may be administered from a series of graded textbooks, a commercially constructed measure such as the Durrell Analysis of Reading Difficulty or from a locally constructed device such as found in the IMC kit. In any of these methods, the child needs a copy from which to read and the teacher needs something on which to record the errors.

Reasons for giving an informal inventory:

It shows how a pupil performs in an actual reading situation.

It shows how a pupil handles both oral and silent reading material.

It is an effective means of finding independent, instructional, frustration, and capacity reading levels. (The independent reading level can be expected to be about two years below the grade equivalent score on a standardized reading test and the instructional level about one-half to one year below the standardized score.)

It isolates specific difficulties, methods of word attack, position of errors, and levels of comprehension.

It shows the level and areas where instruction should begin.

The informal inventory in the IMC kit consists of three parts:

Graded vocabulary lists used with a tachistoscope to determine a child's ability to recognize words at a flash, and his ability to analyze words in isolation.

Brief paragraphs which are graded in difficulty from pre-primer through grade six. One paragraph at each level is to be read orally and the other silently. Comprehension questions coded as to type, are provided for each. A check list to record observations in both oral and silent reading is also provided at each reading level.

Listening Inventory - Separate selections are included to be used, if desired, to determine if the child can understand the material at his grade level when the selections are read to him. Coded comprehension questions are provided.

Directions for administering are also included. One or all of these three subtests may be used with an individual.

3. Reading Summary Record for Informal Reading Inventory. This summary sheet is used to record the scores and observations from the subtests administered. One record sheet is needed for each child each time the inventory is given. From this, the teacher can plan instruction to help correct weaknesses noted. All diagnosis is tentative, so the inventory with the most recent date should be considered first. The same inventory should not be administered more than once within a nine-month period as the child may remember the questions thus making the test invalid.

4. Phonics Inventory. These devices may be used with an individual child who appears to be having difficulty with word-attack skills. Because some children will know words by sight and not apply the skill, nonsense words have been used.

Naming letters

Lower case  
Capital

Auditory discrimination

Initial sounds  
Ending sounds  
Vowel sounds

Pronunciation check (application)

Spelling check (application)

5. Interest Inventory. An interest inventory may be a very valuable source of information to learn why a child reacts as he does. If the teacher learns the reason for the behavioral pattern, he is better able to cope with the child and the problem.

The interest inventory is a way of learning how to help a child. For instance, if a child rarely observes his parents reading, he is apt to see little need in learning to read himself. If he hasn't seen a farm, the farm animals are very strange to him and he can be expected to experience comprehension difficulties when reading on this topic. Interest inventories are aids to teaching.

The interest inventory in the IMC kit is in two parts:

Historical--questions concerning home environment, personal data, experience records, and special interests.

Projection--statements which are open-ended. It is desirable to have these read and completed by the child if he is able. For younger children, the teacher may ask in an informal way and record the student's responses.

6. Oral Reading Checklist. This checklist was designed for a classroom teacher to use during the daily reading period with a group, or an individual needing further diagnosis. By periodic checks, the teacher can maintain a flexible environment adjusting instruction to meet individual and group needs.

7. Initial Reading Readiness Checklist. This checklist may be especially useful to kindergarten and first grade teachers as a general means of checking readiness for beginning reading instruction. At times, it may be advisable to complete a checklist for a particular child to be used in a parent conference or to identify specific weaknesses of a particular problem case.

REPORTING TO PARENTS--There are two formal ways of reporting a child's progress to parents.

1. Conferences

Kindergarten--Two conferences are held each year. The first conference may be a group conference held during the first semester. The pupil data sheet is used to record pertinent information from the conferences.

Grades one through six--Conferences are held the first and third reporting period. The report card is used as a part of the first conference.

2. Report Cards

Kindergarten--No card is prepared.

Grades one through six--A card is used the first, second, and fourth reporting periods.

Grading--The letters A, B, C, D, and E are used to mark both effort and achievement. Students receiving special reading instruction are also graded by the classroom teacher in this manner.

The basis for determining the reading grade is:

The student has developed an adequate sight vocabulary and attacks unfamiliar words independently.

Applies phonics and structural skills as needed.

Uses context clues for pronouncing and recalling the pronunciation of unfamiliar words.

The student has developed an adequate meaning vocabulary.

Uses context clues to determine meaning.

Uses phonics, structural, and dictionary skills to get meaning.

Sets a purpose, gathers facts, and reaches a conclusion.

The student reads with understanding.

Organizes ideas in sequential or chronological order.

Reads and follows directions.

Selects main topics and related details (outlining).

Summarizes.

Interprets author's meaning accurately and effectively through oral reading.

Reads critically.

Has a variety of reading interests.

Appreciates and enjoys good reading.

Accepts responsibility for self-improvement.

In addition to the above, there are many informal means of reporting pupil progress.

For a further explanation of the reporting system in Rochester, see Evaluation and Reporting: A Handbook for Elementary Teachers, Rochester Public Schools, Rochester, Minnesota, 1965.



APPENDIX

## TEACHER REFERENCES

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## AUDIO-VISUAL AIDS

Filmstrips

- 697 - Dictionary - Part I
- 698 - Dictionary - Part II
- 744 - You Can Find Words Easily
- 745 - Making Alphabetizing Work for You
- 746 - First You Find It: Then Define It
- 747 - Who's Mispronouncing
- 756 - Words Then and Now
- 757 - Roots and Shoots
- 758 - Times and People Change Words
- 761 - Increase Your Stock of Words
- 1769 - Up and Down
- 1770 - North, South, East, and West
- 1773 - You Can Read a Map
- 1801 - Proverbs and Maxims
- 2197 - Finding Entry Words
- 2198 - Understanding Entries
- 2199 - Pronouncing Words Correctly
- 2200 - Using What You Know
- 2201 - Using the Complete Entry
- 2202 - Finding and Using Exact Meaning
- 2203 - Understanding Parts of Speech
- 2204 - Putting Dictionary Skills to Work

Films

- 4-120 Global Concept in Maps
- 4-139 How to Read a Book
- 4-173 Listen Well, Learn Well
- 4-181 Making of a Mural
- 8-129 Maps, an Introduction
- 4-183 Maps are Fun
- 4-276 We Discover the Dictionary

Tapes

- E - 5455-8 The Three Billy Goats Gruff
- E - 198 Other People's Lives - Biographies
- E - 225 Seven Days to Learn Book Ways

Records

- #24-27 Musical Sound Book Recordings -  
Crimson (IMC)

Tapes for Teachers (In each Elementary Building)

Rochester Tapes on the Teaching of Reading,  
by Margaret Sloan and others

- I Orientation to the Primary Reading Program (K-2)
- II Orientation to the Intermediate Reading Program (3-6)
- III Vocabulary Development
- IV Comprehension Development
- V Oral Reading
- VI Study Skills
- VII Evaluation

I. Teacher pre-planning

- A. Study the selection
- B. Select the skills

Read the selection to determine the purpose for teaching it.

Decide what reading skills could be developed from the use of the selection.

Comprehension  
Word analysis  
Vocabulary  
Organizational skills  
Informational skills  
Attitudes toward reading

C. Anticipate the needs

Adjust grouping according to needs and abilities of the students. Have materials and resources available to present the lesson.

II. Presentation of the lesson

A. Readiness

1. Stimulate interest

Motivate by:

Asking leading questions  
Showing a picture, film, or filmstrip  
Relating a personal experience  
Using maps or a globe  
Performing an experiment  
Constructing a bulletin board  
Playing a recording or a tape  
Taking a field trip

2. Develop vocabulary

Present in one of the following ways:

Write on chalkboard in phrases rather than in isolation.  
Use charts or flannel board to introduce new words and concepts.  
Use phrase cards to develop flash recognition.  
Consult dictionary for meanings.  
Use chalkboard, flash cards, games, and progress charts to develop blends and families, and roots and affixes.

3. Set the purposes

Teacher and/or pupils set the purposes for reading:

Students preview (survey):

- To find out what the selection is about (main idea)
- To decide if it gives the desired information
- To decide how carefully it needs to be read

Suggested procedure:

Study the title, sub-titles, captions, illustrations, maps, graphs, tables, charts, and experiments.

B. Guided silent reading

1. Read for purposes previously defined

After establishing purposes:

- Read to answer questions raised during the preview.
- Adjust rate according to purpose.

2. Check reading

Help student see how well his purposes were achieved:

Ask types of questions such as general recall, details, information from illustrations, and/or critical analysis

Utilize ways other than discussion:

- Assigning a worksheet
- Making a summary
- Developing an outline
- Reading a map
- Performing an experiment
- Assembling a time line
- Illustrating a diagram
- Presenting a panel discussion

To get underlying meanings assess ability:

- To predict outcomes
- To note details and perceive their relationship
- To form sensory images
- To identify author's or illustrator's purpose
- To identify elements of style

C. Re-reading (oral-silent)

Be able:

- To prove a point
- To recognize plot structure
- To organize and summarize ideas for mastery of content
- To accomplish an activity from above list

Stimulate interest:

- To read for enjoyment and appreciation
- To become emotionally involved in the story
- To sense emotional reactions and to evaluate actions
- To practice reading to an audience

Through group discussion:

- Decide if the lesson accomplished its purpose.
- Decide how the students feel about the lesson--is further work needed?

Use informal conferences to evaluate daily and long-term progress. The following devices may be used:

- |              |                           |
|--------------|---------------------------|
| Check lists  | Interest inventories      |
| Graphs       | Personal progress records |
| Test results | Daily work                |

Evaluate:

- Decide what needs to be retaught
- Decide which students need help

Encourage further thinking through:

- Open-ended questions
- Additional reading on related material
- Independent research

Stimulate additional activities for enrichment:

- |  |  |
|--|--|
| Encourage creative writing   | Write a report                         |
| Dramatize the story  | Build dioramas, models, and peep boxes |
| Visit the library  | Make a movie or mural                  |
| Suggest additional reading topics with frequent opportunities to share |  |
| Encourage personal hobbies and collections                             |  |
| Promote individual and small committee work around topics of interest  |  |

D. Evaluation of progress

1. Pupil-teacher

2. Teacher

E. Follow-up activities

III. Enrichment activities