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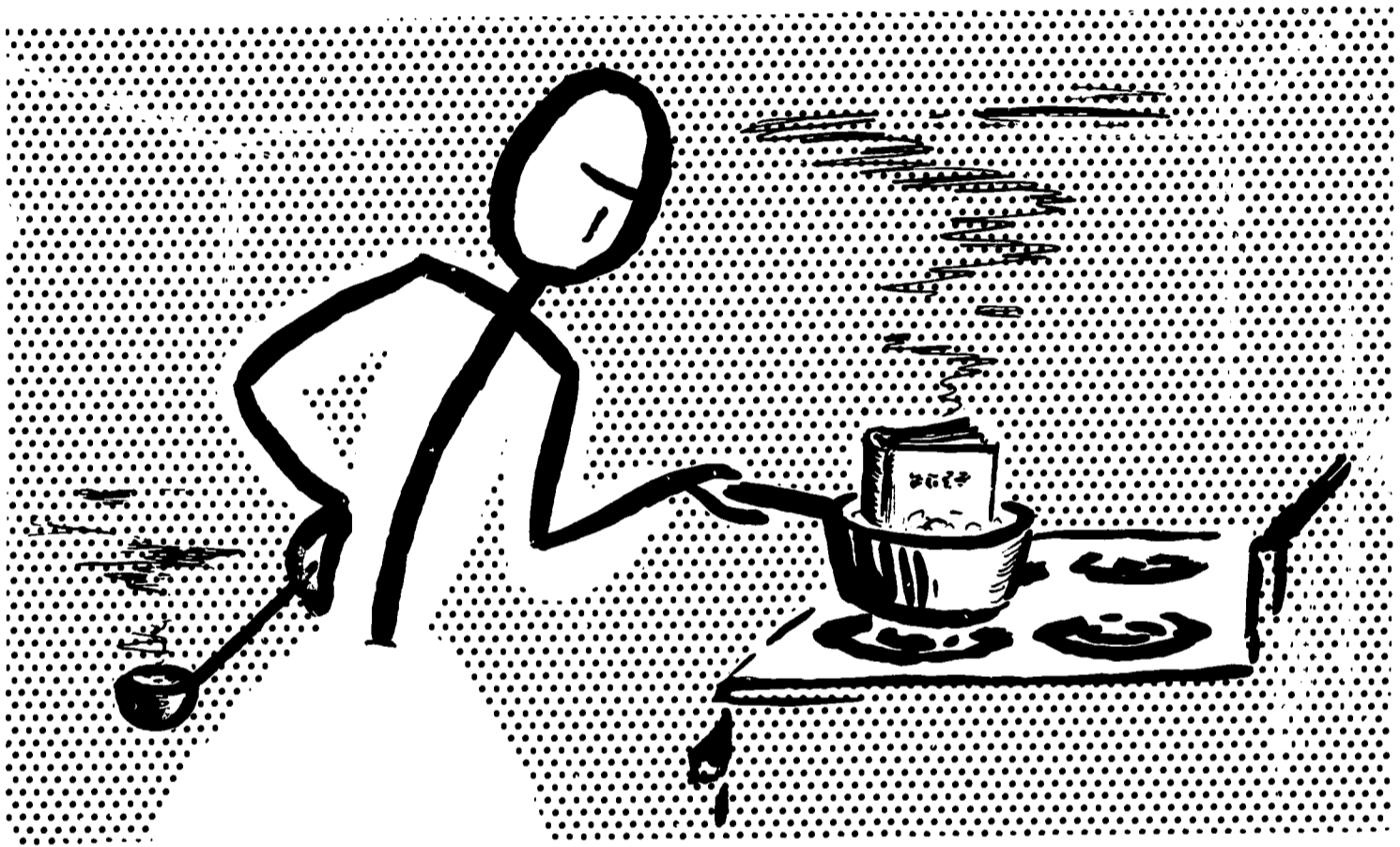
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A coding system for categorizing reading skills was developed in order to provide manuals for each grade level (preprimer through 6) that would aid teachers in locating materials on a particular skill by page number in a specific text. A skill code key of the skills usually taught at a given reading grade level is based on specific basal test items from the Ginn, Houghton-Mifflin, and Scott, Foresman basal reader tests. These skill code numbers are then used on corrective resources listings (for 14 publishers of basal readers) which provide information location for all skills coded in the unit. A sample diagnostic grouping sheet and skill coding sheets assist teachers in grouping students for instruction. A list of student recreational reading materials is given and supplementary instructional materials and suggested games and activities are provided for each grade level. A professional reading list is included. This research was supported under Title III of the Elementary and Secondary Act. (CM)

ED0 27152

RECIPES FOR READING



(A TEACHER'S HANDBOOK FOR DIAGNOSTIC AND PRESCRIPTIVE TEACHING)

by

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RECIPES FOR READING

(A TEACHER'S HANDBOOK FOR DIAGNOSTIC AND PRESCRIPTIVE TEACHING)

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Winsted, Connecticut, using an offset duplicator, August, 1968.

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Miss Moody's background includes classroom teaching at all levels from kindergarten through junior high school, and in varied environments ranging from a two-room island school off the coast of Maine to a large consolidated school in Connecticut. She has helped to develop ungraded primary, team teaching, and individualized instruction programs. She has designed and directed summer pre-school programs as well as a unique corrective academic camping program. A B.S. graduate of Farmington State College in Farmington, Maine, she received her M.S. from the University of Hartford (Connecticut) majoring in reading. She is presently Senior Learning Consultant for the Cooperative Educational Services Center in Winsted, Connecticut, (a PACE Program).

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and

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THE COOKBOOK PROJECT

A Brief History

This document was born of the author's efforts to find a way in which classroom teachers could maintain a continuing, preventive program of prescriptive instruction in reading.

Educators generally accept individualized (or prescriptive) teaching as the ideal approach to instruction. But the majority of teachers find that the normal demands of day by day teaching do not allow enough time for the researching of instructional problems and the gathering of material required by this approach. When we attempt to attend to special instructional needs of individual children, we find ourselves searching in vain for special or single purpose materials. Often we spend much time studying catalogs and brochures, looking for some attractively packaged single purpose or formula-ized material which can reasonably be purchased by the school.

Meanwhile, already on the shelves of our classrooms lies a collection of basal reading texts containing a wealth of material eminently suited to prescriptive teaching--if only time would allow us to isolate and categorize it!

Lacking easily locatable material specifically suited to individual needs, we try to tailor our instructional program to the individual child in one of three ways. (a) We might move this child from basal text to basal text, intending to fill in his achievement "gaps" as we go along. Too often this intent becomes obscure in the larger purpose of following the text program for the group. Also, when we try to give added emphasis to a skill for an individual child, we find that presentation of that skill at this higher level of difficulty is beyond his grasp. If a child appears completely unready or unable to proceed to the next basal text level, we may "repeat" the lower level either by (b) presenting the text a second time (thereby risking promotion of a defeated and apathetic attitude in the child) or by (c) using a basal text of another series at the same level. In this instance, needed skills are retaught with only as much emphasis as is placed on all other skills presented by that text. In addition, the child may be faced with the problem of more unfamiliar vocabulary in a text of another series. Sometimes, too, skills are presented in different sequence and needed reinforcement is not included.

In any of these "shotgun" attempts to meet individual needs, necessary reteaching and reinforcement of basic reading skills is all but enveloped by surrounding elements.

These three procedures may be the best we can offer under the prevailing circumstances, so we use them. Unfortunately for the child, however, none of these proves as beneficial as we would hope. All too frequently, the child's weak areas increase and compound until he becomes a "remedial reader" in need of clinical assistance by a specialist. How much more desirable it would be if we could teach to each child's specific weakness at the time of its first appearance!

Instructional "prescriptions" or "recipes" are needed for the management of reading problems at the time when they are "corrective" in nature (relatively simple to eliminate) and to prevent development of a "remedial" condition.

To accomplish this, available materials and suggestions for teaching must be found, categorized, correlated to the basal evaluation program, and presented in an easy-to-use, time saving form.

ii.

Once this problem could be defined, which came only after several years of classroom experience at all grade levels, a means had to be devised for its solution.

Several years and many small experimental efforts later, the coding system contained in these handbooks emerged. It seemed to work!

Now all that remained was the tedious task of encoding skills and locating material in order to develop this series of handbooks. In July, 1968, six teachers joined the author in this task, developing a series of ten corrective instruction handbooks which soon were dubbed "recipe books"--thereby giving the document its title.

The practicality and usefulness of these handbooks is a result of many years of searching, researching, and trial-error experimentation coupled with hours of hard, tedious work by many people. It is hoped that the use of these "reading recipe finders" will result in the prevention of remedial reading cases heretofore resulting, (at least in part,) from a lack of easily located and suitable corrective teaching resources.

Barbara J. Moody

DESCRIPTION OF CONTENTS

Your Reading Recipes handbook contains the following "ingredients:"

1. Step-by-step instructions for "cooking up" an effective prescriptive reading program in your classroom.
2. Samples of Diagnostic Grouping Sheets which you may copy and duplicate or which may be used in the handbook if an acetate sheet and china marking pencil are used to allow erasure.
3. Skill Coding Sheets which will give you at-a-glance code numbers for specific basal test items to assist in planning for group or individual corrective instruction.
4. A Skill Code Key listing all skills usually taught at the reading level of the unit and giving code number references for each.
5. Corrective Resources lists which provide information location for all skills coded in the unit.
6. A Reading List of recreational reading materials particularly suited to the interests and abilities of most children who read at this level.
7. A Supplimentary Instructional Materials list of suitable texts and devices available on loan at the Curriculum Support Library of the C.E.S.C.
8. Suggested Games and Activities for strengthening general reading abilities at this reading level.
9. A Professional Reading List of books and materials recommended for teachers of reading at these grade levels.

Skill coding in this document is based on basal reading tests of the following programs:

The Ginn Basic Readers (100's edition)
 Ginn: Faith and Freedom Series
 Houghton Mifflin: Reading for Meaning Series
 Scott, Foresman: The New Basic Readers (60's edition)

Coded references are provided for the reading programs of the following publishers:

Allyn and Bacon (Sheldon, 1963 edition)
 American Book Company (Anniversary edition)
 Economy (Phonetic Keys), (1964 edition)
 Ginn (basic, both revised and 100's editions)
 Ginn (Faith and Freedom)
 (Palo Alto) Harcourt, Brace & World (1968 edition)
 D. C. Heath (1940's edition)
 Houghton Mifflin (1966 edition)
 Lippincott (1956 edition)
 Lyons and Carnahan (1962 edition)
 McGraw-Hill (Programmed Reading, 1963 edition)
 Scott, Foresman (both 50's and 60's editions)
 Singer (Structural Reading, 1966 edition)
 SRA (Linguistic Readers)

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INSTRUCTIONS

NOTE:

Before you begin to use this "cookbook" take note of some facts about it:

1. No attempt has been made to code or research the readiness level of reading instruction. This would require a different format and a much more bulky package than is possible here, because the readiness level is (and should be) oriented more to overt activity than to printed matter. Our first handbook, then, deals with the first formal instructional level--the pre-primer level.
2. Numbers given on the Corrective Resources charts refer to book pages.
3. Where a code listing is omitted from a chart, no suitable material is available for that skill in that book.
4. Story-oriented material has not been coded, thus assuring that all references listed can be used whether or not a pupil text is available, and independent of any particular approach to instruction.
5. Of necessity, some categories are rather broad and not all references listed will be suited to specific need.
6. A handbook for the next lower level will often list further references for the same or similar categories thereby assisting your planning for skills reinforcement work on an independent reading level.
7. Since coding is based on test items, material may be available for skills introduced but not tested at a lower level and therefore not included in the code references. This type of cross referencing, though desirable, was not possible in the limited time available to us.
8. If the Code Key for the appropriate grade level does not include references for a skill area desired, the next grade level above or below will probably include references for that area.
9. While i.t.a. programs are in use in the schools of this region, it is felt that corrective instruction would be most likely to occur at or after transition to traditional orthography. For this reason, i.t.a. materials are not coded here.
10. It must be remembered that this document is by no means complete! It contains coding for the basal tests most commonly used in the elementary schools served by the Cooperative Educational Services Center. There are many others, used in schools of the United States, which we have not coded. Code references are given for the basic reading texts most usually available in the schools served by the C.E.S.C. There are many other basic reading programs to which we have not referred.

New instructional programs are constantly developing. Revision of current programs are made periodically. With the changing nature of curriculum structure, no volume such as this can be deemed COMPLETE at any given time. For this reason, Corrective Resources pages are partially blank, inviting further coding by teachers as new or additional texts become available.

USING THE SKILL CODE KEY:

The Skill Code Key lists all of the skills introduced by the various basal text programs at a particular grade level. Each skill is assigned a code number and letter.

If additional material or new approach suggestions are desired for teaching a particular skill to a child or group of children, refer to the Skill Code Key for the code number under which such material may be found.

USING THE SKILL CODING SHEET:

The Skill Coding Sheet lists the skills as found in specific basal reading as found in specific basal reading tests. If additional material or teaching suggestions are desired for skill areas as tested, refer to the Skill Coding Sheet for the code number under which that material will be listed.

USING THE DIAGNOSTIC GROUPING SHEET:

After administering a basal reading achievement test, score it and record results as usual. Then enter each child's name under the headings on the Diagnostic Grouping Sheet for that test according to their needs. For example, if "Jenny" scores low on the word analysis section of a test, list her name under the heading "Word Analysis" on the Diagnostic Grouping Sheet for the test used.

When completed, the Diagnostic Grouping Sheet will indicate proper groupings of children for corrective teaching and will provide code numbers under which appropriate instructional material for each group will be found.

In this way, you can regroup and teach to children's specific needs for a brief time before going on to the next level in the basal reading program.

USING THE CORRECTIVE RESOURCES LISTS:

Each Corrective Resources list contains the page numbers on which material may be found for teaching the skills coded in this handbook. Each list concerns itself with the skills presented in a single teacher's manual, workbook, or pupil's text.

Once you have used the Skill Coding Sheet, the Skill Code Key, or the Diagnostic Grouping Sheet to determine the number and letter of the skill area of concern, refer to that number and letter heading on the Corrective Resource lists for the manuals, workbooks, and/or pupil's texts you have available. You will find listed the numbers of pages on which additional materials may be found to suit your needs.

DIAGNOSTIC GROUPING SHEET

Program _____

Grade _____

CODE	CODE	CODE
CODE	CODE	CODE
CODE	CODE	CODE
CODE	CODE	CODE

This Blank form may be used with a Thermifax "Secretary" and an acetate transparency to make a reusable grouping sheet.

B O O K L I S T

The following is a minimal list of professional books and journals for teachers of reading at all levels.

BOOKS

1. Arbuthnot, May Hill ; Children and Books Scott, Foresman, 1960.
2. Barbe, Walter B.; Educator's Guide to Personalized Reading Instruction Prentice-Hall.
3. Chall, Jeanne; Learning to Read - The Great Debate 1968.
4. Gray; On Their Own in Reading Scott, Foresman, 1960.
5. Holt, John; How Children Learn Pitman Publishing Corp., 1967.
6. Kottmeyer; Teacher's Guide for Remedial Reading McGraw-Hill, 1959.
7. Monroe, M. and Rogers, B.; Foundations for Reading Scott, Foresman, 1964.
8. Pescosolido; Reading Approaches and Rituals William C. Brown Book Co., 1960.
9. Smith, Nila B.; Reading Instruction for Today's Children Prentice-Hall.
10. Thomas, G.I. and Crescimbeni, J.; Individualizing Instruction in the Elementary School Random House.
11. Veatch, J.; Individualizing Your Reading Program Putnam.
12. Whitehead, R.; Children's Literature: Strategies of Teaching Prentice-Hall, 1968.

JOURNALS

1. _____; The Reading Newsreport
The Reading Newsreport, Inc., Wethersfield, Conn.
2. _____; The Reading Teacher
International Reading Association, Newark, Delaware.

HANDBOOKS

1. Russell and Kaip; Listening Aids Through the Grades Teachers College, Columbia University.
2. Russell and Kaip; Reading Aids Through the Grades Teachers College, Columbia University.
3. Tiedt and Tiedt; Elementary Teacher's Complete Ideas Handbook Prentice-Hall, 1965.
4. _____; Spice (Games, Seatwork Activities, Independent Work Activities) Educational Service, Inc., Benton Harbor, Michigan, 1964.

R E C I P E S

for

R E A D I N G

UNIT ONE
(Preprimer Level)

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UNIT ONE

(Preprimer Level)

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Lyons and Carnahan	24
Scott, Foresman	27
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Supplementary Instructional Materials	32
Suggested Games and Activities	33

SKILL CODING: PRE-PRIMER LEVEL

The Ginn Basic Readers

Vocabulary	I
Word Recognition	I A
Comprehension	II
Main Ideas	II A
Sequence	II B
Details	II C
Conclusions	II D

Scott, Foresman (The New Basic Readers)

Sentence Meaning	II E
Sensory Images	II F
Emotional Reactions	II G
Relationships	II C
Scrutiny, Context	I B
Phonetic Analysis	III
Structural Analysis	IV

Houghton Mifflin (Reading for Meaning Series)

Word Recognition (sight)	I A
Word Recognition (context)	I B
Letter-Sound Association	I C
Using Context and Phonetic Clues	I B & III
Comprehension	II

Ginn, (Faith and Freedom Series)

Auditory Recognition of Rhyming Elements	III B
Auditory and Visual Recognition of Initial Consonants	III C
Auditory and Picture Clues	III &
	I B
	I C
Word Recognition and Comprehension	V &
Following Directions and Making Associations	II H
Comprehension Skills	II

SKILL CODE KEY: PRE-PRIMER LEVEL

SKILL AREA	CODE
Vocabulary	I
Word Recognition	I A
Context Clues	I B
Word Meaning	I C
Word Analysis	II
Initial Consonants	II A
Rhyming Words	II B
Sentence Meaning	II D
Emotional Reactions	II E
Relationships	II F
Consonant Substitution	II G
Comprehension	III
Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D
Sensory Images	III E
Structural Analysis	IV

DIAGNOSTIC GROUPING SHEET

Program The Ginn Basic Readers

Grade 1 Pre-primer

Word recognition	Main Ideas	Sequence
CODE I A	CODE II A	CODE II B
Details	Conclusions	
CODE II C	CODE II D	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton-Mifflin

Grade 1 - Pre-primer

Word recognition (sight)	Word Recognition (context)	Letter-sound association
CODE I A	CODE I B	CODE I C
Context and Phonetic Clues	Comprehension	
CODE I B & III	CODE II	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 1 - Pre-primer

Sentence Meaning	Sensory Images	Emotional Reactions
CODE II E	CODE II F	CODE II G
Relationships	Scrutiny	Phonetic Analysis
CODE II H	CODE I B	CODE III
Structural Analysis		
CODE IV	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn-- Faith and Freedom Series Grade 1 - Pre-primer

Rhyming Elements	Initial Consonants	Auditory and Pictural clues
CODE III B	CODE III C	CODE III & I B
Word recognition and Comprehension	Following Directions and Making Associations	Comprehension
CODE I C	CODE V & II H	CODE II
CODE	CODE	CODE
CODE	CODE	CODE

CORRECTIVE RESOURCES

Allyn and Bacon

Manual

Grade Pre-primer

I			II						III					IV
A	B	C	A	B	D	F	A	B	C	D	E	A		
63	72	72	73	88	72	63	158	330	227	186	156	178		
64	140	80	81	139	96	131	209		298	227	157	193		
73	141	89	88	140	106	179	256		321	233		201		
80	178	96	97	148	131	316	289		339	234		225		
95	179	114	98	158	140		325			325		275		
130	210	148	106	163	163							280		
169	263	157	107	193	164							289		
177	269	178	115	194	170							330		
194	303	179	123	232	201							340		
210	344	200	131	233	209									
217		210	132	251	245									
239		298	140	304	250									
240		303	170	321	264									
269		308	177		269									
275		335	186		285									
280		344	202		294									
289			216											
293			227											
303			240											
310			245											
326			250											
344			257											
330			274											
			281											
			285											
			290											
			299											
			315											
			326											
			331											
			335											
			340											
			345											



CORRECTIVE RESOURCES

Allyn & Bacon

Manual ("At Home & Away")

Grade: Pre-primer (senior)

I			II				III				IV	
A	B	C	A	B	D	A	B	C	D			
46	46	46	47	67	47	60	182	53	73			112
59	54	54	53	97	65	111		126	74			113
81	60	97	58	167	66	135		149	84			126
89	89	104	61	181	90	198		199	190			127
97	97	106	74	182	133	199						134
105	98	121	80		150							174
106	113	168	90									191
119	119		104									
134	120		105									
154	133		127									
160	163		149									
166	167		175									
167	168		176									
181	171		191									
189			200									
200												

CORRECTIVE RESOURCES

Allyn & Bacon

Workbook ("At Home and Away")

Grade Pre-primer (senior)

I				II						III				IV	
A	B	C		A	B	D	F			A	C	D			
2	5	4		6	8	1	3			10	26	10			
3	11	7		16	22	7	7			17	33	23			
4	12	9		43		27				36	38	24			
5	15	11				29				40	41	29			
9	18	12				30				41	42	30			
11	22	17				34						33			
12	24	18										40			
13	25	19										41			
14	27	21													
18	29	26													
20	35	28													
28	37	34													
31	39	35													
32		36													
35		37													
37															
44															
46															



CORRECTIVE RESOURCES

Allyn & Bacon

Workbook

Grade: Pre-Primer

I				II				III				IV
A	B	C		A	B	D	F	A	B	C	D	
3	6	4		7	10	11	4	14	14	40	30	
4	17	5		13	24	27	5	18	32	51	31	45
6	21	12		19	47	35	8	20		60	33	52
8	22	15		25	64	42	9	39		67	38	55
9	28	16		46		69	15	59			43	
12	29	17		61			16	63			49	
17	33	18					17	70			50	
21	34	20					29	73			54	
22	41	21					37				58	
23	43	22					38				66	
26	49	29					40				73	
27	50	33					56					
28	52	34					68					
29	53	35					74					
31	57	36										
33	57	37										
34	62	37										
35	65	38										
36		40										
41		41										
44		53										
48		54										
57		55										
62		56										
65		57										
71		58										
74		62										
75		65										
76		66										
		68										
		70										
		72										
		74										

CORRECTIVE RESOURCES

American Book Co.

Workbook

Grade 1 (pre-primer)

I		II				III			
A	C	A	B	D	A	C	D		
3	20	2	30	12	20	1	22		
4	34	11	36	13		48	28		
5	40	15	38	16		49	37		
6	48	19	53	17		64	42		
7	49	26	63	24		77	43		
8		33	70	29			50		
9		39	76	31			52		
10		44		32			55		
14		47		35			59		
23		51		41			62		
27		58		45			65		
46		60		56			67		
54		61		57			73		
79		66		67			74		
		68		69			80		
		72		71					
		75		74					
		78							



CORRECTIVE RESOURCES

Ginn

Workbook (100's Edition)

Grade Pre-primer

I		II				III				IV
A	B	A	B	D	F	A	B	C	D	
2	5	6	11	7	12	17	1	7	16	
3	9	15	29	9	54	23	4	45	19	
5	10	24	50	12	72	36	28	47	27	
8	17	35	73	16	79	43	32	64	28	
10	36	46	89	19	81	45	37	70	54	
12	54	56		30		70	48	71	34	
13		57		36		71	54	72	61	
14		67		37		72	61	75	75	
18		76		39		75	65	77	79	
20		85		40		77		81	83	
21		91		51		78		84	84	
25		92		57		81		87	86	
26				62		84				
38				63		87				
49				66						
50				68						
60				69						
88				77						
90				78						
				82						
				93						



I			II							III					IV
A	B	C	A	A	B	D	F	G	A	B	C	D	E		
74	86	77	86	236	100	99	342		117	156	110	140	134	135	
93	110	79	94	237	123	186			251	193	128	267	172	172	
100	117	85	105	241	141	187			252	246	163	336	187	186	
105	129	99	111	248	158	223			323	347	164	342	231	187	
111	165	117	118	262	185	224					176		261	187	
117	177	122	124	276	186	118					177		267	210	
123	185	123	129	283	230	358					184		326	217	
128	186	134	134	290	231						193			236	
141	195	140	135	296	248						196			242	
157	207	157	151	301	268						207			243	
164	209	164	165	308	269						208			248	
170	216	170	171	309	349						215			249	
177	247	177	178	310							222			301	
185	254	185	185	317							229			302	
208	256	193	195	325							269			310	
215	262	194	201	332							270				
223	275	201	209	337							288				
247	290	207	216	343							289				
275	301		217	348							308				
282	338		224								324				
283	354										330				
295											338				
309															
317															
324															
331															
336															
342															
348															

CORRECTIVE RESOURCES

Ginn Basic

Workbook (revised edition, 50's)

Pre-primer

I				II				III				IV
A	B	C		A	B	D		A	B	C	D	
2	5	2		6	11	7		17	1	7	27	
3	17	3		15	29	9		43	4	13	34	
5	39	5		24	50	16		71	28	23	44	
8	40	8		35	72	19		73	33	32	45	
9	52	9		46	89	30		83	36	34	47	
10	60	10		56		32		84	37	39	53	
12	62	12		67		36		91	48	44	54	
13	65	13		76		37			54	45	61	
14	80	14		85		40			61	47	62	
17	91	17		92		51			65	51	68	
18	93	20				57			70	64	69	
20		22				63				71	75	
21		23				66				73	77	
22		27				68				75	78	
25		30				69				79	83	
26		31				77				81	84	
28		33				78				84	90	
30		36				79				86		
		42				80				87		
		48				82						
		51				89						
		53				93						
		58										
		60										
		62										
		63										
		64										
		65										
		74										
		81										
		91										
		93										



CORRECTIVE RESOURCES

16.

Manual ("Faith & Freedom")

Ginn & Co.

Grade Pre-primer

I			II						III					IV
A	B	C	A	B	D	E	F	A	B	C	D	E		
42	110	42	45	165	45	90	67	72	45	177	161	78	103	
51	123	66	46	171	61	60	155	190	84	183	182	90	132	
54	155	90	47	178	86	66			170		229		133	
59	228	123	54	185	92	77			178		242		259	
61	259	170	55	186	105	84			230		243			
68	284	201	61	192	125	90			253		259			
72		237	62	197	126	115								
74		250	68	198	157	140								
84		279	69	203	164	141								
			74	216	171	148								
			79	217	208	183								
105			80	223	209	196								
123			86	224	224									
134			87	231	237									
143			92	237	238									
149			93	244	244									
201			98	245	245									
206			99	253	253									
216			105	261	261									
244			106	268	268									
250			112	268	269									
261			117	269	276									
273			118	276	281									
279			125	281	285									
			126	285	293									
			127	293										
			134											
			135											
			136											
			149											
			150											
			157											
			158											
			164											

CORRECTIVE RESOURCES

Ginn & Co.

Workbook (Revised, "Faith & Freedom")
(Parochial)

Grade Pre-primer

I			II						III					IV
A	B	C	A	B	F	A	B	C	D	E	IV			
PART I														
1	10	8			20			15	1	13	7			
2	16	10			23			23	3		27			
3	21	14			28			30	11					
4	25	15			33			44	18					
6	27	16			41			45	36					
10	33	21			52			48	47					
11	34	22						50						
12	39	23												
13	43	24												
14		27												
15		29												
16		43												
18														
21														
22														
23														
24														
27														
29														
42														
43														
49														
PART II														
22	35	22	1	24										
29	37	35	3	31										
35		37	4											
37			5											
			7											
			8											
			9											
			10											
			11											
			12											
			13											
			14											
			15											
			16											
			17											
			18											
			19											
			20											
			21											
			22											
			23											
			24											
			25											
			26											
			27											
			28											
			29											
			30											
			31											
			32											
			33											
			34											
			35											
			36											
			37											
			38											
			39											
			40											



Houghton-Mifflin

Manual

Grade Pre-primer ("Tip

I			II							III				IV
A	B	C	A	B	C	D	E	G	A	C	D			
30	32	93	30	95	32	64	102	49	143	50	34			
62	95	95	31	103	69	73		62	144	51	35			
83	96	96	33	104		102		63	155	74	36			
92	102	102	36	105		109		72	167	93	64			
97	124	103	37	109		122		73	181	94	121			
102	143	109	38	110		131		83	193	110	122			
103	154	124	39	111		203		84	209	111	150			
105	207	142	40	112		205		92		133	151			
119	208	154	41	113				93		151	163			
142		164	52	132				102		152	166			
150		177	53	133				109		178	167			
154		178	64	177				120		179	180			
177		191	65	178				131		205	181			
190			66	179				139		206	191			
215			72	194				150			192			
			73	213				190			204			
			75	214				203			207			
			76	216										
			83	217										
			84											
			85											
			86											
			92											
			93											
			94											
													24	

CORRECTIVE RESOURCES

Houghton-Mifflin

Manual

Grade Pre-primer (Tip and Mitten)

I			II							III				
A	B	C	A	C	D	E	G	A	C	D				
18	19	23	21	107	21	190	18	111	78	20				
21	20	40	22	108	27		19	112	96	37				
27	41	51	23		28		37	125	97	58				
28	99	62	24		38		48	135	123	68				
37	135	67	26		48		58	136	144	77				
47	193	69	39		51		67	147	145	109				
58	196	71	41		58		76	157	168	144				
59		86	48		59		86	158	169	155				
62		89	58		62		95	171	191	180				
67		98	59		67		107	184						
86		111	60		71		121	194						
95		124	61		81		132							
107		134	67		96		143							
112		143	78		111		154							
121		146	79		122		167							
124		154	86		133		189							
132		157	88		144		196							
143		167	95		156									
154		169	107		168									
167		170	121		181									
189		180	123		190									
196		183	132		197									
195		192	143											
		198	144											
		199	145											
			167											
			168											
			182											
			191											
			196											
			197											
			199											

CORRECTIVE RESOURCES

Manual (The Big Show)

Grade: Pr3-primer

Houghton-Mifflin

I			II							III			IV	
A	B	C	A	B	C	D	E	G	A	D				
18	20	19	19	32	21	24	69	20	84	22				
19	21	27	25			41	93	40	97	24			107	
27	22	28	27			56	131	54	108	40			108	
40	24	42	28			59	159	55	111	55				
42	25	43	23			70		68	121	81				
43	27	54	30			72		69	135	117				
54	30	55	41			80		93	152	147				
55	59	57	42			82		108	161	163				
68	71	71	43			96		117						
69	74	82	45			109		131						
93	82	93	68			132		147						
131	85	96	69			147		158						
133	98	108	70			166		168						
147	112	110	71			167								
158	119	112	74											
165	122	117	80											
	139	119	83											
	136	131	85											
	162	133	93											
	169	147	94											
		150	95											
		158	108											
		160	117											
		169	118											
			122											
			147											
			148											
			149											
			158											
			162											
			165											
			168											

CORRECTIVE RESOURCES

Houghton-Mifflin

Workbook

Grade Pre-primers

I				II				III			
A	B	C	C	A	D	A	D				D
4	27	4	41	1	86						30
5	34	5	42	2	87						66
6	43	6	48	3	89						85
7	44	10	49	8	90						87
9	47	11	50	14							88
10	62	12	51	16							94
11	64	13	52	21							
12	65	18	53	22							
13	67	19	54	31							
15	68	20	55	32							
17	89	23	56	33							
18	90	24	57	46							
19		25	58	61							
20		26	59	63							
23		29	60	64							
24		36	71	65							
25		37	72	67							
26		38	73	91							
29		39	74	92							
36		40	75	93							
37			76								
38			77								
39			78								
40			79								
41			80								
42			81								
			82								
			83								

CORRECTIVE RESOURCES

Manual

Pre-primer, Primer

Lippincott Company

I			II							III					IV
A	B	C	A	B	C	D	E	F	G	C	D	E			
38	71	26	17	45	69	119	57	45		125	57	80	51		
54	135	28	19	45	132	132	91	49			67		65		
56		56	20	54			128				91				
59		106	22	57							102				
75			23	60							130				
77			27	75											
93			28	75											
94			32	100											
98			37												
110			40												
111			41												
130			47												
135			49												
137			51												
			53												
			54												
			66												
			69												
			75												
			81												
			87												
			89												
			93												
			100												
			109												
			119												
			139												

CORRECTIVE RESOURCES

Lippincott Co.

Workbook

Grade I (pre-primer)

I		II						III			
B	A				B	F				C	D
31	21	37	42	1						1	5
56	22	38	45	5						5	9
60	23	40	52	9						9	13
	24	41		11						13	
	25	45		13							
	29	47									
	30	48									
	32	49									
	33	53									
	34	55									
	36	57									



I			II				III			IV	
A	B	C	A	B	D	F	G	C	D		
31	34	49	42	105	198	94	160				
32	41	77	43	140	199	161	169	212	238		33
34	44	92	81	143	216	163	173				37
37	49	99	82	196	233	178	177				38
38	65	100	83	227	234	208	186				40
41	77	153	84		238		190				94
44	92	167	85				204				96
47	103	208	87				206				102
65	109	210	116								116
76	124	218	126								121
92	136	220	127								138
102	147	229	134								139
109	153	238	139								183
124	172		140								183
136	176		150								183
143	194		160								183
147	216		162								183
172	225		173								183
183	233		179								183
197			186								183
216			196								183
229			206								183
			212								183
			215								183
			235								183

CORRECTIVE RESOURCES

Pre-reading
&

Teacher's Manual

Grade: Pre-primer

(Companion Books)

Lyons & Carnahan

I			II				IV				
A	B	C	A	B	D	G					
76	49	170	43	130	210	130					99
101	84	194	45	137							156
170	102	205	87	165							176
223	118	210	90	167							183
	133	214	92	170							
	143		97	180							
	149		110	188							
	154		113	202							
	163		114	215							
	172		117								
	181		120								
	184		122								
	199		126								
	211		135								
	218		141								
	224		148								
			151								
			158								
			161								
			177								
			190								
			193								
			197								
			201								
			205								
			208								
			215								
			221								



CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 1 (pre-primer)

I				II				III				IV	
A	B	C		A	C	D	F	A	D				
2	37	2	64	6	6	9	1	32	32				
3	44	3	65	13	19	10	2	33	33				
4		4	66	19	26	11	3	34	34				
5		5	68	26	36	12	4	35	35				
7		7	70	36		14	5	40	40				
8		8	71	46		15	7	41	41				
31		33	72	58		16	8	43	43				
40		34	75	67		17	9	51	45				
52		37	79	74		18	10	72	47				
53		38	80	88		20	11	73	48				
60		39	81	94		21	12	77	49				
61		41	82			22	14		50				
69		42	83			23	15		51				
73		43	84			24	16		52				
76		44	85			25	17		56				
77		47	86			27	18		57				
95		48	87			28	20		59				
96		49	89			29	21		60				
		50	90			30	22		62				
		55	91			38	23		63				
		56	92			39	24		64				
		57	93			42	25		65				
		59				54	27		66				
		62				57	28		68				
		63				61	29						
							30						
							38						
							39						
							50						
													22

CORRECTIVE RESOURCES

Scott, Foresman & Co.

Manual (New Basic Series)

Grade Pre-primers (3)

I			II						III				IV	
A	B	C	A	B	D	E	F	A	C	E				
PRE-PRIMER I														
30	83	39			31	22	45	45		51				
39		51			32	46								
51		52			39	51								
52		83			40	73								
83					47									
PRE-PRIMER II														
49	43	37	49	65	70				83	117				60
70	70		50		71									
103			51											
			57											
			58											
			71											
			72											
			78											
			79											
			84											
			85											
			92											
			98											
			110											
			116											
			117											
			121											
PRE-PRIMER III			A	A										
175	175	154	131	175	137		136	169						154
187		175	142	180	174									167
197		187	143	181										201
		197	148	192										
		216	149	193										
			167											
			168											
			174											



CORRECTIVE RESOURCES

Scott, Foresman

Workbook (New Basic Series)

Grade Pre-primers (3)

I			II						III				IV
A	B	C	A	D	E	F	A	C	D				
12	16	8	20	15	4	69	6	28	15				50
16	17	9	22	21	5		7		31				51
17	18	16	25	30	36		10		34				64
18	19	17	27	32	37		11		52				66
19	21	18	29	38	72		15		53				
24	23	19	33	52	73		28		54				
25	24	24	35	53			30		58				
26	26	26	43	54			74		63				
44	31	34	47	60			75		70				
45	32	42	49	64									
46	38	44	55	65									
58	42	45	57	66									
	44	46	59	70									
	45	56	62										
	46	58	71										
	48	60	77										
	50	64											
	51	65											
	57	68											
	58	69											
	71	76											
	77												

CORRECTIVE RESOURCES

Scott Foresman

Manual ("Guess Who")

Pre-Drimer (jr. Drimer)

I			II					III		IV
B	C	A	B	D	G	E				
49	33	41	78	34	57	76			99	
55	40	42		131	71	112			100	
93	70	56			79				124	
105	93	57			107					
	118	63/4			119					
	131	71			131					
		78								
		79								
		100								
		106								
		107								
		113								
		119								
		125								
		130								



CORRECTIVE RESOURCES

Scott, Foresman

Workbook (New Basic Series, "Guess Who")

Grade Jr.-primer

I		II					III			IV
A	B	C	A	D	E	A	D	D		
20	6	4	9	5	2	18	11		26	
21	7	20	15	10	38	42	30		34	
	8	21	16	24	39	43	32			
	13	24	19	26			40			
	14	36	29	33			41			
	17		31	36			42			
	23		35				43			
	25		37							
	27									
	28									
	44									
	45									

INDEPENDENT READING LIST Pre-primer Level

(These books are not for children's reading but for listening only.)

1. A Sunday In Autumn, by Anthony Rowley, L.W. Singer Co., Syracuse, 1967.
2. Boo-Who Used to be Scared of the Dark, by Munro Leaf, Random House, N.Y., 1948.
3. Growing Story, The, by Ruth Krauss, Harper & Row Publishers, N.Y., 1947.
4. Happy Day, The, by Ruth Krauss, Harper & Row Publishers, N.Y., 1949.
5. Lester and the Sea Monster, by Jan Slepian and Ann Seidler, Follett Publishing Co., Chicago, 1964.
6. Listen! And Help Tell The Story, by Bernice Wells Carlson, Abingdon Press, New York, 1965.
7. Roaring Dragon of Redrose, by Jan Slepian and Ann Seidler, Follett Publishing Co., Chicago, 1964.
8. Swimmy, by Leo Lionni, Pantheon Books, N.Y., 1963.

1. Eye-Gate Filmstrip Series #79
Includes 10 filmstrips on the fundamentals of reading.
 1. Reading readiness, sight reading both silent and oral, word identification, etc.
 2. Right word
 3. Fun with words
 4. Games with words
 5. Reading puzzles
 6. Fun with sentences
 7. Fun with A-E-I-O-U
 8. Word beginning clues
 9. Word ending clues
2. Scott, Foresman Linguistic Block Series
 1. The first rolling reader - pre-primer and primer levels.
 2. Consonants - 1st grade level.
 3. Vowels - primary grade level.
3. S.R.A. Reading Laboratory Word Games.
4. Sullivan Programmed reading Storybooks #1-14 - Webster Division, McGraw-Hill.
5. Visual-Motor Perception Teaching Materials by Ruth Cheves for New York Times.
 1. Fruit and animal puzzles
 2. Small and large form puzzles
 3. Geometric shapes in color
 4. Association cards
 5. "See and Say" puzzle cards
 6. Configuration cards
 7. Ordinal placement board
 8. Flip and build
 9. Concept clocks in color
 10. "Show You Know - Then Go" phonics game

33. (Unit 1)
 37. (Unit 2)
 34. (Unit 3)

SUGGESTED GAMES AND ACTIVITIES
 For Grade I levels

Code: Pp - pre-primer level 1 R - 1² reader
 P - primer 1¹

Word recognition (Pp, P & R)

A. Preparation and Materials:

List on the chalkboard the word pairs below:

old	back	time	there
out	black	some	here

B. Introduction to the class:

Listen to the hint I will give you. Then look at the board to find the right word, frame it, and say it aloud.

The following clues may be used;

1. Tom is young, but grandmother is(old).
2. We did not see the front of the barn, only the(back).
3. A word that rhymes with where. (there)
4. A word that begins with S. (some)
5. We use a clock to tell (time)

Word meaning (Pp, P & R)

A. Preparation and Materials:

Write on the chalkboard the following phrases:

the school book	at school
the blue sled	in her pocket
her funny doll	yellow mittens
in the car	all the books

B. Introduction to the class:

Who can find, frame, and read a phrase that tells what you could see?

Who can find a phrase that tells where something could be? Continue in the same way until all the phrases have been classified.

Context Clues (Pp, P & R)

A. Preparation and Materials:

Place new-word cards along the chalk ledge.

her	kitten	where
hear	mitten	there

B. Introduction to the class:

I will read a sentence leaving out one word. Who can find the card that has the missing word, read the card, and repeat the sentence, supplying the missing word.

The following sentences may be used:

1. Did you _____(hear) a funny noise?
2. It sounded just like a _____(kitten).
3. _____(Where) did the noise come from?
4. Did Jane bring _____(her) pet?
5. _____(There) is no pet in here.
6. But here is the (mitten) _____that Tom lost.

Initial Consonants (Pp, P & R)

A. Preparation and Materials:

Prepare mimeographed or tagboard sheets with the appropriate vocabulary words arranged in eight boxes.

1.	
can	funny
home	look
doll	get
Bob	rabbit

2.	
run	see
to	with
go	car
me	like

B. Introduction to the class:

Say a word that has the same beginning sound as one of the words on the card you are using. Ask the children to listen carefully as you pronounce it. Then have them find a word on the card with the same beginning sound and place a "bean" on it. Check each child's response.

The following key words may be used for the cards:

Card 1.					Card 2.			
give	dog	little	big	.	red	my	get	cat
race	car	for	he	.	something	we	took	let
				.				

Rhyming words (P & R)

A. Preparation and Materials:

Write on the chalkboard the groups of words below.

1. can, hat, pan, car, ran, man
2. ball, play, will, all, and, call
3. hat, ran, pet, cat, sat, mat

B. Introduction to the class:

Have the words pronounced in each row. Then ask the children to tell which words rhyme. Have a child draw a line under the rhyming parts in all the words. Reread all the rhyming words. Add other rows.

Vowel words (P & R)

A. Preparation and Materials:

Write on the chalkboard the list of words below.

hat	man	bad
lamp	bag	
nap	tag	

B. Introduction to the class:

Give short incomplete oral sentences such as those below. The pupils are to find the short-a word that fits the sentence. The pupil is to point to the word, frame it, then repeat the sentence, inserting the correct word as he does so.

1. The baby must have a _____.
2. Sally has a surprise in this _____.
3. Jane and Dick like to play _____.
4. Spot is not a _____ dog.
5. The _____ will help you to see.
6. I saw Mother's blue _____.
7. Tom wants to help the _____.

Sentence meaning (Pp, P & R)

A. Preparation and Materials:

Place the picture cards of Sally, Puff, Dick, and Jane on the chalk ledge. Cut a large door from a piece of construction paper and tape it to the board so that the base rests on the chalk ledge.

B. Introduction to the class:

Have the children close their eyes as you slip the picture card of Puff behind the door.

Write on the chalkboard - "Can you see Puff now?"

Have a child read the question orally and answer it. Then take Puff's picture from behind the door and place it on the chalk ledge. Have another child reread the question and answer it. Continue in the same way with the other picture cards.

Consonant blends (P & R)

A. Preparation and materials:

Arrange 4 chairs in the order of bases on a baseball diamond. Divide the class into two teams and appoint scorekeepers for each team.

35. (Unit 1)
39. (Unit 2)
36. (Unit 3)

B. Introduction to the class:

The teacher will be the "pitcher" by asking the "batter" to name objects that begin like her key word, "Flip."

Four words named is a home run, 3 takes him to third base, etc. The next batter may advance any other batter, base by base by naming words. A missed word is an out. There are no strikes.

Emotional reactions (Pp, P & R)

A. Preparation and Materials:

To provide an opportunity for individual children to express themselves orally before the group, play a game called, "If I Could Have One Wish."

B. Introduction to the class:

Think about the above and then come to the front of the group and tell the group what you would wish for if you could have whatever you wished for your Christmas present. Remember, it can be just one thing.

Relationships

B. Introduction to the class:

Children are to study the pictures to see what generalizations they can make (people, things to eat and wear). They then sort the pictures into piles and tell all of the pictures of a group.

This game can be modified by using the above categories, but using words instead of pictures. Other categories to fit the grade level may be used.

Consonant substitution (P & R)

A. Preparation and materials:

Write a known word on the chalkboard. Divide class into teams - (the number depending upon the size of the class.) Give each a pencil and paper.

B. Introduction to the class:

Give class a designated amount of time to write new words from word on board by substituting the initial consonant. Do the same with other words such as ran - he - book - make - car.

The team or individual with the most words is the winner. He must then read each word. You can subtract one point for each nonsense word or a word he cannot read.

Root (stem words) (P & R)

A. Preparation and Materials:

Cut 3"x5" oak tag cards. On the individual cards write the following:

roll - rolls - rolling

run - runs - running

go - goes - going

buzz - buzzed - buzzing, etc.

B. Introduction to the class:

Children work in groups from 2 to 4. Each takes 4 cards and draw from each other until one child "makes a book", (sleep, sleeps, sleeping). The person who has this "book" of 3 which has the same root word puts his cards on the table and reads them to the group using each in a separate sentence. The winner collects all the cards, mixes them up and redistributes them to begin again.

Comprehension (P & R)

A. Preparation and Materials:

Place in a work box, cards on which directions for making pictures have been written.

B. Introduction to the class:

In child's free time, he may choose an envelope and take a sheet of drawing paper and make the picture according to sentences given.

The following is an example:

Make a tree.

Put some toys under it.

Make some children playing with toys.
Make a dog and cat.
Put a bird in the tree.
Make the nest for the bird.

or

Make a wagon.
Make Tom pulling the wagon.
Put toys in the wagon.
Make Bob with Tom.
Put trees near the wagon.

Structural Analysis (P & R)

A. Preparation and Materials:

Make 3x5 oak tag cards with a root word, contraction, compound word or variant on each. Make several cards with the word "stop" on each.

B. Introduction to the class:

Choose a child to come to the head of the group. He may read the card aloud, identify the root word or both words if it is a compound word, and go on until he comes to a stop card. He then chooses someone to replace him. An individual "running" total is kept by each child and after a designated period of time the score is totalled for a winner.

Comprehension - sensory images (Pp, P & R)

A. Preparation and Materials:

On the chalkboard draw a circle and a square.

B. Introduction to the class:

Read one of the following riddles. Whenever a child guesses it correctly, write his name in the circle or square - whichever corresponds to the shape of the object in the riddle.

Cookies (exclude title)

These things are flat and round.

They are so good to eat.

Mother bakes them in the oven,

On a metal sheet (circle)

Windows

I am thinking of something square.

You see them in the wall.

They let the sunshine in the house.

They are big and small. (square)

Make up other circular or square riddles or use other categories.

Emotional reactions (Pp, P & R)

A. Preparation and Materials

Collect a variety of pictorial magazines. Supply scissors and paste.

B. Introduction to the class:

Have class look in magazines for pictures that show happy or unhappy people or large and small things and paste them on large sheets of paper to make posters putting one category on each.

This may also be done on an advanced level with stories to accompany each picture.

Another variation is to write words on a drawing paper such as cry, frown, jump and have class draw faces or pictures to correspond with each word.

R E C I P E S

for

R E A D I N G

UNIT TWO
(Primer Level)

TABLE OF CONTENTS

UNIT TWO
(1/1 or)
(Primer Level)

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SKILL CODING: LEVEL 1/1, (Primer)

The Ginn Basic Readers

Vocabulary	I
Word Recognition	I A
Context Clues	I B
Word Analysis	II
Initial Consonants	II A
Rhyming Words	II B
Comprehension	III
Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D

The Ginn Faith and Freedom Series

Word Analysis	II
Rhyming Elements	II B
Initial and Final Consonants	II A
Auditory Recognition of Short Vowel Sounds	II C
Word Recognition and Meaning	I A
Comprehension	III
Grasping Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D

Scott, Foresman

Word Analysis	II
Sentence Meaning	II D
Sensory Images	III E
Emotional Reactions	II E
Relationships	II F
Scrutiny-Context	I B
Initial Consonants-I	II A
Consonants Substitution-II	II G
Structural Analysis	IV

Houghton Mifflin

Vocabulary	I
Word Recognition-I	I A
Word Recognition-II	I B
Letter-Sound Association	II C
Context and Phonetic Clues	I B &
	II
Comprehension	III

SKILL CODE KEY: LEVEL 1/1 (Primer)

SKILL AREA	CODE
Vocabulary	I
Word Recognition	I A
Context Clues	I B
Word Meaning	I C
Word Analysis	II
Initial Consonants	II A
Rhyming Words	II B
Auditory Recognition of Short Vowel Sounds	II C
Sentence Meaning	II D
Emotional Reactions	II E
Relationships	II F
Consonant Substitution	II G
Comprehension	III
Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D
Sensory Images	III E
Structural Analysis	IV

DIAGNOSTIC GROUPING SHEET

Program The Ginn Basic Readers

Grade 1/1, Primer Level

Word Recognition	Context Clues	Initial Consonants
CODE I A	CODE I B	CODE II A
Rhyming Words	Main Ideas	Sequence
CODE II B	CODE III A	CODE III B
Details	Conclusions	
CODE III C	CODE III D	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 1/1, Primer Level

Sentence Meaning	Sensory Images	Emotional Reactions
CODE II D	CODE III E	CODE II E
Relationships	Scrutiny-Context	Initial Consonants
CODE II F	CODE I B	CODE II A
Consonant Substitution	Structural Analysis	
CODE II G	CODE IV	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton-Mifflin

Grade 1/1, Primer Level

Word Recognition	Word Recognition	Letter Sound Association
CODE I A	CODE I B	CODE II C
Context and Phonetic Clues	Comprehension	
CODE I B & II	CODE III	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn, Faith and Freedom Series

Grade 1/1, Primer Level

Rhyming Elements	Initial and Final consonants	Auditory recognition of short vowel sounds
CODE II B	CODE II A	CODE II C
Word Recognition and Meaning	Grasping Main Idea	Sequence
CODE I A	CODE III A	CODE III B
Details	Conclusions	
CODE III C	CODE III D	CODE
CODE	CODE	CODE

I			II				III				IV
A	B	C	A	B	D	F	A	C	D		
72	72	72	72	92	170	108	91	108	183	86	
108	114	80	73	98	171	119	92	114	206	93	
120	125	81	74	155		215	149	139	216	98	
161	161	85	75	156			194	166		99	
182	176	97	76	211			205	176		119	
193	194	98	81	221			206	215		182	
	195	113	82					216		200	
		114	86							211	
		119	87							215	
		131	92								
		139	93								
		161	98								
		165	108								
		182	109								
		206	114								
		210	115								
		221	119								
		227	125								
		232	131								
			132								
			138								
			149								
			154								
			160								
			161								
			171								
			176								
			192								
			200								
			222								
			227								
			228								
			232								
			233								
			199								

CORRECTIVE RESOURCES

Allyn & Bacon

Workbook

Grade 1/1 (Primer)

I			II					III					IV							
A	B	C	A	B	D	E	F	A	C	D	E	A	C	D	E	A	C	D	E	
4	4	4	10	15	22	29	4	13	14	8	20	13	14	8	20					6
16	12	6	19	37		74	20	20	18	21		20	18	21						9
17	21	7	28	54			23	23	22	34		23	22	34						11
21	25	20	39	72			30	26	24	48		26	24	48						18
31	40	21	47				43	38	42	64		38	42	64						25
32	41	24	58				44	65	46	65		65	46	65						36
40	49	27					71		53	68			53	68						59
45	56	29							60	71			60	71						63
51	63	30							62				62							67
50	64	33							73				73							69
52	70	35							75				75							
55		40																		
56		46																		
62		53																		
66		55																		
64		56																		
70		57																		
76		61																		
77		63																		
		64																		
		70																		

I		II						III			IV		
A	C	A	B	D	F	G	C						
71	77 140 161 186 199	38 39 44 49 50 54 55 61 62 70 76 77	39 82 101 118 132 148 160 166 172 192 198 209	62 83 167 210	101 150 193	39 50 83 93 131 132 155 166 172 178 192 203	50 88 93 94 109 132 155 178 193					45 88 119 125 148 160 198	

American Book Co.

Workbook

Grade 1/1

I			II					III				IV			
A	B	C	A	B	D	F	G	A	C	D	A	C	D	IV	
11	5	41	2	20	13	9	20	9	1	1	9	1	1	3	
28	8	43	6	25	19	26	25	18	4	4	18	4	4	14	
44	17	52	8	27	21	46	27	32	5	7	32	5	7	22	
66		57	10	39	23	69	39	36	15	12	36	15	12	37	
78		64	16	40	24		48	45	21	26	45	21	26	54	
		73	17	48	29		56	58	23	34	58	23	34	62	
			40	56	30		72	71	24	35	71	24	35	74	
			50	61	35				26	53		26	53		
			60	72	39				29	55		29	55		
			65	76	46				30	70		30	70		
			76	79	47				34	75		34	75		
			79		51				39	77		39	77		
					57				49	80		49	80		
					69				51			51			
									53			53			
									63			63			
									67			67			
									68			68			
									75			75			

Economy Co.

Manual (Phonetic Keys)

Grade 1/1 (Primer)

II				III				IV			
A				D							
43				84							117
44				85							127
47											128
54											
56											
64											
65											
67											
68											
70											
82											
96											
98											
106											
136											
140											

CORRECTIVE RESOURCES

12.
Pre-Primer

and

Grade 1/1 Primer

Economy Company

Workbook (Phonetic Keys)

I			II						III			IV		
C			A	D	F				C	D				
44			16	49	43				58	44				70
69			17	55	52				72	72				77
87			18	58	82				77	76				79
			19	76					87	77				
			20	77										
			21											
			22											
			23											
			24											
			26											
			27											
			28											
			29											
			30											
			31											
			32											
			33											
			36											
			37											
			38											
			39											
			40											

I			II						III					IV
A	B	C	A	B	D	F	F	A	B	C	D	E	IV	
84	170	107	85	78	84	116	279	87	137	100	227	165	139	
85	290	131	101	139	130	146		99	210	106	315	339	140	
100	304	138	102	180		191		145	211	107	330	365	171	
101	331	152	107	190		259		161	242	130	331		198	
114	349	161	108	298		268		169	333	152	373		199	
153	361	189	109	343		275		210	342	177	374		267	
162		196	115	383		312		224		179	385		304	
181		204	116					242		188	386		326	
189		211	120					256		195	389		327	
212		218	122					303		196			344	
219		235	131					315		204			367	
236		243	132					316		225			384	
249		249	136					331		226				
257		257	147					337		234				
266		265	154							235				
273		290	163							264				
281		297	171							265				
290		317	190							278				
310		316	191							279				
326		324	197							297				
331		325	205							315				
347		331	213							348				
350		337	236							351				
351		366	237							359				
352		378								360				
361										371				
378										372				
										377				

CORRECTIVE RESOURCES

Ginn and Company

Workbook (100's edition)

Grade 1/1 (Primer)

I			II				III				IV
A	B	C	A	B	D	F	A	B	C	D	
17	32	13	4	23	1	12	18	8	2	11	
31	39	14	7	40	3	16	26	35	5	12	
36	42	55	10	57	14	60	33	43	6	18	
54	43	71	15	72	16	94	35	48	9	29	
73	48	72	21	96	19		45	63	11	30	
99	50	76	27	100	31		50	67	13	39	
	51	85	34		61		59	69	18	41	
	52	87	44		71		79	80	20	42	
	58	94	46		77		82	82	22	47	
	62		49		95		98	91	24	58	
	64		65		97		103	106	32	67	
	69		81						33	68	
	70		84						37	74	
	75		88						42	83	
	80		92						47	93	
	87		104						55	101	
	89		107						56		
	90		109						66		
	92								77		
									102		
									108		
											25
											38
											43
											48
											53
											55
											69
											79
											86
											102
											108
											110
											111

I			II					III					IV				
A	B	C	A	B	D	E	A	B	C	D	E	A	B	C	D	E	IV
77	140	84	85	339	84	92	99	137	99	217	141	99	137	99	217	141	139
85	162	93	93	368	113		145	210	100	268		145	210	100	268		140
86	170	100	94	378	114		161	211	106	337		161	211	106	337		171
100	189	107	101	379	136		169	242	107	339		169	242	107	339		198
101	211	131	102	393	226		177	282	130	389		177	282	130	389		267
114	218	138	107				188	283	131			188	283	131			304
121	219	152	109				189	349	140			189	349	140			325
153	236	153	114				210	393	152			210	393	152			333
162	249	161	115				224	394	179			224	394	179			350
189	266	162	120				242		168			242		168			373
212	290	170	122				256		195			256		195			
219	304	189	131				264		226			264		226			
236	332	196	132				303		227			303		227			
249	338	204	146				338		235			338		235			
257	367	211	147				355		278			355		278			
266	384	212	154				356		279			356		279			
273		218	163				383		297			383		297			
290		223	171						310					310			
310		235	190						315					315			
332		243	197						316					316			
338		249	198						355					355			
357		257	204						358					358			
367		265	205						366					366			
384		290	213						378					378			
		297	236														
		312	237														
		313	243														
		324	250														
		331	258														
		332	274														
		338	281														
		344	291														
		367	310														
		372	311														
		373	333														
		384															

CORRECTIVE RESOURCES

Workbook (Basic Revised Ed. 50's)

Grade 1/1 (Primer)

Ginn

I			II				III				IV			
A	B	C	A	B	D	F	A	B	C	D	A	B	C	D
14	5	3	4	23	1	12	18	8	9	2	25			
17	14	5	7	40	3	16	26	35	11	6	38			
38	19	13	10	57	5	52	29	43	18	8	53			
36	30	14	15	72	9	60	33	48	20	11	55			
38	38	19	21	96	15	94	35	63	22	12	79			
51	39	31	27	100	16		45	67	24	13	87			
54	42	43	34		19		50	69	25	18	102			
57	43	51	44		31		59	80	32	24	108			
73	48	55	46		38		78	82	33	29				
76	50	60	49		61		82	87	37	30				
84	51	62	65		68		97	91	42	39				
86	52	71	75		70		98	105	47	41				
89	55	76	81		71		103		67	47				
94	58	84	85		74				66	51				
99	62	86	88		77				76	53				
	64	94	89		87				86	58				
	69	110	104		91				93	63				
	70	111	107		95				102	66				
	76		109		97				108	67				
	78				101					68				
	84				106					74				
	89									76				
	90									83				
	92									93				
	94									101				
	95													

CORRECTIVE RESOURCES

Ginn & Co. Workbook (Faith and Freedom series) Grade 1/1 (Primer)

Ginn & Co.

I		II								III				IV			
A	B	C	A	B	C	C	D	F	A	B	C	D	IV				
PART ONE	1	3					17	2	20	7	1	10					
3	2	4						5	23	37	6	21					
4	51	5						19	35	39	10	31					
5	8	6						32	53	46	12	41					
6	9	7									13	52					
7	12	8									17						
8	18	9									22						
9	22	10									29						
10	25	12									33						
12	28	15									35						
15	36	24									43						
24	38	33									44						
	40										45						
	49										48						
	51										50						
	53										51						
	54																
	55																
PART TWO																	
17	4	17		2	1	21					20						
22	7	22		14	21	37					31						
	13			39													
	17																
	20																
	22				9	25											
	28				10	26											
	29				11	28											
	34				12	29											
	46				13	30											
					15	32											
					16	33											
					17	35											
					18	40											
					19												
					20												

I			II						III				IV
A	B	C	A	B	C	D	F	A	C	D			
15	47	23	8	54	4	31	23	23	66	66			57
22	68	35	9	55	5	32	30	31	86	86			67
41	74	44	11	62	15	33	34	32	94	119			85
52	80	57	12	64	17	40	43	33	118	125			96
54	96	99	15	66	19	43	44	53	135	140			96
55	104	115	16	79	62	51	64	66	146				126
57	105	117	17	80	89	56	87	86					127
65	107	118	19	81	90	63	93	86					155
67	115	119	22	90	91	66	94	125					
74	127	126	23	113	94	67	99						
93	135	127	24	116	141	68							
94	136	135	25	126	142	74							
105	139	137	26	150	143	80							
107	146	147	27	151	144	81							
114	155	155	28	154	153	86							
120			30	155		96							
127			46			99							
137			47			104							
154			48			115							
155			50			118							
			55			119							
			58			125							
			59			136							
			60			139							
			61			151							
			69										
			70										
			71										
			73										
			75										
			76										
			77										
			81										
			82										

I			II						III			IV
A	B	C	A	B	C	D	F	G	A	C	D	
24	26	24	26	282	25	28	57	26	33	56	26	93
27	28	27	28	286		47	89	29	48	73	33	243
43	32	32	29	252		55	110	43	64	100	43	273
44	33	43	30	305		58	138	54	67	127	55	282
54	65	47	31	313		59	168	64	87	131	59	291
56	66	56	43	315		65	292	73	91	137	68	
64	74	58	45			74		87	104	140	75	
74	73	64	46			90		108	120	146	77	
88	90	73	64	243		101		117	150	178	108	
100	103	74	65	253		102		126	156	182	118	
117	130	87	66	254		111		136	182	198	128	
118	131	88	73	262		118		146	191	207	140	
126	136	100	87	282		119		156	194	226	159	
136	148	102	88	284		127		167	216	235	170	
146	149	109	108	293		128		178	219	237	201	
148	158	109	109	305		129		191	229	253	209	
156	178	119	117	313		137		198	246	265	225	
158	181	129	126	314		139		207	277	273	226	
166	191	136	128	315		140		215	287	274	274	
178	192	139	130	320		146		234	295	227	227	
191	193	146	131			150		243		295		
192	198	147				157		253				
	199					158		262				
	200					167		273				
	210					169		282				
						170		292				
						179		305				
						180		313				
						192		321				
						193						
						198						
						201						

I										II						III				IV	
A			B	C						A	B	D	F	G			A	B	C	D	
1	33	68	6	1	34	69				6	56	50	46	20			27	105	41	27	26
2	34	69	10	2	35	71				10	101	54	47	21			70		59	35	85
3	37	71	13	3	37	73				13		55	49	24					63	59	106
4	38	72	14	4	38	75				14		64	51	25					68	66	107
5	39	75	18	5	39	76				18		65	52	45					78	71	
6	40	76	28	6	40	77				20		69	53	46					88	72	
8	41	79	35	8	41	79				21		73	55	54					89	73	
9	42	80	57	9	42	80				24		76	57	54					97	75	
12	43	83	58	12	43	81				25		83	58						102	79	
15	44	84	60	15	44	83				29		85	61						103	87	
16	47	87	61	16	45	84				45		90	82						108	92	
17	48	88	70	17	46	87				46		91	98						110	95	
19	49	89	73	19	47	88				54		112							111	96	
20	51	90	77	20	48	89				81										100	
21	52	92	81	21	49	90				82										109	
22	53	93	110	22	50	92				91											
23	63	94	111	23	51	93				94											
30	64	95	112	26	52	94				98											
31	65	97		27	53	95															
32	67	97		28	56	97															
				29	63	99															
				30	64																
				31	65																
				32	67																
				33	68																

CORRECTIVE RESOURCES

Laidlow Brothers* (40's ed.)

Teacher's Manual

Grade 1/1 (Primer)

I		II						III					IV	
A	C	A	B	D	F	B	C	D	E					
28	39	38	39	40	36	35	39	37	33					
39			44	43	37		40	40	35				39	
					43		43	43	44					

* Strong on Literary Appreciation

CORRECTIVE RESOURCES

Grade: 1/1 (Primer)

Manual

Lippincott

I			II							III			IV
A	B	C	A	B	C	D	F	G	C	D	E		
38	71	26	17	45	69	119	59	45	125	57	80	51	
54	135	28	19	49		132	91	49		67		65	
56		56	20	54			128			91			
59		106	23	57						102			
75			25	62						130			
77			27	73									
93			28	75									
94			32	123									
98			37										
110			40										
111			41										
130			47										
135			49										
137			51										
			52										
			54										
			66										
			69										
			75										
			81										
			82										
			85										
			86										
			129										
			130										
			133										

CORRECTIVE RESOURCES

Lippincott Company

Workbook

Grade 1/1 (Primer)

I		II						III			
A	B	A	B	D	F		B	C	D		
18	2	6	46	39	61		17	40	39		
23	7	11		44				53	53		
25	22	14		50							
27	28	20		55							
	45	26									
	58	52									
		53									
		56									

CORRECTIVE RESOURCES

Lippincott Co.

Manual

Grade 1/1 & 1/2

I			II					III		IV	
A	B	C	A	C	D	H	D	E			
12	12	5	1	33	87	19	24	18			
		12	2	35	107	20	129	29			
		36	6	36	121	33		30			
		76	7	37	126	58		31			
		116	10	39	129	59		33			
		121	11	42	133	109		38			
		126	17	43	166	110		42			
		129	20	44		115		43			
			21	47		160		44			
				48		161		47			
				171		162		48			
				180				55			
								171			
								180			

CORRECTIVE RESOURCES

Lippincott Co.

Workbook

Grade 1/1 and 1/2

I										II					IV					
C										C	D	E								
<u>PART ONE:</u>																				
46											9	2								42
8												82								50
6																				22
22																				42
45																				33
																				5
																				78
																				25
																				13
																				29
<u>PART TWO:</u>																				
22										87	16	4								5
7												23								40
2												41								36
3												23								36
43																				44
																				23
																				34
																				87
																				2

II			IV																	
A	C																			
6	1																			
7	2																			
8	3																			
9	4																			
10	5																			
11	23																			
12																				
13																				
14																				
15																				
16																				
17																				
21																				
23																				
25																				
26																				
35																				
36																				
42																				
43																				
44																				
45																				

20
48
51
54

CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 1/1 (Primer)

A	B	C	C	A	B	D	D	F	B	C	D	D
19	19	1	64	8	77	1	50	1	38	38	1	49
21	40	2	65	9	86	2	51	2	39	73	2	50
42	41	3	67	12		3	54	3	73	75	3	51
59	93	4	68	16		4	63	4	89	76	4	54
61		6	69	19		5	64	7		78	5	55
82		7	70	30		6	65	14		79	6	59
95		10	72	33		7	67	15		89	7	62
		11	74	35		10	72	20		90	10	63
		13	83	45		11	74	36		92	11	64
		15	84	48		13	80	52		93	13	67
		22	85	57		14		53			14	68
		23	87	58		15		56			15	70
		25	88	66		17		58			17	72
		26	89	71		18		64			18	74
		28				20		65			19	75
		29				22		83			22	76
		31				23		85			23	78
		34				24		91			24	79
		36				25					25	80
		37				26					26	84
		43				27					27	87
		44				28					28	88
		46				29					29	90
		47				31					31	91
		49				32					32	92
		50				34					34	
		51				36					36	
		52				37					37	
		53				38					38	
		54				40					39	
		55				43					40	
		56				44					43	
		59				46					44	
		62				47					45	
		63				49					47	
											49	

I				II				III			
A	B	C	D	A	D	F	B	C	D	D	D
17	66	1	1	3	1	1	36	20	6	51	
33		2	2	9	2	2	38	21	7	52	
50		4	4	12	4	4	41	22	18	53	
66		5	5	13	5	5	43	23	19	54	
67		8	6	26	6	6	44	35	24	55	
80		10	7	27	7	7	55	36	25	56	
		11	8	42	8	8	78	38	28	57	
		18	10	48	10	10	79	52	29	60	
		19	11	58	11	11		53	30	61	
		21	24	59	24	24		54	31	62	
		22	25	76	25	25		66	32	63	
		24	28	77	28	30			34	64	
		25	29		29	31			35	65	
		35	45		45	32			36	68	
		38	46		46	34			37	69	
		43	47		47	37			39	70	
		44	49		49	39			40	71	
		51	51		51				41	72	
		52	56		56				43	73	
		54	57		57				44	74	
		55	62		62				45	75	
		60	63		63				46	78	
		66	70		70				47	79	
		68	71		71				49		
		69	72		72						
		74	73		73						
		75	78		78						
			79		79						

Webster Div., McGraw-Hill Co.

Manual

Grade 1/1

I				II															
A	B	C										A	C						
15	15	15										16	15						
19	19	19										17	16						
20		22										18	17						
		23										21	25						



I			II							III					IV		
A	B	C	A	E	F	G	A	B	C	D	E	A	B	C	D	E	
54	60	42	32	33	50	134	214	158	191	141	48	82					
103	69	54	43			135		201		212	147	170					
140	140	92	44			153						171					
220	159	103	49			190						183					
	171	140	50			191						184					
	220	195	58			202						196					
		220	59			207											
			68														
			69														
			88														
			97														
			98														
			110														
			111														
			134														
			135														
			146														
			147														
			153														
			177														
			189														
			190														
			191														
			202														
			207														

I			II						III				IV	
A	B	C	A	B	D	E	F	A	B	D				
12	1	10	5	70	9	58	6	4	46	14				20
19	2	12	7		16	69	16	14	47	15				22
22	3	19	8		19		30	15		23				25
35	4	22	13		28		40	24		24				56
45	11	35	18		48		41	36		31				60
52	17	45	26		51		42	37		32				61
66	19	52	27		53		43	38		36				
76	22	54	29		57		75	40		37				
77	28	66	34		70			41		40				
	29	71	44					41		41				
	33	76	49					40		48				
	35	77	50					41		48				
	45		68							51				
	52									53				
	54									61				
	59									62				
	71									63				
	74									64				
	76									65				
	77									67				
										72				
										73				

I			II							III			IV
A	B	C	A	B	D	E	F	G	A	D	F		
112	64	80	69	65	64	85	130	201	126				
116	112	92	75	70	75	130	131	205	127	96	79	86	
126	116	112	89	100	80		172	209		103	92	88	
130	131	116	96	185	84/9		189					93	
138	189	121	97	189	134							158	
154	197	126	99	205	142							176	
162		130	100		150							177	
169		131	116		158							193	
193		200	121										
			124										
			127										
			135										
			138										
			150										
			163										
			166										
			173										
			201										
			205										
			209										
			154										

L. W. Singer Co.

Manual

Grade 1/1 (Primer)

I			II			III			
A	B	C	B	C	D	F	B	C	D
41	21	17	5	1	20	18	68	22	26
42	64	18	6	2	23	25	74	49	37
43	74	21	33	3	38	37		73	46
112	76	4	58	4	46	41		103	47
128	77	42	97	7	48	63		123	50
	128	43		8	66	64			51
		45		9	75	88			52
		64		10	76	112			53
		67		11	78	126			65
		72		12	79	127			68
		92		13	89				70
		114		14	90				74
		120		15	96				75
		121		16	99				76
		128		17	101				77
				18	113				78
				19	116				79
				20	119				95
				24	122				96
				27	124				98
				28	107				101
				29	108				102
				30	109				116
				31	110				119
				32	111				121
				34	115				122
				35	117				124
				36	118				125
				39					
				40					
				44					
				54					
				55					
				56					
				57					

INDEPENDENT READING LIST Primer level (1/1)

1. Hooray For Henry, by Jean Bethell, Wonder Books, N.Y., 1966.
2. Leonard Visits Space, by Gene Darby, Harr Wagner Publishing Co., San Francisco, 1965.
3. Moonbeam Is Caught, by Selma and Jack Wassermann, Benefic Press, Chicago, 1965.
4. Reading Round Table Gold Book, by Manolakes, Dordick and Scian, American Book Co., New York, 1965.
5. Squeaky, the Squirrel, by Gene Darby, Benefic Press, Chicago, 1964.
6. This Is The House Where Jack Lives, by Joan Heilbroner, Harper & Row, N.Y., 1962.
7. Three Bears, The, by Margaret Hillert, Follett Publishing Co., Chicago, 1963.
8. Three Little Pigs, The, by Margaret Hillert, Follett Publishing Co., Chicago, 1963.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--Grade I

32. (Unit 1)

36. (Unit 2)

33. (Unit 3)

1. Eye-Gate Filmstrip Series #79
Includes 10 filmstrips on the fundamentals of reading.
 1. Reading readiness, sight reading both silent and oral, word identification, etc.
 2. Right word
 3. Fun with words
 4. Games with words
 5. Reading puzzles
 6. Fun with sentences
 7. Fun with A-E-I-O-U
 8. Word beginning clues
 9. Word ending clues
2. Scott, Foresman Linguistic Block Series
 1. The first rolling reader - pre-primer and primer levels.
 2. Consonants - 1st grade level.
 3. Vowels - primary grade level.
3. S.R.A. Reading Laboratory Word Games.
4. Sullivan Programmed reading Storybooks #1-14 - Webster Division, McGraw-Hill.
5. Visual-Motor Perception Teaching Materials by Ruth Cheves for New York Times.
 1. Fruit and animal puzzles
 2. Small and large form puzzles
 3. Geometric shapes in color
 4. Association cards
 5. "See and Say" puzzle cards
 6. Configuration cards
 7. Ordinal placement board
 8. Flip and build
 9. Concept clocks in color
 10. "Show You Know - Then Go" phonics game

33. (Unit 1)
 37. (Unit 2)
 34. (Unit 3)

SUGGESTED GAMES AND ACTIVITIES
 For Grade I levels

Code: Pp - pre-primer level 1 R - 1² reader
 P - primer 1¹

Word recognition (Pp, P & R)

A. Preparation and Materials:

List on the chalkboard the word pairs below:

old	back	time	there
out	black	some	here

B. Introduction to the class:

Listen to the hint I will give you. Then look at the board to find the right word, frame it, and say it aloud.

The following clues may be used;

1. Tom is young, but grandmother is(old).
2. We did not see the front of the barn, only the(back).
3. A word that rhymes with where. (there)
4. A word that begins with S. (some)
5. We use a clock to tell (time)

Word meaning (Pp, P & R)

A. Preparation and Materials:

Write on the chalkboard the following phrases:

the school book	at school
the blue sled	in her pocket
her funny doll	yellow mittens
in the car	all the books

B. Introduction to the class:

Who can find, frame, and read a phrase that tells what you could see?
 Who can find a phrase that tells where something could be? Continue in the same way until all the phrases have been classified.

Context Clues (Pp, P & R)

A. Preparation and Materials:

Place new-word cards along the chalk ledge.

her	kitten	where
hear	mitten	there

B. Introduction to the class:

I will read a sentence leaving out one word. Who can find the card that has the missing word, read the card, and repeat the sentence, supplying the missing word.

The following sentences may be used:

1. Did you _____(hear) a funny noise?
2. It sounded just like a _____(kitten).
3. _____(Where) did the noise come from?
4. Did Jane bring _____(her) pet?
5. _____(There) is no pet in here.
6. But here is the (mitten) _____that Tom lost.

Initial Consonants (Pp, P & R)

A. Preparation and Materials:

Prepare mimeographed or tagboard sheets with the appropriate vocabulary words arranged in eight boxes.

1.		2.	
can	funny	run	see
home	look	to	with
doll	get	go	car
Bob	rabbit	me	like

B. Introduction to the class:

Say a word that has the same beginning sound as one of the words on the card you are using. Ask the children to listen carefully as you pronounce it. Then have them find a word on the card with the same beginning sound and place a "bean" on it. Check each child's response.

The following key words may be used for the cards:

Card 1.					Card 2.			
give	dog	little	big	:	red	my	get	cat
race	car	for	he	:	something	we	took	let

Rhyming words (P & R)

A. Preparation and Materials:

Write on the chalkboard the groups of words below.

- can, hat, pan, car, ran, man
- ball, play, will, all, and, call
- hat, ran, pet, cat, sat, mat

B. Introduction to the class:

Have the words pronounced in each row. Then ask the children to tell which words rhyme. Have a child draw a line under the rhyming parts in all the words. Reread all the rhyming words. Add other rows.

Vowel words (P & R)

A. Preparation and Materials:

Write on the chalkboard the list of words below.

hat	man	bad
lamp	bag	
nap	tag	

B. Introduction to the class:

Give short incomplete oral sentences such as those below. The pupils are to find the short-a word that fits the sentence. The pupil is to point to the word, frame it, then repeat the sentence, inserting the correct word as he does so.

- The baby must have a _____.
- Sally has a surprise in this _____.
- Jane and Dick like to play _____.
- Spot is not a _____ dog.
- The _____ will help you to see.
- I saw Mother's blue _____.
- Tom wants to help the _____.

Sentence meaning (Pp, P & R)

A. Preparation and Materials:

Place the picture cards of Sally, Puff, Dick, and Jane on the chalk ledge. Cut a large door from a piece of construction paper and tape it to the board so that the base rests on the chalk ledge.

B. Introduction to the class:

Have the children close their eyes as you slip the picture card of Puff behind the door.

Write on the chalkboard - "Can you see Puff now?"

Have a child read the question orally and answer it. Then take Puff's picture from behind the door and place it on the chalk ledge. Have another child reread the question and answer it. Continue in the same way with the other picture cards.

Consonant blends (P & R)

A. Preparation and materials:

Arrange 4 chairs in the order of bases on a baseball diamond. Divide the class into two teams and appoint scorekeepers for each team.

35. (Unit 1)
39. (Unit 2)
36. (Unit 3)

B. Introduction to the class:

The teacher will be the "pitcher" by asking the "batter" to name objects that begin like her key word, "Flip."

Four words named is a home run, 3 takes him to third base, etc. The next batter may advance any other batter, base by base by naming words. A missed word is an out. There are no strikes.

Emotional reactions (Pp, P & R)

A. Preparation and Materials:

To provide an opportunity for individual children to express themselves orally before the group, play a game called, "If I Could Have One Wish."

B. Introduction to the class:

Think about the above and then come to the front of the group and tell the group what you would wish for if you could have whatever you wished for your Christmas present. Remember, it can be just one thing.

Relationships

B. Introduction to the class:

Children are to study the pictures to see what generalizations they can make (people, things to eat and wear). They then sort the pictures into piles and tell all of the pictures of a group.

This game can be modified by using the above categories, but using words instead of pictures. Other categories to fit the grade level may be used.

Consonant substitution (P & R)

A. Preparation and materials:

Write a known word on the chalkboard. Divide class into teams - (the number depending upon the size of the class.) Give each a pencil and paper.

B. Introduction to the class:

Give class a designated amount of time to write new words from word on board by substituting the initial consonant. Do the same with other words such as ran - he - book - make - car.

The team or individual with the most words is the winner. He must then read each word. You can subtract one point for each nonsense word or a word he cannot read.

Root (stem words) (P & R)

A. Preparation and Materials:

Cut 3"x5" oak tag cards. On the individual cards write the following:
roll - rolls - rolling
run - runs - running
go - goes - going
buzz - buzzed - buzzing, etc.

B. Introduction to the class:

Children work in groups from 2 to 4. Each takes 4 cards and draw from each other until one child "makes a book", (sleep, sleeps, sleeping). The person who has this "book" of 3 which has the same root word puts his cards on the table and reads them to the group using each in a separate sentence. The winner collects all the cards, mixes them up and redistributes them to begin again.

Comprehension (P & R)

A. Preparation and Materials:

Place in a work box, cards on which directions for making pictures have been written.

B. Introduction to the class:

In child's free time, he may choose an envelope and take a sheet of drawing paper and make the picture according to sentences given.

The following is an example:

Make a tree.

Put some toys under it.

Make some children playing with toys.
 Make a dog and cat.
 Put a bird in the tree.
 Make the nest for the bird.

or

Make a wagon.
 Make Tom pulling the wagon.
 Put toys in the wagon.
 Make Bob with Tom.
 Put trees near the wagon.

Structural Analysis (P & R)

A. Preparation and Materials:

Make 3x5 oak tag cards with a root word, contraction, compound word or variant on each. Make several cards with the word "stop" on each.

B. Introduction to the class:

Choose a child to come to the head of the group. He may read the card aloud, identify the root word or both words if it is a compound word, and go on until he comes to a stop card. He then chooses someone to replace him. An individual "running" total is kept by each child and after a designated period of time the score is totalled for a winner.

Comprehension - sensory images (Pp, P & R)

A. Preparation and Materials:

On the chalkboard draw a circle and a square.

B. Introduction to the class:

Read one of the following riddles. Whenever a child guesses it correctly, write his name in the circle or square - whichever corresponds to the shape of the object in the riddle.

Cookies (exclude title)

These things are flat and round.
 They are so good to eat.
 Mother takes them in the oven,
 On a metal sheet (circle)

Windows

I am thinking of something square.
 You see them in the wall.
 They let the sunshine in the house.
 They are big and small. (square)

Make up other circular or square riddles or use other categories.

Emotional reactions (Pp, P & R)

A. Preparation and Materials

Collect a variety of pictorial magazines. Supply scissors and paste.

B. Introduction to the class:

Have class look in magazines for pictures that show happy or unhappy people or large and small things and paste them on large sheets of paper to make posters putting one category on each.

This may also be done on an advanced level with stories to accompany each picture.

Another variation is to write words on a drawing paper such as cry, frown, jump and have class draw faces or pictures to correspond with each word.

R E C I P E S

for

R E A D I N G

UNIT THREE
(Grade 1/2 Level)

TABLE OF CONTENTS

UNIT THREE

(Grade 1/2 level)

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SKILL CODING: LEVEL 1/2

The Ginn Basic Readers

Vocabulary

Word Recognition

Context Clues

Word Analysis

Initial Consonants

Consonants (blends)

Stem Words

Rhyming Words

Comprehension

Main Ideas

Sequence

Details

Conclusions

Scott, Foresman

Sentence Meaning

Sensory Images

Emotional Reactions

Relationships

Scrutiny-Contexts

Phonetic Analysis

Structural Analysis

Houghton, Mifflin

Vocabulary

Word Recognition, I

Word Recognition, II

Letter-Sound Association

Context and Phonetic Clues

Comprehension

Ginn, Faith and Freedom Series

Word Analysis

Consonant Blends

Substitution of Initial Consonants

Recognition of Long Vowel Words

Word Recognition and Meaning

Comprehension Skills

Grasping Main Idea

Sequence

Details

Conclusions

I

I A

I B

II

II A

II B

II C

II D

III

III A

III B

III C

III D

II E

III E

II F

II G

I B

II

IV

I

I A

I B

II A

I B & II

III

II

II B

II A

II H

I A

III

III A

III B

III C

III D

2.

SKILL CODE KEY: LEVEL 1/2

<u>SKILL AREA</u>	<u>CODE</u>
<u>Vocabulary</u>	<u>I</u>
Word Recognition	I A
Context Clues	I B
Word Meaning	I C
<u>Word Analysis</u>	<u>II</u>
Initial Consonants	II A
Consonant Blends	II B
Stem Words	II C
Rhyming	II D
Sentence Meaning	II E
Emotional Reactions	II F
Relationships	II G
Vowel Words	II H
<u>Comprehension</u>	<u>III</u>
Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D
Sensory Images	III E
<u>Structural Analysis</u>	<u>IV</u>

DIAGNOSTIC GROUPING SHEET

Program The Ginn Basic Readers

Grade 1/2

Word Recognition	Context Clues	Initial Consonants
CODE I A	CODE I B	CODE II A
Consonant Blends	Stem Words	Rhyming Words
CODE II B	CODE II C	CODE II D
Main Ideas	Sequence	Details
CODE III A	CODE III B	CODE III C
Conclusions		
CODE III D	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 1/2

Sentence Meaning	Sensory Images	Emotional Reactions
CODE II E	CODE III E	CODE II F
Relationships	Scrutiny-Context	Phonetic Analysis
CODE II G	CODE I B	CODE II
Structural Analysis		
CODE IV	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton-Mifflin

Grade 1/2

Word Recognition	Word Recognition	Letter Sound association
CODE I A	CODE I B	CODE II A
Context and Phonetic Structures	Comprehension	
CODE I B & II	CODE III	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn, Faith and Freedom Series

Grade 1/2

Consonant Blends	Substitution	Long Vowel Words
CODE II B	CODE II A	CODE II H
Word Recognition and Meaning	Main Ideas	Sequence
CODE I A	CODE III A	CODE III B
Detials	Conclusions	
CODE III C	CODE III D	CODE
CODE	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon

Manual

Grade 1/2

I			II							III				IV	
A	B	C	A	B	C	D	E	G	A	B	C	D			
116	116	66	77	200	66	98	263	168	253	186	227	158	66		
186	186	67	78	209	106	107	302	237				159	67		
263	262	97	88	218	127	108	327	263				167	106		
310	263	106	159	219	139	116		271				168	127		
	301	116	208	228	149	127		296				227	139		
	302	127		237	159	177		322				228	140		
	310	128		245	218	199						253	149		
		139		254	302							289	177		
		168		264	218							296	218		
		186		271	302							303	271		
		198		302	310							309	281		
		199		310	322							328	282		
		208										329	302		
		244											316		
		245											327		
		253											328		
		262													
		263													
		270													
		271													
		280													
		289													
		301													
		302													
		309													
		310													
		315													



CORRECTIVE RESOURCES

Allyn and Bacon

Workbook

Grade 1/2

I			II					III					IV	
A	B	C	A	B	C	D	E	G	A	B	C	D	E	IV
21	8	5	9	54	24	17	50	16	7	35	4	5	59	6
25	16	6	12	61	29	53	53	31	13		10	23	68	14
26	21	8	20	75	43	64	64	51	16		11	27		24
27	23	21	21	77	73	72		72	19		15	28		29
40	30	47	71	78		76		76	55		18	31		43
41	38	59							60		22	33		63
42	59	64							74		37	36		73
56	63	72									39	44		
57	69										47	45		
64	71										62	49		
65	73										69	51		
66											70	53		
79												58		
80												59		
												62		
												66		
												76		
												80		



CORRECTIVE RESOURCES

American Book Company

Manual

Grade 1/2

I			II								III				IV				
A	B	C	A	B	C	D	E	G	H	A	C	D	A	C	D				
74	200	56	43	61	55	67	49	69	68	85	44	50	85	44	50	49			
111		63	49	67	60	68	69		89	86	62	123	86	62	123	55			
157		69	55	68	62	85	130		95	112	63	158	112	63	158	60			
194		77	61	73	90	97	136		103	113	75	159	113	75	159	62			
195		78	77	74	91	104	141		104	196	76	173	196	76	173	90			
235		97	84	92	96	114	142		105		129	179		129	179	91			
		114	91	215	97	122	160		109		130	196		130	196	96			
		147	113	221	98	140	180		114		153	210		153	210	97			
		156	135		135	146	197		122		168	232		168	232	98			
		180	151		140	184	198		127		197	237		197	237	121			
		184	152		178	216	222		128		205	238		205	238	122			
		190	158		179	231	227		129							127			
		197	167		220	232	239		141							135			
		198	173		221				156							140			
		200	189		227				160							160			
		216	195		228				179							178			
		217	204						194							179			
			205						197							220			
			209						227							221			
			221						231							222			
			237						231							227			



CORRECTIVE RESOURCES

American Book Co.

Workbook

Grade 1/2

I			II								III				IV
A	B	C	A	B	C	D	E	G	H	A	B	C	D	IV	
18	17	8	3	14	10	15	28	36	30	4	59	1	2	5	
32	77	13	9	17	24	21	31	75	39	7	92	11	6	10	
33	83	31	17	21	26	46	32	53	53	20		12	7	24	
48		48	43	52	27	47	40	68	68	25		16	13	26	
55		49	52	61	37	67	41	73	73	34		19	23	27	
74		70	58	67	45	95	57	88	88	50		22	28	36	
77		71	77	68	64		60			78		31	35	37	
83		77	83	86	65		69					38	40	45	
94		80	86	86	85		72					42	41	64	
		83	95				76					50	42	65	
							77					51	44	70	
							80					59	49	71	
							84					60	54	85	
							90					66	56		
												72	57		
												82	62		
												89	63		
												92	66		
												93	69		
												96	70		
													75		
													76		
													79		
													81		
													84		
													87		
													90		
													91		
													96		

CORRECTIVE RESOURCES

Economy Company

Manual-Phonetic Keys

Grade 1/2

I										IV										
B	C																			
167	151																			
173	152																			
	153																			
	155																			
	157																			
	159																			
	162																			
	163																			
	170																			
	179																			
	182																			
	185																			
	187																			
	191																			
	193																			



CORRECTIVE RESOURCES

Economy Co.

Skilltext

Grade 1/2

(Phonetic Keys)

II		III					IV					
C	E	G		C	D	E						
90	105	108		105	98	106						90
91	108	109		110	104							91
92				112	108							92
93					109							93
95					110							95
96					112							96
98												98
102												102
106												106
110												110
111												111



CORRECTIVE RESOURCES

Ginn - Basic

Manual (100's Edition)

Grade 1/2

I			II								III					IV					
A	B	C	A	B	C	D	E	F	G	H	A	B	C	D	E	A	B	C	D	E	
82	82	89	77	133	185	82	281	261	94	358	77	327	79	94	134	90					
101	89	96	78	147	206	83	388	274	95	363	87		88	95	135	97					
133	96	101	79	152	223	107			253	366	112		123	165	103	114					
157	140	107	89	178	229	158			292	378	113		124	166	148	115					
184	152	124	96	191	247	191			311	395	214		165	230	274	122					
197	169	125	101	192	255	241			312	395	260		170	247	280	134					
213	183	139	102	205	304	273			348		278		186	253	328	147					
214	206	140	113	211		279			383		284		224	292	329	185					
234	213	157	114	213		294			395		292		242	311	342	186					
258	234	168	123	228					396		321		261	312		206					
265	241	178	141	264					397		334		349	313		207					
272	255	179	158	286									359	333		223					
286	259	197	159	287										348		247					
309	265	204	163	305										383		279					
312	272	241	164	310										395		306					
333	279	254	169	311										396		323					
351	314	259	191	337										397		359					
399	322	275	198	370												384					
	341	285	199	374												393					
	358	293	234	389												399					
	384	299	246	391																	
	388	310	247	392																	
		328	254	393																	
		333	264																		
			273																		
			293																		
			300																		
			323																		
			328																		
			334																		
			342																		
			345																		
			384																		



CORRECTIVE RESOURCES

Ginn and Company

Workbook (100's edition)

Grade 1/2

I			II							III				IV
A	B	C	A	B	C	D	E	G	A	B	C	D		
1	1	22	6	29	56	4	9	10	25	5	11	11	19	
7	3	36	8	57	91	17	17	21	35	11	15	12	24	
10	12	93	13	94		18	31	30	45	15	28	21	33	
27	14	96	23	106		27	32	36	47	16	41	22	56	
50	18		37			44	39	48	55	26	45	26	87	
89	23		43			64	49	52	58	41	53	28	91	
97	24		46			76	59	99	66	45	62	30	96	
104	28		54				69		75	52	66	36	103	
105	29		61				83		79	63	75	42	108	
110	36		67				84		79	73	79	44		
	37		74				92		85	85	85	48		
	38		78				109		95	95	95	52		
	39		82						102	102	102	62		
	42		88									65		
	50		101									68		
	55											70		
	60											77		
	70											81		
	73											85		
	78											96		
	85											100		
	89											102		
	92													
	97													
	98													
	99													
	103													
	107													
	108													

CORRECTIVE RESOURCES

Ginn

Manual (Revised Edition)

1/2

I			II								III						IV
A	B	C	A	B	C	D	E	F	H	A	B	C	D	E	F	IV	
77	82	82	77	133	107	82	122	358		139	160	76	87	103		90	
78	89	89	78	140	147	83	185	363		214	21	77	94	138		97	
82	96	90	79	147	148	107	198	366		278	23	84	95	139		115	
113	157	96	89	152	185	158	229	367		284		88	247	148		114	
133	158	101	96	178	186	171	255	378		285		121	248	274		134	
152	169	107	101	179	206	191	391			312		124	253	328		147	
157	191	120	102	191	229	197				313		166	265	329		206	
163	197	122	113	205	247	206				321		170	292			207	
184	198	124	114	211	255	241				334		186	312			223	
197	206	125	123	213	263	273						203	313			229	
205	213	139	141	227	323	279						204	333			247	
210	234	146	158	228	359	294						224	348			263	
222	241	157	159	286		370						242	383			279	
234	254	168	163	287		384						261	392			306	
258	255	178	169	305		388						350	393			323	
272	259	191	184	310		389						351				359	
286	260	197	185	311		397										384	
300	272	223	191	337													
304	279	227	198	338													
305	280	228	199	370													
309	305	241		374													
322	314	246															
328	322	254															
333	333	259															
337	341	265															
366	374	272															
378	384	278															
	388	285															
		293															
		299															
		310															
		328															
		333															
		341															



CORRECTIVE RESOURCES

Ginn and Co.

Workbook (revised edition)

Grade 1/2

I			II							III				IV
A	B	C	A	B	C	D	E	G	A	B	C	D	IV	
1	1	1	6	29	24	4	2	9	16	5	11	3	24	
10	3	19	8	37	56	7	7	10	25	11	15	12	56	
19	10	22	13	57	91	17	9	19	35	15	18	14	91	
20	12	36	23	94	96	18	16	104	45	16	28	21	96	
22	14	59	43	105		27	30	105	46	26	30	22	108	
33	18	60	46			44	31		55	41	45	26		
34	22	75	54			64	32		58	45	52	31		
50	23	87	61			76	49		75	52	53	36		
51	24	93	67				59		79	63	62	39		
70	28	104	74				69			73	63	42		
71	29	105	78				76				66	44		
72	36	110	80				83				75	48		
86	37		82				84				79	58		
104	38		88				87				85	65		
110	39		101				89				95	68		
111	42						91				98	77		
	44						92				102	81		
	50						97				107	97		
							103					99		
							109					100		



CORRECTIVE RESOURCES

Ginn & Co. (revised)

Manual "Faith & Freedom" Series

Grade 1/2

II					III					IV					
A	B	C	A	B	C	D	F	G	H	H	A	B	C	D	IV
231	42	77	44	45	258	157	186	104	51	220	248	139	50	85	42
	77	86	71	51	267	158	231	254	57	221	284	212	70	86	65
	78	192	120	71		159			58	228			92	104	87
	92	193	128	80		182			59	234			173	133	135
	93	278	157	87		188			64	235			193	218	141
	110	283	158	97		213			72	243			226	219	142
	226	289	159	106		249			80	244				241	149
			175	128		258			81	249				242	174
			204	167		294			88	250				270	175
			213	188					97	258					214
			234	220					106	267					228
			271	258					112	271					258
				272					113	280					267
				273					114	285					
				280					120	286					
				285					121	293					
				293					128						
				294					135						
									141						
									148						
									149						
									157						
									158						
									159						
									168						
									174						
									175						
									182						
									195						
									196						
									204						
									205						



CORRECTIVE RESOURCES

Ginn & Company

Workbook

Grade 1/2

(Faith and Freedom series)

A	I						II						III						IV				
	B	C	A	B	E	G	H	H	A	B	C	D	A	B	C	D							
<u>PART ONE:</u> 2 3 4 8 9 10 18 24 26 28 33 34 37 52 54 57 61	1 5 7 10 11 18 33 35 46 49 51 53 57 61	2 3 4 5 8 9 10 18 24 26 28 33 34 37 48 52 54 57 61			15 17 20 36	2 3 13 25 28 29 31 39 45 48			8 18 24 28 43 45 47 52 57	6 22 38 50 59	1 4 5 7 11 14 15 17 19 20 21 24 26 34 40 42 55	9 10 12 23 27 41 42 58											
<u>PART TWO:</u>	7 9 12 15 19 24 28 33		18 20 25	1 6 8 9 31 33 34			2 3 4 5 10 11 12 13 14 16 17			19 21 22 23 24 26 27 28 29 32				18 20 25				7 15 30					



CORRECTIVE RESOURCES

Harcourt, Brace
(Palo Alto Program)

Manual

Grade Books 3-6 (1/2)

I			II					III			IV	
A	B	C	A	B	D	E	G	H	C	D		
34	76	76	8	105	33	44	116	35	43	44	56	
37	146	124	9	106	42	49	117	37	91	49	76	
146	172	125	10	107	43	61	162	38	94	61	183	
156	203	156	15	108	61	62	167	39	137	62	184	
181		168	16	109	62	64	182	40	198	63	185	
		172	23	110	75	124	203	50		64		
		195	29	111	82	146		80		115		
		203	30	112	119	172		99		116		
			31	113	132	179		100		117		
			32	114	133	199		101		122		
			35	118	160			110		129		
			37	119	176			162		139		
			50		204			163		146		
			51					166		168		
			58							169		
			59							177		
			60							178		
			61							179		
			67							181		
			68							188		
			69							193		
			70							196		
			71									
			72									
			73									
			74									
			75									
			78									
			97									
			98									



CORRECTIVE RESOURCES

Houghton-Mifflin

Manual

Grade 1/2

I			II					III				IV
A	B	C	A	B	D	E	G	H	A	C	D	IV
29	32	31	30	237	36	32	292	31	79	45	32	30
32	33	32	33	240	45	46	293	206	186	117	69	44
35	35	33	34	248	68	47	300		198	163	82	163
37	36	35	36	257	78	56	301		199	258	105	213
45	37	36	45	259	81	57	303		207	300	138	257
58	45	37	48	269	88	59	307		210		142	266
78	48	45	49	271	105	60			217		195	
80	58	56	59	276	108	69			221		207	
81	59	58	68	278	129	72			230		220	
87	69	69	71	279	132	79			240		227	
96	70	70	72	289	138	82			248		237	
	71	71	87	299	141	88			260		241	
116	71	71	87	299	149	89			271		303	
129	78	78	91	302	162	90			276			
138	80	79	96	305	166	91			279			
149	81	80	98	308	171	92						
153	90	81	99		174	96						
164	91	88	116		182	97						
171	96	89	119		195	106						
173	97	90	128		206	120						
182	98	91	129		217	129						
185	105	96	138		226	130						
195	107	97	141		227	138						
	108	98	149		237	139						
	118	105	166		248	141						
	119	107	171		257	142						
	129	108	182		267	149						
	131	116	186		289	151						
	132	119	195		299	152						
	133	128	197			163						
	140	129	198			164						
	141	129	206			171						
	142	131	206			172						
	147	132	217			173						
	151	133	226									
		140	230									
		140	240									

CORRECTIVE RESOURCES

Houghton-Mifflin

Workbook

Grade 1/2

		I			II			III				IV	
A		B	C	A	B	F	A	B	C	D			
1	51	111	1	22	7	7	22	9	15	1			
2	52		2	40	20	8	40	13	16	2			
3	53		3	50	57	9	50	19	21	3			
4	54		4	63	84	20	63	33	30	4			
5	55		5	65	94	23	65	44	38	5			
6	56		6	66	105	27	66	49	39	10			
8	58		8	84	106	31	84	56	41	12			
9	59		9	110		37	110	72	45	13			
10	69		10	111		53	111	87	47	18			
12	68		11			55		100	48	23			
15	71		12			58		103	91	25			
16	72		15			59			105	28			
17	73		16			62				29			
18	74		17			63				33			
21	75		18			67				40			
22	76		21			75				42			
23	79		22			76				43			
24	80		23			79				49			
26	81		24			81				52			
27	82		26			82				69			
29	83		27			87							
30	85		29			86							
31	86		30			99							
36	89		31			100							
37	90		32			102							
38	91		36			107							
39	92		37										
41	93		38										
42	95		39										
43	96		41										
44	97		42										
45	98		43										
47	99		44										
48	109		45										
50	110		47										
												62	

CORRECTIVE RESOURCES

Laidlaw Brothers* (40's ed.)

Teacher's Manual

Grade 1/2

I		II			III			IV		
A	C	A	D	G	C	D	E			
57	49	48	49	27	37	44	33			49
			55	45	49	50	45			
			56	47	50	55	49			
				55	55	57	56			
					57					

* STRONG ON LITERARY APPRECIATION



CORRECTIVE RESOURCES

Lippincott Co.

Manual

1/1 and 1/2

I			II				III				IV
A	B	C	A	C	D	H	D				
12	12	5	1	33	87	19					18
		12	2	35	107	20					29
		36	6	36	121	33					30
		76	7	37	126	58					31
		116	10	39	129	59					32
		121	11	42	133	109					33
		126	17	43	166	110					38
		129	20	44		115					42
			21	47		160					43
				48		161					44
				171		162					47
				180							48
											55
											171
											180



CORRECTIVE RESOURCES

Lippincott Co.

Workbook

Grade 1/1 and 1/2

I		II					IV				
C		C	D	E							
PART ONE:											
46			9	2							42
8				82							50
6											22
22											42
45											33
											5
											78
											25
											13
											29
PART TWO:											
22		87	16	4							5
7				23							40
2				41							36
3											44
43											23
											34
											87
											2



CORRECTIVE RESOURCES

Lippincott Co.

Phonics Guide

Corrective (1/2)

II

A	B	C	H
6	11	48	1
7		49	2
8		50	3
9		51	4
10		52	5
11		53	19
12			18
13			28
14			32
15			33
16			71
17			79
21			80
25			
26			
35			
36			
42			
43			
44			
45			

IV

48
49
50
51
52
53
54
55
56

CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 1/2

I			II				III				IV			
A	B	C	A	B	E	G	B	C	D	D	D	D	D	
8	72	15	17	1	3	17	41	3	3	3	61			
7		16	18	2	4	27	42	4	4	4	62			
22		17	19	20	5	69	44	5	5	5	64			
36		19	20	26	9	78	45	6	6	6	65			
58		55	31	31	10		47	7	7	7	71			
69		56	55	32	11		48	10	9	9	73			
80		69	56	77	12		52	11	10	10	74			
95		72	78	92	13		66	12	11	11	75			
		91	90		24		70	13	12	12	81			
					25		89	19	13	13	82			
					33			20	14	14	83			
					43			23	15	15	84			
					59			28	16	16	85			
					64			29	23	23	86			
					71			33	24	24	87			
					72			37	25	25	88			
					86			38	27	27	88			
					87			39	30	30	93			
					91			40	33	33				
								49	34	34				
								50	37	37				
								53	38	38				
								54	39	39				
								67	43	43				
								68	46	46				
								73	49	49				
								76	50	50				
								81	59	59				
									60	60				



CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 1/2 Companion Reader

I			II					III				
A	B	C	A	B	D	E	G	B	C	D	D	D
8	3	16	1	32	69	6	3	52	52	3	45	
22	4	20	2	41	70	7	4	53		4	47	
36	5	38	10	48	78	9	5			5	46	
44	71	43	11	51		19	25			6	52	
58		56	17			23	27			7	53	
80		64	18			28	40			9	54	
95		65	24			30	45			12	67	
		71	26			31	48			13	68	
		72	32			33	52			14	73	
		83	41			34	53			15	74	
		90	48			39	59			16	75	
		92	51			42	60			19	76	
			55			43	61			20	81	
			63			44	62			23	82	
			66			46	72			25	83	
			90			47	74			27	84	
			92			49	85			28	86	
						50	88			29	87	
						54	89			30	91	
						56				31	93	
						64				33		
						65				34		
						71				38		
						75				39		
						76				40		
						81				42		
						82				43		
						85				44		
						86						
						87						
						90						
						91						
						92						

CORRECTIVE RESOURCES

Scott, Foresman Co.

Manual (60's edition)

Grade 1/2

I			II				III			IV
A	B	C	A	B	C	D	A	F		
63	58	68	33	74	57	33	144	154	27	
155	75	86	39	75	58	63	145	173	28	
	120	126	44	90	140	106		196	80	
	131	155	50	91				204	135	
	169	201	51	96				221	136	
	175		85	97					154	
	216		86	115					168	
			101	119					169	
			102	120					190	
			114	130					191	
			119	131					195	
			130	145					196	
			131	150					210	
			150	174						
			180	175						
			201	181						
			205	185						
				204						
				205						
				216						

CORRECTIVE RESOURCES

Scott, Foresman Co.

Workbook (New Basic Series)
(60's edition)

Grade 1/2

I			II							III					IV
A	B	C	A	B	C	D	E	F	G	A	B	D	E		
4	6	4	29	17	65	56	4	20	11	3	9	5	32	2	
8	13	8	48	26			12	54	28	22	14	7	64	12	
13	17	13	59	33			15	67	34	23	22	32	69	19	
61	18	16		35			24	76	42	38	23	36		41	
	21	19		40			32		43	39	27	58		44	
	26	24		70			55		49	45	46	60		44	
	33	37					61		65	50	47	71		73	
	35	41								75		77			
	40	61								74					
	45	66													
	48	68													
	57														
	60														
	61														
	62														
	63														
	70														
	71														
	72														



CORRECTIVE RESOURCES

L. W. Singer Co.

Manual

Grade 1/2

I			II					III				IV			
A	B	C	B	D	E	H	B	C	D	D	D	D	D	D	
2	76	1	29	10	1	16	110	21	2	97	3				
6	77	6	30	11	4	61	125	24	5	99	22				
71		7	31	15	21	62		25	11	102	4E				
108		14	32	17	23	63		26	12	106	45				
109		16	33	18	45	64		28	15	107					
		19	34	19	57	66		27	21	115					
		33	35	20	67	67		32	23	116					
		56	36	34	70	68		46	43	117					
		65	37	37	83	75		51	45	120					
		66	38	41	102	78		52	56	121					
		69	39	42	103	79		53	57	124					
		71	40	44	106	80		58	60	126					
		81	42	50	115	93		68	67	127					
		82	43	59		94		70	69						
		96	44	64		95		72	72						
		97	46	65		96		74	73						
			47	75		97		73	77						
		104	50	76		99		85	81						
		105	54	77		111		88	82						
		111	55	84		112		98	83						
		114	58	89		116		100	86						
		117		90		118		110	87						
				91		119		113	91						
				101				118	92						
								119	96						
								120							
								121							
								122							
								123							
								126							
								127							

CORRECTIVE RESOURCES

SRA

Manual

Grade 1/2

I		II						IV			
A	C	A	B	C	D	E	H				
32	59	32	88	104	31	33	72				59
51		70	94	105	33	47	75				67
55					43	48	99				69
63					44	49	101				71
					45		109				73
					46						89
					47						93
					50						104
					51						108
					52						
					53						
					54						
					55						
					62						
					68						
					70						
					79						
					80						
					86						
					91						
					93						
					106						



INDEPENDENT READING LIST Reader level (1/2)

1. Ann Likes Red, by Dorothy Z. Seymour, Initial Teaching Alphabet Publications, Inc., N.Y., 1965.
2. Are You My Mother?, by P.D. Eastman, Random House, Inc., N.Y., 1960.
3. Barbie Goes To A Party, by Jean Bethell, Wonder Books, N.Y., 1964.
4. Danny And The Dinosaur, by Syd Hoff, Harper & Row Publishers, N.Y. 1958.
5. Happy Birthday Present, The, by Joan Heilbroner, Harper & Row Publishers, N.Y., 1962.
6. Hector, The Dog Who Loves Fleas, by Edith Stall, L.W. Singer Co., Syracuse, 1967.
7. Leonard Visits The Ocean Floor, by Gene Darby, Harr Wagner Publishing Co., San Francisco, 1965.
8. Little Chief, by Syd Hoff, Harper & Row Publishers, N.Y., 1961.
9. Moonbeam And The Rocket Port, by Selma and Jack Wassermann, Benefic Press, Chicago, 1965.
10. Sandy, the Swallow, by Gene Darby, Benefic Press, Chicago, 1964.
11. Skippy, the Skunk, by Gene Darby, Benefic Press, Chicago, 1963.
12. What Do They Do?, by Carla Greene, Harper & Row Publishers, N.Y., 1962.
13. Who Will Be My Friends?, by Syd Hoff, Harper & Row Publishers, N.Y., 1960.
14. Who's A Pest?, by Crosby Newell Bunsall, Harper & Row Publishers, N.Y., 1962.
15. Wild Animal Babies, by Mary Schuchmann, Whitman Publishing Co., Racine, Wisconsin, 1965.

1. Eye-Gate Filmstrip Series #79
Includes 10 filmstrips on the fundamentals of reading.
 1. Reading readiness, sight reading both silent and oral, word identification, etc.
 2. Right word
 3. Fun with words
 4. Games with words
 5. Reading puzzles
 6. Fun with sentences
 7. Fun with A-E-I-O-U
 8. Word beginning clues
 9. Word ending clues
2. Scott, Foresman Linguistic Block Series
 1. The first rolling reader - pre-primer and primer levels.
 2. Consonants - 1st grade level.
 3. Vowels - primary grade level.
3. S.R.A. Reading Laboratory Word Games.
4. Sullivan Programmed reading Storybooks #1-14 - Webster Division, McGraw-Hill.
5. Visual-Motor Perception Teaching Materials by Ruth Cheves for New York Times.
 1. Fruit and animal puzzles
 2. Small and large form puzzles
 3. Geometric shapes in color
 4. Association cards
 5. "See and Say" puzzle cards
 6. Configuration cards
 7. Ordinal placement board
 8. Flip and build
 9. Concept clocks in color
 10. "Show You Know - Then Go" phonics game

33. (Unit 1)
 37. (Unit 2)
 34. (Unit 3)

SUGGESTED GAMES AND ACTIVITIES
 For Grade I levels

Code: Pp - pre-primer level 1 R - 1² reader
 P - primer 1¹

Word recognition (Pp, P & R)

A. Preparation and Materials:

List on the chalkboard the word pairs below:

old	back	time	there
out	black	some	here

B. Introduction to the class:

Listen to the hint I will give you. Then look at the board to find the right word, frame it, and say it aloud.

The following clues may be used;

1. Tom is young, but grandmother is(old).
2. We did not see the front of the barn, only the(back).
3. A word that rhymes with where. (there)
4. A word that begins with S. (some)
5. We use a clock to tell (time)

Word meaning (Pp, P & R)

A. Preparation and Materials:

Write on the chalkboard the following phrases:

the school book	at school
the blue sled	in her pocket
her funny doll	yellow mittens
in the car	all the books

B. Introduction to the class:

Who can find, frame, and read a phrase that tells what you could see?
 Who can find a phrase that tells where something could be? Continue in the same way until all the phrases have been classified.

Context Clues (Pp, P & R)

A. Preparation and Materials:

Place new-word cards along the chalk ledge.

her	kitten	where
hear	mitten	there

B. Introduction to the class:

I will read a sentence leaving out one word. Who can find the card that has the missing word, read the card, and repeat the sentence, supplying the missing word.

The following sentences may be used:

1. Did you _____(hear) a funny noise?
2. It sounded just like a _____(kitten).
3. _____(Where) did the noise come from?
4. Did Jane bring _____(her) pet?
5. _____(There) is no pet in here.
6. But here is the (mitten) _____that Tom lost.

Initial Consonants (Pp, P & R)

A. Preparation and Materials:

Prepare mimeographed or tagboard sheets with the appropriate vocabulary words arranged in eight boxes.

1.	2.
<u>can</u> <u>funny</u>	<u>run</u> <u>see</u>
<u>home</u> <u>look</u>	<u>to</u> <u>with</u>
<u>doll</u> <u>get</u>	<u>go</u> <u>car</u>
<u>Bob</u> <u>rabbit</u>	<u>me</u> <u>like</u>

B. Introduction to the class:

Say a word that has the same beginning sound as one of the words on the card you are using. Ask the children to listen carefully as you pronounce it. Then have them find a word on the card with the same beginning sound and place a "bean" on it. Check each child's response.

The following key words may be used for the cards:

Card 1.				•	Card 2.			
give	dog	little	big	•	red	my	get	cat
race	car	for	he	•	something	we	took	let

Rhyming words (P & R)

A. Preparation and Materials:

Write on the chalkboard the groups of words below.

1. can, hat, pan, car, ran, man
2. ball, play, will, all, and, call
3. hat, ran, pet, cat, sat, mat

B. Introduction to the class:

Have the words pronounced in each row. Then ask the children to tell which words rhyme. Have a child draw a line under the rhyming parts in all the words. Reread all the rhyming words. Add other rows.

Vowel words (P & R)

A. Preparation and Materials:

Write on the chalkboard the list of words below.

hat	man	bad
lamp	bag	
nap	tag	

B. Introduction to the class:

Give short incomplete oral sentences such as those below. The pupils are to find the short-a word that fits the sentence. The pupil is to point to the word, frame it, then repeat the sentence, inserting the correct word as he does so.

1. The baby must have a _____.
2. Sally has a surprise in this _____.
3. Jane and Dick like to play _____.
4. Spot is not a _____ dog.
5. The _____ will help you to see.
6. I saw Mother's blue _____.
7. Tom wants to help the _____.

Sentence meaning (Pp, P & R)

A. Preparation and Materials:

Place the picture cards of Sally, Puff, Dick, and Jane on the chalk ledge. Cut a large door from a piece of construction paper and tape it to the board so that the base rests on the chalk ledge.

B. Introduction to the class:

Have the children close their eyes as you slip the picture card of Puff behind the door.

Write on the chalkboard - "Can you see Puff now?"

Have a child read the question orally and answer it. Then take Puff's picture from behind the door and place it on the chalk ledge. Have another child reread the question and answer it. Continue in the same way with the other picture cards.

Consonant blends (P & R)

A. Preparation and materials:

Arrange 4 chairs in the order of bases on a baseball diamond. Divide the class into two teams and appoint scorekeepers for each team.

35. (Unit 1)
39. (Unit 2)
36. (Unit 3)

-3-

B. Introduction to the class:

The teacher will be the "pitcher" by asking the "batter" to name objects that begin like her key word, "Flip."

Four words named is a home run, 3 takes him to third base, etc. The next batter may advance any other batter, base by base by naming words. A missed word is an out. There are no strikes.

Emotional reactions (Pp, P & R)

A. Preparation and Materials:

To provide an opportunity for individual children to express themselves orally before the group, play a game called, "If I Could Have One Wish."

B. Introduction to the class:

Think about the above and then come to the front of the group and tell the group what you would wish for if you could have whatever you wished for your Christmas present. Remember, it can be just one thing.

Relationships

B. Introduction to the class:

Children are to study the pictures to see what generalizations they can make (people, things to eat and wear). They then sort the pictures into piles and tell all of the pictures of a group.

This game can be modified by using the above categories, but using words instead of pictures. Other categories to fit the grade level may be used.

Consonant substitution (P & R)

A. Preparation and materials:

Write a known word on the chalkboard. Divide class into teams - (the number depending upon the size of the class.) Give each a pencil and paper.

B. Introduction to the class:

Give class a designated amount of time to write new words from word on board by substituting the initial consonant. Do the same with other words such as ran - he - book - make - car.

The team or individual with the most words is the winner. He must then read each word. You can subtract one point for each nonsense word or a word he cannot read.

Root (stem words) (P & R)

A. Preparation and Materials:

Cut 3"x5" oak tag cards. On the individual cards write the following:

roll - rolls - rolling

run - runs - running

go - goes - going

buzz - buzzed - buzzing, etc.

B. Introduction to the class:

Children work in groups from 2 to 4. Each takes 4 cards and draw from each other until one child "makes a book", (sleep, sleeps, sleeping). The person who has this "book" of 3 which has the same root word puts his cards on the table and reads them to the group using each in a separate sentence. The winner collects all the cards, mixes them up and redistributes them to begin again.

Comprehension (P & R)

A. Preparation and Materials:

Place in a work box, cards on which directions for making pictures have been written.

B. Introduction to the class:

In child's free time, he may choose an envelope and take a sheet of drawing paper and make the picture according to sentences given.

The following is an example:

Make a tree.

Put some toys under it.

Make some children playing with toys.
Make a dog and cat.
Put a bird in the tree.
Make the nest for the bird.

or

Make a wagon.
Make Tom pulling the wagon.
Put toys in the wagon.
Make Bob with Tom.
Put trees near the wagon.

Structural Analysis (P & R)

A. Preparation and Materials:

Make 3x5 oak tag cards with a root word, contraction, compound word or variant on each. Make several cards with the word "stop" on each.

B. Introduction to the class:

Choose a child to come to the head of the group. He may read the card aloud, identify the root word or both words if it is a compound word, and go on until he comes to a stop card. He then chooses someone to replace him. An individual "running" total is kept by each child and after a designated period of time the score is totalled for a winner.

Comprehension - sensory images (Pp, P & R)

A. Preparation and Materials:

On the chalkboard draw a circle and a square.

B. Introduction to the class:

Read one of the following riddles. Whenever a child guesses it correctly, write his name in the circle or square - whichever corresponds to the shape of the object in the riddle.

Cookies (exclude title)

These things are flat and round.
They are so good to eat.
Mother bakes them in the oven,
On a metal sheet (circle)

Windows

I am thinking of something square.
You see them in the wall.
They let the sunshine in the house.
They are big and small. (square)

Make up other circular or square riddles or use other categories.

Emotional reactions (Pp, P & R)

A. Preparation and Materials

Collect a variety of pictorial magazines. Supply scissors and paste.

B. Introduction to the class:

Have class look in magazines for pictures that show happy or unhappy people or large and small things and paste them on large sheets of paper to make posters putting one category on each.

This may also be done on an advanced level with stories to accompany each picture.

Another variation is to write words on a drawing paper such as cry, frown, jump and have class draw faces or pictures to correspond with each word.

R E C I P E S

for

R E A D I N G

UNIT FOUR
(Grade 2/1 Level)

TABLE OF CONTENTS

UNIT FOUR

(Grade 2/1 level)

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SKILL CODING: LEVEL 2/1

The Ginn Basic Readers

Vocabulary
 Word Meaning
 Word Recognition
 Word Analysis
 Vowel Sounds
 Consonant Blends and Diagraphs
 Rhyming Words
 Attacking New Words
 Comprehension
 Main Ideas
 Sequence
 Details
 Conclusion

I
 I A
 I B
 II
 II A
 II B
 II C
 II D
 III
 III A
 III B
 III C
 III D

Scott, Foresman

Sentence Meaning, Context
 Sensory Images
 Emotional Reactions
 Relationships
 Scrutiny, Context
 Phonetic Analysis
 Structural Analysis

I C
 III E
 III F
 III G
 I C
 IV
 V

Houghton, Mifflin

Word Recognition - I
 Word Recognition - II
 Phonetic Association
 Using Context and Phonetic Clues
 Comprehension

I B
 I C
 II A
 I C
 III

Ginn, Faith and Freedom

Vocabulary
 Word Meaning
 Word Analysis
 Vowels
 Consonant Blends and Diagraphs
 Classifying Ideas
 Recognizing Variants
 Attacking New Words
 Comprehension Skills
 Main Ideas
 Sequence
 Details
 Conclusions

I
 I A
 II
 II A
 II B
 III H
 II E
 II D
 III
 III A
 III B
 III C
 III D

SKILL CODE KEY: LEVEL 2/1

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Recognition	I B
Sentence Meaning Context	I C
Phonetic Analysis	II
Vowel Sounds	II A
Consonant Blends and Diagraphs	II B
Rhyming Words	II C
Comprehension	III
Main Ideas	III A
Sequence	III B
Details	III C
Conclusions	III D
Sensory Images	III E
Emotional Reactions	III F
Relationships	III G
Classifying Ideas	III H
Structural Analysis	IV
Recognizing Variants	IV A

DIAGNOSTIC GROUPING SHEET

Program Ginn, Faith and Freedom

Grade 2/1

Word Meaning	Vowels	Consonant Blends and diagraphs
CODE I A	CODE II A	CODE II B
Classifying Ideas	Recognizing Variants	Attacking New Words
CODE III H	CODE II E	CODE II D
Main Ideas	Sequence	Details
CODE III A	CODE III B	CODE III C
Conclusions		
CODE III D	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 2/1

Sentence Meaning	Sensory Images	Emotional Reactions
CODE I C	CODE III E	CODE III F
Relationships	Scrutiny-Context	Phonetic Analysis
CODE III G	CODE I C	CODE IV
Structural Analysis		
CODE V	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton Mifflin

Grade 2/1

Word Recognition (l)	Word Recognition (ll)	Phonetic Association
CODE I B	CODE I C	CODE II A
Using Context and Phonetic Clues	Comprehension	
CODE I C	CODE III	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn

Grade 2/1

Word Meaning	Word Recognition	Vowel Sounds
CODE I A	CODE I B	CODE II A
Consonant Blends and Diagraphs	Rhyming Words	Attacking New Words
CODE II B	CODE II C	CODE II D
Main Ideas	Sequence	Details
CODE III A	CODE III B	CODE III C
Conclusions		
CODE III D	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon

Manual

Grade 2/1

I			II			III				IV	
A	B	C	A	B	C	C	D	E	G	H	A
47	84	47	88	108	117	181	181	181	208	208	88
60	99	54	95	140	122						99
86	114	60	96	156	166						108
99	158	61	104	159	184						124
158	211	86	106	203							134
159		87	107								136
169		99	109								142
174		112	133								143
208		113	147								144
211		146	151								170
215		153	170								199
		158	182								
		170	185								
			190								
			191								
			199								
			202								
			207								



CORRECTIVE RESOURCES

Allyn & Bacon

Workbook

Grade 2/1

I		II		III					IV			
A	C	A	B	A	B	C	D	E	F	G	H	A
11	8	28	22	20	10	4	7	23	21	24	24	25
24	11	30	39	21	13	7	9	24	29	52	54	40
27	26	48		23	52	8	14	51	44	54		
31	27	53		42	63	15	15					
33	31	62		47		19	20					
45	32	64				26	23					
46	33	66				32	26					
50	46	69				61	29					
71	50	72				63	32					
73	52	75				67	34					
	55	78				77	41					
	65						42					
	71						49					
	74						51					
							67					
							76					

CORRECTIVE RESOURCES

American Book Co.

Manual

Grade 2/1

I			II			III							IV	
A	B	C	A	B	C	A	B	C	D	E	F	G	H	A
52	216	61	89	61	51	89	168	84	70	79	98	79	124	62
61	290	63	108	98	88	173	319	99	79	116	190	116	148	97
63	297	77	116	224	135	231		167	98	209	209	124	173	108
69		78	123	249	276	312		283	109	291	291	136	283	129
77		109	130	257	290				131	307	307	148		131
78		136	156	302					136			167		155
83		142	172	311					156			225		166
116		148	185						167			243		172
117		178	190						190			283		196
124		197	237						209			291		202
131		216	249						225					243
142		267	257						243					257
178		276							259					296
179		297							267					
185		303							291					
197									297					
267														
303														



CORRECTIVE RESOURCES

Economy Company

Manual (Phonetic Keys)

Grade 2/1

I			II			III				IV
A	B	C	A	B		A	C	D		A
20	34	20	19	29		26	20	33		66
21	39	21	22	30		35	21			67
23	42	23	39	31			23			69
29	77	25	41	34			25			70
78	78	29	42	36			26			72
		32	51	37			28			73
		33	52	39			33			
		35	54				35			
		37	56				36			
		38	57				38			
		42	59				41			
		45	60				46			
		48	62				49			
		50					51			
		52					53			
		55					55			
		58					59			
		60					61			
		62					63			
		67					68			
		71					72			
		73					74			
		76					77			
		78					79			
		80								



CORRECTIVE RESOURCES

Ginn

Manual (100 Edition)

Grade 2/1

I			II			III			IV		
A	B	C	A	B	C	D	E	G	H	A	
93	127	103	94	86	86	203	203	93	93	104	
102	138	126	111	111	103	213		137	137	120	
137	348	138	119	139	112	304		138	138	126	
146	357	141	167	148	127	320		253	253	141	
177	396	177	187	160	193	378		285	312	215	
193	436	193	204	168	228			312	406	253	
194	494	194	220	205	244			378	476	276	
203		203	236	214	358				406	287	
220		227	267	221	433				476	306	
227		235	276	228					494	315	
253		244	314	244						343	
267		253	325	286						358	
285		267	349	296						407	
295		276	365	334						415	
312		295	366	373						426	
313		341	372	390						434	
335		348	389	405						457	
341		414	396	447						471	
348		433	457	464						472	
364		456	463	477							
378		470	471								
380		472	478								
406			482								
424											
470											
476											
494											

CORRECTIVE RESOURCES

Ginn and Co.

Workbook (Revised Edition)
(100 Edition)

Grade 2/1

I		II			III					IV		
A	C	A	B	C	A	B	C	D	E	G	H	A
31	1	37	23	7	2	9	21	1	5	19	22	12
4	2	40	65	18	8	69	68	16	25	22		41
36	4	50	74	37	11	87	82	17	38	24		62
56	5	92	77	40	16	88	86	19	99	27		72
63	7	103	99	44	59		102	25	100	31		89
91	12	106		50	64			32		36		90
108	18	109		53	86			38		39		101
	20			57				39		49		
	23			60				42		76		
	28			82				49		78		
	31			92				52		79		
	32							54		83		
	35							61		105		
	41							64		108		
	44							76				
	56							78				
	57							97				
	52							100				
	63							104				
	72							107				
	73											
	79											
	82											
	89											
	90											
	105											



I			II			III					IV	
A	B	C	A	B	C	A	C	D	G	H	E	A
94	73	148	94	86	86	194	355	84	146	54	240	104
110	94	211	95	103	112	195		213	426	106		120
111	128	227	111	104	113	226		304	427			126
118	138	235	119	139	127	227		305				141
124	139	296	167	148	193	355		319				195
128	158	332	168	149	228	423		320				215
137	167	333	187	160	229	432		321				252
138	186	341	204	168	244			347				253
185	213	348	205	195	245			378				276
186	214	381	220	205				454				277
220	275	382	221	214				455				287
286	284		236	215								288
295	333		267	221								306
312	334		268	228								307
313	342		276	236								315
341	348		314	244								345
364	349		315	286								358
380	357		324	296								359
396	364		325	334								407
424	365		349	335								415
446	379		365	366								416
455	388		366	373								426
456	396		372	390								434
470	436		389	406								457
476	437		396	407								458
			397	477								471
			357									472
			358									
			463									
			458									
			463									
			471									
			478									
			482									

CORRECTIVE RESOURCES

Ginn and Company

Manual (Faith and Freedom)

Grade 2/1

I			II			III			IV			
A	B	C	A	B	C	A	B	D	E	G	H	A
72	197	126	48	98	57	81	119	81	81	104	89	205
89	218	235	58	110	66	142	185	142	186	119	104	216
134	360	307	66	121	83	156		156	275	185	119	223
228	373	320	74	128	126	186		186	358	228	134	257
248		346	83	129	238	275		275		268	149	270
261			90	136	345	358		358		274	185	278
263			98	137	359					293	214	286
268			110	143	373					314	228	295
286			121	144	383					364	268	309
303			128	150							293	317
314			136	160							364	323
317			143	171								340
331			161	180								346
346			172	188								352
364			180	215								366
			195	223								384
			205	229								
			215	248								
				257								
				269								
				286								
				331								
				340								
				367								
				372								
				383								



CORRECTIVE RESOURCES

Ginn and Company

Workbook (Faith and Freedom)

Grade 2/1

I			II			III						IV		
A	C		A	A	B	C	A	B	C	D	E	G	H	A
PART ONE: 19 24 36 45 53	3 5 6 10 19 20 45 47		47 28 30 44 46 49 50				18 26 28 29 42 49 52 56	49 54	3 5 11 15 18 21 27 38 43 49 56	3 5 15 20 23 26 30 31 33 36 38 42 49 53 54 60	3 6 36	1 9 19 23 24 28 31 38 41 52	1 24 33 41 51	
PART TWO: 24 28 30 35 38 43	24 32 33 34 35 42 45 48 49		1 2 3 4 5 6 7 8 9 10 11	12 13 17 18 19 20 26 27	7 11 12 13 14 15 16 42 48 50	2 8 43								22 23 24 25 31 32 33 34 37 39 41 44 45 47

CORRECTIVE RESOURCES

Harcourt, Brace & World

Manual (Palo Alto)

Books 7-9; Grade 2/1

I			II			III			IV				
A	B	C	A	B	C	A	B	C	D	E	F	G	A
11	8	6	4	99	4	6	6	7	6	6	7	7	30
14	14	8	5	102	17	10	7	22	10	7		8	112
19	16	11	13	123	27	19	23	23	19	8		10	
20	20	14	14	135	29	25	24	24	25	17		17	
26	26	16	15		30	26	35	35	26	19		19	
30	28	17	33		38	29			29	22		23	
32	32	18	34		41	33			33	25		24	
35	34	19	39		43	38			38	29		25	
39	35	23	58		44	40			40	36		33	
43	44	24	60		50	67			67	38		37	
61	49	25	71		52	97			97	40		40	
82	60	26	79		59	116			116	50		50	
88	61	29	82		73					52		52	
89	62	30	97		83					97		62	
96	82	32	98		84					98		66	
97	92	34	115		111					102		67	
98	96	35	132		130					116		80	
102	97	36										82	
111	98	37										88	
114	102	39										102	
116	111	41										105	
118	114	43										116	
121	118	44										118	
122	126	50											
124	127												
126	131												
127													
131													
132													



CORRECTIVE RESOURCES

Houghton-Mifflin

Manual

Grade 2/1

I										II					III					IV
A		B			C			A	B	C	A	C	D	E	G	H		A		
28	121	248	26	140	238	28	121	260	202	140	28	77	41	29	54	51	122	76		
31	122	249	27	141	247	31	129	262	40	182	40	169	52	52	79	88	228	158		
32	128	250	29	142	248	32	142	263	43	191	51	191	68	67	144	122		182		
40	129	259	40	150	258	40	143	269	50	203	66	259	89	77	152	128		203		
41	131	260	41	158	259	41	144	270	65	258	100	289	101	120	262	151		224		
42	143	263	50	159	260	42	150	271	70	268	110	323	110	129	272	161		238		
51	150	269	51	168	269	51	152	272	87	277	120		111	142	293	170		279		
52	151	271	52	170	277	52	159	279	99	278	128		129	150		203		288		
53	159	278	65	181	278	53	160	280	103	288	141		141	152		228				
66	160	280	66	182	279	54	161	281	109	288	158		142	159		238				
69	161	281	76	183	298	66	169	288	112	292	168		150	170		278				
71	169	282	77	190	299	68	170	290	119	298	182		159	183		282				
76	170	288	87	191	301	69	171	291	127	302	191		170	185		301				
77	183	291	88	192	312	71	173	293	130	312	203		183	192		328				
78	184	299	99	202	314	76	183	300	168	322	212		192	224		353				
80	192	300	100	203	322	77	184	314	172	327	247		225	227						
88	194	301	109	212	323	78	192	315	181	338	269		248	248						
90	203	315	110	213	324	79	194	316	190	343	288		260	260						
91	212	317	119	214	338	80	203	324	193		323		270	262						
92	215	325	120	223	340	88	212	325			326		279	269						
102	216	328	127	224	349	89	215	326			328		290	272						
110	226	342	128	225		90	216	328			340		299	293						
113	228	351				91	226	340			342		314	299						
120	238					92	238	342			350		324	339						
						101	241	350			351		340	341						
						102	248	351			352		349	353						
						110	249	352			353		350							
						111	259	353												



Houghton Mifflin

Workbook

Grade 2/1

I			II			III							IV	
A	B	C	A	B		A	B	C	C	D	E	F	G	A
6	6	5	10	1		107	47	2	51	4	4	35	28	27
23		11	15	28			73	3	56	8	11		47	104
36		18	20	52				7	57	9	18		107	105
48		26	33	88				12	60	11	48			
50		29	37	90				13	63	12				
68		36	44	94				14	72	22				
69		48	49	97				18	73	24				
86		50	58					19	74	28				
101		59	61					21	77	35				
109		68	64					25	81	40				
		69	65					31	83	55				
		71	66					32	87	62				
		72	70					34	89	76				
		86	75					36	91	80				
		101	78					38	96	84				
		103	79					39	98	86				
		108	85					41	102	100				
		111	92					43	107					
			99					45						
			103					46						
			106											
			110											

CORRECTIVE RESOURCES

Manual

Grade 2/1

Lippincott

I		II			III			IV	
A	C	A	B	C	D	G	A		
9	6	2	5	68	35	35	8		
20	9	3	6			81	42		
56	20	7	28			115	44		
60	42	15	40				53		
69	45	16					55		
72	56	17					56		
79	72	18					72		
81	79	67							
90	96	77							
95	101	101							
96	109	104							
109	115								
115									
118									



CORRECTIVE RESOURCES

22.

Lippincott Workbook Grade 2/1

I			II			III					IV			
A	B	C	A	B	C	A	B	C	D	E	F	G	H	A
13	16	6	1	4	16	22	9	6	11	38	20	11	18	7
14	24	8	3	5			17	17	21		90	17	34	10
18	52	9	6	25			20	20	22			18	63	39
26	59	13	7				21	21	38			34		40
27	64	26	14				22	22	44			49		41
32		27	15				28	28	47			63		48
33		32	19				44	44	80			72		50
34		33	58				53	53				91		83
37		40	61				75	75						
46		42												
48		46												
49		48												
50		50												
52		53												
53		59												
59		68												
63		84												
64														
68														
70														
72														
84														
91														

CORRECTIVE RESOURCES

Lippincott

Phonetic Guide

Grade 2/1 (Corrective)

II										IV									
A	B									A									
1	11									20									
2	27									48									
3	37									51									
4	38									54									
5	39									59									
18	40																		
19	41																		
22	46																		
24	47																		
28																			
29																			
30																			
31																			
32																			
33																			
34																			
56																			
57																			
58																			
60																			
66																			
67																			
68																			
71																			
73																			
74																			
75																			



CORRECTIVE RESOURCES

Grade 2/1

Manual

Lyons and Carnahan

I			II			III			IV		
A	B	C	A	B	C	D	G	H	A		
27	55	19	27	32	19	199	71	27	91		
55	62	96	40	40	101	209	92	71	111		
71	96	122	55	47	122		199	92	190		
92	101	144	62	96	129		313	313	209		
122	122	153	71	102	185				240		
134	185	185	101	116	266				258		
190	209	190	106	129	372				303		
198	336	198	129	144	418				306		
221	362	253	134	173					345		
231	418	296	139	204					368		
253		302	140	234					410		
258		336	153	240							
266		367	198	246							
297		403	204	275							
336			205								
362			246								
367			253								
383			266								
403			285								
			296								
			321								
			329								
			336								
			363								
			367								
			378								
			383								
			388								
			395								
			404								



CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 2/1

I			II			III						IV			
A	B	C	A	B	C	A	B	C	D	E	F	G	H	F	A
49	37	1	47	7	1	23	45	2	12	21	63	2	6	63	4
64	46	4	61	10	26	91	54	3	22	29	76	6			5
92	64	5	84	15	37		59	8	24			8			11
		10		20	41		60	9	25			19			31
		11		32	48		68	12	30			21			
		15		32			88	13	39			29			
		20		79			90	14	40			70			
		26						16	42			42			
		29						19	42			53			
		31						21	53			63			
		32						22	63			69			
		34						25	69			70			
		36						27	70			70			
		37						30	71			71			
		46						33	76			76			
		48						34	85			85			
		49						36	78			78			
		57						38	89			89			
		73						39							
		86													
		92													



CORRECTIVE RESOURCES

Grade 2/1

Teacher's Guide (Programmed Reading)

McGraw-Hill

I			II			III		
A	B	C	A	B	C	A	B	C
17	17	17	20		83			65
19	18	19	24					82
21	20	21	26					96
22	21	22	27					
23	23	23	28					
25	24	25	34					
34	34	34	48					
36	35	36	55					
39	38	39	65					
40	40	40	70					
43	43	43	92					
45	45	45	103					
49	49	49	107					
53	53	53	109					
55	55	55	117					
58	58	58	119					
61	61	61	121					
70	70	65	123					
72	72							
74	74							
76	76							
80	79							
82	86							
86	89							
89	90							
91	92							
93	101							
101	103							
103	106							
107	108							
109	117							
117	119							
119	121							
121	123							
123								

CORRECTIVE RESOURCES

Scott, Foresman

Manual (60's Edition)

Grade 2/1

I			II			III			IV	
A	B	C	A	B	C	B	E	H	A	
36	42	33	57	41	42	79	95		27	150
75	43	42	58	42		112	95		84	195
83	52	65	59	52					100	196
95	59	75	60	53					101	200
189	89	80	64						112	201
190		85	65						113	205
213		95	69						126	214
214		102	70						127	215
		103	80						130	217
		108	96						131	218
		118	97						140	219
		137	101							
		163	102							
		173	103							
		201	107							
		213	108							
			117							
			118							

CORRECTIVE RESOURCES

Scott, Foresman Co.

Workbook (60's edition)

Grade 2/1

I		II		III					IV			
A	C	A	B	A	B	C	D	E	F	G	H	A
19	2	12	7	37	18	25	4	11	35	8	9	2
22	6	13		45	20	37	5	55	52	9	47	23
26	19	17		53	33	51	10	57	61	14	65	29
31	22	27		61	43		16	68	64	20		34
40	26	30			44		28	78	70	28		40
51	36	32			51		31	78	78	31		41
60	46	42			59		37	79	79	33		50
74	56	48			63		49			38		67
	58	50			72		53			45		69
	60	56			73		64			47		75
	62	58			76		68			49		77
	75	62					70			52		
	79	77					78			65		
							79			66		
										70		
										72		
										73		
										78		

CORRECTIVE RESOURCES

Scott, Foresman
(1956 Edition)

Manual

Grade 2/1

I			II			III			IV		
A	B	C	A	B	C	A	B	E	G	H	A
55	103	82	126	73	49	171		44	156	94	50
82	136	132	127	83	51	205		77	171	95	51
103		171	131	90	56			78	222	136	86
125		184	135	91	83			113		222	87
132		218	141	98	90			114			110
187		219	142	99	91			164			142
218			149	118	103			187			161
219			150	121	121						168
			153	122	122						175
			154	146							183
			156								197
			157								198
			161								219
			162								225
			164								226
			165								228
			171								
			184								
			191								
			192								
			194								
			195								
			198								
			205								
			208								
			209								
			222								
			230								
			231								



30.

INDEPENDENT READING LIST 2/1 Level

1. Danny and the Dinosaur, (An I Can Read Book), Syd Hoff, Harper & Row, 1958.
2. Early Fun-To-Read Classics Series, The Billy Goats Gruff, Nora Nestrick, The Platt & Munk Co., Inc., 1962.
3. Happy Day, The, Ruth Krauss, Harper & Row, 1949.
4. Juanito Makes a Drum, Edna Walker Chandler, Benefic Press, 1960.
5. Leonard Discovers America, by Gene Darby, Harr Wagner Publishing Co., 1965.
6. Little Chief, (An I Can Read Book), by Syd Hoff, Harper & Row, 1961.
7. Little Giant and the Elf Boy, The, by Else Holmelund Minarik, Harper & Row, 1963.
8. Little Orange Book, The, by John Donovan, William Morrow & Company, 1961.
9. Pudgy, the Beaver, Gene Darby, Benefic Press, 1963.
10. Reading Round Table Series--(Silver Book), American Book Co., 1965.
11. Sally, the Screech Owl, by Gene Darby, Benefic Press, 1964.
12. Sandy, the Swallow, by Gene Darby, Benefic Press, 1964.
13. Skippy, the Skunk, by Gene Darby, Benefic Press, 1963.
14. Street Dog, by Richard E. Drdek, The L.W. Singer Co., 1967.
15. Taka and His Dog, Edna Walker Chandler, Benefic Press, 1962.
16. What Do They Do? Policemen and Firemen, by Carla Greene, Harper & Row, 1962.
17. Who's a Pest? by Crosby Newell Bonsall, Harper and Row, 1962.
18. Wild Animal Babies, by Mary Schuchmann, Whitman Publishing Co., 1965.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--GRADE 2

1. SRA - Word Games. Reading Lab. I Included are word Games and Check tests and keys (for 2/1 and 2/2)
2. Sullivan Programmed Reading. Webster Division of McGraw-Hill. Included are Workbooks and Storybooks (for 2/1 and 2/2.)
3. Webster Classroom Reading Clinic. May be used for:
 - a. Phonics practice
 - b. Vocabulary Building
 - c. Spelling Improvement
(for 2/2)
4. Scott, Foresman - Linguistic Block Series, Primary Grades--Rolling Phonics-Vowels (for 2/1 and 2/2.)
5. Filmstrips - Goals in Spelling Series
 - a. Studying Long Words
 - b. Letters Which Work Together
 - c. Long Vowel Sounds
 - d. Hearing Sounds in Words
 - e. Tricky Consonant Sounds
(for 2/1 and 2/2)

Filmstrips - Eye Gate, Fundamentals of Reading

 - a. Find the Right Word
 - b. Fun with Words
 - c. Fun with Sentences
 - d. Reading Puzzles
 - e. Games with Words
(for 2/1 and 2/2)
6. Records
 - a. A Child's Garden of Verses
 - b. Children Sing Around the World
 - c. Let's Go to the Circus
 - d. The Little Engine that Could
 - e. How Fear Came, from Kipling's Jungle Book
 - f. Hansel and Gretel; Sleeping Beauty
 - g. Peter, The Flameless Dragon
 - h. Pinocchio
 - i. Bambi
 - j. Cinderella
 - k. Snow White and the Seven Dwarfs
(for 2/1 and 2/2)
7. New Practice Readers--Stone and Burton
 - a. Book A - Webster Division of McGraw-Hill Company
(for 2/2)

32. (Unit 4)
35. (Unit 5)

SUGGESTED GAMES AND ACTIVITIES--GRADE 2/1 and 2/2

Vocabulary

Word Meaning

A. Make a Match

1. Materials: Strips of oaktag. On one strip of oaktag write a word. On another strip write the meaning to that word. Prepare about eight to twelve words with their meanings. The child is to match the words with their correct meanings. Make up several of these sets of cards. Place each set into an envelope with an answer sheet so that the child can check his own answers.

Word Recognition

A. Materials: Blackboard

1. In this game you can use any number of words. Suggested number of words is 10 to 15. Say one of the words and have it written on the blackboard. It must be spelled correctly. Continue until all the words are placed on the board. Have a child come to the board and quickly erase one of the words. The person who erases the word then calls on someone to say and spell the word. If he spells the word correctly he comes to the board and erases a word. This continues until all the words are erased.

Sentence Meaning

A. Materials: Large circles of oaktag.

1. Cut large circles out of oaktag or heavy construction paper and with a pen divide it into equal parts, similar to a pie. Write an incomplete sentence in each part. Example, Sally had a red toy ball. The child has the circle in front of him, finger on the ^{red} circle in front of him. finger on the circle, eyes closed and says one, two, three, and around I go. Where I stop nobody knows. If he can read the sentence he continues until he misses. When he misses the circle goes to the next person. A word, Phrase, contraction and so forth can be placed in each part instead of a sentence.

When, Where or How?

A. Materials: Blackboard

1. Put several incomplete sentences on the board. Examples:
I climbed _____.
I work _____.
I play _____.
2. Divide the class into two teams. A child from Team A will read the sentence giving it an ending. A child from Team B must tell whether the sentence tells Whe , Where, or How. One point for each correct answer. With the next sentence Team B reads the sentence and Team A tells whether it tells Whe , Where or How.

Phonetic Analysis

A. Toy Store --Materials: Blackboard or large sheet of drawing paper.

1. Draw on the board a toy store window. Draw as many different toys as possible in the window. Ask questions about the toys. For example, I went to the toy store and bought a toy that starts with tr. I went to the store and saw a _____ or _____. As you say the sentence place the clues on the board for the children to figure out. Do not say the clue. Clues may be ble ds, consonants, vowels, digraphs, rhyming words or anything that you want to stress.

Vowel Sounds--Get to the Top

A. Materials: Blackboard

1. Draw a ladder on the board. To climb to the top the child must say a word that starts like each step. The sound of each vowel must be the short sound. The next child must not use the same words. Continually change the beginning letters to give each child an equal chance to get to the top. This game could also be played by having the words have the long vowel sounds.

su
so
si
se
sa

Consonant Blends and Digraphs--How Far Can You Bat the Ball?

- A. Materials: Blackboard & places around the room designated as bases.
1. Draw a diamond (baseball) on the board.
 2. Place a different blend or digraph in each base (i.e. fi, br,pr,cr). Divide the class into two teams. To get to first base, player no. 1 must give a word that begins with the blend at first base. Write the word near the base that the child gives. Each child tries to make it to home plate. He gets one point for each base reached. He is out the first time that he misses. A team is up until it makes three outs. The child cannot give a word that is already on the board. It is advisable to change the letters in the bases often.

Rhyming Words

- A. Materials: Blackboard and strips of oaktag
1. Draw some pictures on the board. On oaktag write rhyming words to go with the pictures. The class may or may not be divided into teams. To get a point the child must say his word and match it to the proper picture. This can also be an independent activity. If it is to be used individually, divide a square of oaktag into nine equal parts. Draw a picture in each part. On separate pieces of oaktag write rhyming words. The child can match the words with the pictures.

Comprehension

Sequence

- A. Materials: strips of oaktag and envelopes.
1. Write three sentences that go together on separate strips of oaktag. Place the three sentences in an envelope. The child is to place these sentences in the right order to tell a story. Make several of these stories.

Details and Sentory Images--Come to My Party

- A. Materials: None
B. Explanation

1. A child starts the game by saying to someone, "Will you come to my party?" The other child says, "Yes, but tell me what your house looks like." The first child must give detailed enough information so that his house can be found. When he has done this the second child then continues the game by asking a third child to come to his house. The game continues until all have had a chance.

Emotional Reactions

- A. Materials: blackboard
B. Explanation

1. Write several incomplete sentences on the board. The children are to read and orally complete the sentences. Missing parts may be one word or several words. Examples:
Tom was not happy when the bee stung him because _____.
Jack was _____ when he got a new bike.
You may wish to have several children complete just one sentence. This could also be used as a written exercise by having the children write the sentences on paper adding the missing parts. After all sentences are completed have as many as possible read aloud.

34. (Unit 4)

37. (Unit 5)

Structural Analysis

Recognizing Variants

A. Materials: Oaktag - cut into approximately 3"x4" cards, enough to make about 41 cards.

1. To give practice with such words as "hopped" and "hoped", a game very similar to Old Maid can be played. On one card write a root word. On a second card write its variant. Make about 20 pairs. Make one Old Maid card. All the cards are dealt out. Before the game starts all possible pairs are made. Before a child can place his pair on the table he must say the words correctly out loud. A player starts by drawing one card at a time from the player on his right.

Recognizing Variants

A. Materials: Strips of oaktag

1. Write an incomplete sentence on each strip of oaktag.

Example: Tom is run _____ to the store.

The child is to read the sentence adding the correct ending. He is to then spell the new word he has made. The child who has the most cards at the end of the game is the winner.

Contractions

A. Materials: Large size pieces of oaktag, small pieces of oaktag and large envelopes.

cannot	that is	do not
I am	I have	she is
you are	he is	they will

Divide the large pieces of oaktag into 9 equal parts. In each part write any two words from which a contraction can be made. On the small pieces of oaktag write the contractions that go with the words. The child is to place the correct contraction under where it belongs. Each set is to be placed in an envelope with an answer sheet so that the child can check his own answers.

Syllables

A. Materials: Blackboard, pieces of colored oaktag and masking tape.

1. On a small card of oaktag (2"x1") have each child write his name with a dark crayon. Place a piece of masking tape on the back of each card. Place the cards on one corner of the blackboard. Draw an imaginary road on the board. Have all kinds of stopping places along the road. At the end of the road have, for example, the pot of gold under the rainbow. At each stopping place a child must tell how many parts are in a word that you say to him. If he is correct, he can go onto the next place. He continues until he makes a mistake. He places his name card at each stopping place as he goes along.

R E C I P E S

for

R E A D I N G

UNIT FIVE
(Grade 2/2 Level)

UNIT FIVE

(Grade 2/2 level)

	Page
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SKILL CODING: LEVEL 2/2

The Ginn Basic Readers

Vocabulary

Word Meaning

Word Recognition

Word Analysis

Vowel Sounds

Contractions

Comprehension

Classifying and Sentence Meaning

Details

Main Ideas

Drawing Conclusions

Scott, Foresman

Sentence Meaning-Context

Sensory Images

Emotional Reactions

Relationships

Scrutiny, Context

Phonetic Analysis

Phonetic and Structural Analysis

Houghton-Mifflin

Word Recognition - I

Word Recognition-II

Phonetic Association

Using Context and Phonetic Clues

Comprehension

Syllabication

Ginn(Faith and Freedom)

Vocabulary

Word Meaning

Word Analysis

Phonetic Elements

Structural Elements

Comprehension

Classifying Ideas

Noting Details

Grasping Main Idea

Drawing Conclusions

I
 I A
 I B
 II
 II A
 II B
 III
 III A
 III B
 III C
 III D

 I C
 III E
 III F
 III G
 I C
 IV
 IV & V

 I B
 I C
 II A
 I C
 III
 IV

 I
 I A
 II
 II A
 V
 III
 III A
 III B
 III C
 III D

2.

SKILL CODE KEY: LEVEL 2/2

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Recognition	I B
Sentence Meaning Context	I C
Phonetic Analysis	II
Vowel Sounds	II A
Comprehension	III
Classifying and Sentence Meaning	III A
Details	III B
Main Ideas	III C
Drawing Conclusions	III D
Sensory Images	III E
Emotional Reactions	III F
Relationships	III G
Structural Analysis	IV
Recognizing Variants	IV A
Contractions	IV B
Syllabication	V

DIAGNOSTIC GROUPING SHEET

Program Ginn

Grade 2/2

Word Meaning	Word Recognition	Vowel Sounds
CODE I A	CODE I B	CODE II A
Contractions	Classifying and Sentence Meaning	Details
CODE II B	CODE III A	CODE III B
Main Ideas	Drawing Conclusions	
CODE III C	CODE III D	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 2/2

Context- sentence meaning	Sensory Images	Emotional Reactions
CODE I C	CODE III E	CODE III F
Relationships	Scrutiny-Context	Phonetic Analysis
CODE III G	CODE I C	CODE IV
Phonetic and Structural Analysis		
CODE IV & V	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

5.

Program Name: Steffin

Grade: 2/2

Word Recognition (I)	Word Recognition (II)	Phonetic Association
CODE I A	CODE I C	CODE II A
Using Concept and Phonetic Clues	Comprehension	
CODE I C	CODE III	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn, "Faith and Freedom"

Grade 2/2

Word Meaning	Phonetic Elements	Structural Elements
CODE I A	CODE II A	CODE V
Classifying Ideas	Noting Details	Grasping Main Idea
CODE III A	CODE III B	CODE III C
Drawing Conclusions		
CODE III D	CODE	CODE
CODE	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon

Manual

Grade 2/2

I			II			III			IV	
A	B	C	A	D	G	A	D	G	A	B
59	50	51	54	143	59	59	143	59	49	57
67	78	59	67					107	51	58
83		82	68					143	78	123
87		95	76						82	
95		106	79						118	
143		107	81						123	
150		143	87						136	
162		150	90						147	
171		162	107							
188		188	118							
192			124							
			138							
			139							
			141							
			162							

CORRECTIVE RESOURCES

Allyn & Bacon

Workbook

Grade 2/2

I		II					III							IV	
A	C	A					A	B	C	D	E	F	G	A	B
10	5	9	29	3	6	6	12	11	11	11	4	12	4	12	
22	10	17	31	20	16	8	14	76	76	60	56	60	56		
24	15	23	34	32	37	15	41			64	57	64	57		
33	22	30	64	34	62	16	49			66	71	66	71		
35	24	52		61		28				79					
36	33	53		68		31									
47	35	63		72		40									
50	36					41									
51	39					43									
65	50					49									
70	51					58									
	59					60									
	71					61									
	78					66									
						68									
						69									
						76									
						79									
						11									

CORRECTIVE RESOURCES

American Book Co.

Manual

Grade 2/2

I			II			III							IV		V
A	B	C	A	B	C	D	E	F	G	A	B				
57	80	57	87	107	120	80	80	149	159	117	57		57		
65	187	65	94	120	150	140	140	282	170	128	72		117		
73	245	73	127	130	160	159	159	319	209	130	87		199		
95		95	138	258	178	201	201	341	246	148	137		208		
96		96	148	273	199	271	271	384	283	188	236		269		
159		106	157	413	217	282	282		401	217			271		
168		159	167		246	300	300			269			299		
170		168	176		312	319	319			299			340		
179		177	178		354	341	341			310			353		
209		216	197		373	355	355			318			381		
227		227	226		460	384	384			340			422		
244		244	235			424	424			353			442		
259		245	257			451	451			381					
283		292	270							422					
292		375	281							442					
374		400	290							442					
382		442	329												
400		452	352												
423			363												
442			372												
452			391												
461			411												
			450												
			458												



CORRECTIVE RESOURCES

American Book Company

Workbook

Grade 2/2

I			II			III					IV		V	
A	B	C	A			A	B	C	D	E	F	G	A	
2	16	2	10			11	1	4	1	7	59	11	40	
6	35	6	13			15	4	25	4	57	102	15	58	
8	54	8	22			39	5	27	7	90		21	66	
11	75	12	24			60	9	32	20			39	74	
12	94	31	26			81	17	36	23			42	85	
15	110	48	28			107	18	37	27			50	97	
31		51	30				20	42	56			55	100	
39		61	33				21	50	57			60	111	
51		64	38				27	71	59			62		
60		70	49				29	77	65			71		
61		87	63				36	83	71			81		
64		89	78				43	95	73			91		
81		91	79				46	109	76			106		
87		97	84				52		90			107		
91		100	93				55		91					
100			108				62		92					
107			111				68		96					
			105				71		103					
							76		104					
							80		109					
							86		112					
							88							
							89							
							92							
							95							
							104							
							106							
							109							

CORRECTIVE RESOURCES

Economy Company _____ Manual (Phonetic Keys) _____ Grade 2/2

I		II			III						IV		V
A	B	C	A	B	C	D	E	F	G	A	B		
88	84	87	84	88	111	94			114	94	107	88	
104	85	88	91	91	120	97			118	97	114	89	
114	86	90	100	94	134	106			122	106	126	92	
115	88	93	102	97		128			132	128		100	
116	98	95	103	102		134			137	134		102	
118	104	98	107	104						102		105	
121	110	101	109	106						103		111	
124	112	103	110	109						105		119	
126	114	106	111	111						135		128	
130	116	108	113	113						137		135	
131	121	110	116	115								137	
138	123	112	117	126									
	124	114	118	128									
	126	115	119	130									
	128	117	121	132									
	130	119	123	137									
	131	125	124										
	138	127	126										
		129	128										
		130											
		133											
		135											



CORRECTIVE RESOURCES

Ginn

Manual (100 Edition)

Grade 2/2

I		II			III				IV	
A	B	C	A	D	F	G	A	B		
71	81	71	72	364	226	170	101	92		
82	100	82	82	442		198	108	181		
117	117	117	108	499		226	109	285		
130	230	132	130			268	142	366		
132	251	168	142			390	200	392		
168	424	180	151			414	252			
180		199	158			442	285			
198		219	169			445	298			
199		227	171			463	394			
219		228	180			484	425			
226		242	188				426			
227		307	208							
242		374	209							
251		392	219							
268		394	227							
307		395	228							
308		406	240							
335			252							
357			260							
373			275							
388			283							
405			308							
414			320							
433			330							
454			350							
463			365							
474			374							
			391							
			425							
			434							
			464							
			486							
			487							

CORRECTIVE RESOURCES

Ginn Basic Readers

Manual (revised edition)

Grade 2/2

I			II			III			IV	
A	B	C	A	A		A	B	G	A	B
71	349	81	72	264		158	148	115	101	92
72	350	82	73	275		178	149	129	142	181
116	357	106	82	276		198	267	335	200	285
130	358	107	84	283		389		336	201	
132	365	116	108	284		390		364	252	
141	373	117	130	308		462		404	253	
179	377	119	142	320		463		442	285	
188	388	251	151	330		502		443	298	
198	405	288	158	350				499	366	
208	414	319	159	365					392	
219	439	373	160	374					393	
229	440	374	169	375					394	
231	454	424	171	391					425	
240	455	425	180	394					426	
267	463	500	181	395					456	
268			188	406					457	
297			189	414					493	
307			208	415					494	
334			209	425						
335			210	434						
			219	435						
			227	464						
			228	475						
			240	485						
			241	486						
			252	487						
			260							
			261							



CORRECTIVE RESOURCES

Ginn and Company

Workbook (Revised and 100's editions)

Grade 2/2

I		II					III							IV	
A	C	A	A	B	C	D	E	F	G	A	B				
16	1	5	7	13	9	4	3	8	1	6	32				
28	3	17	16	44	18	11	11		7	27	79				
29	6	19	25	51	26	26	15		15	38					
35	13	33	54	63	46	30	18		25	45					
36	16	47	68	69	75	35	42		30	54					
42	28	56	91	75		41	43		43	62					
52	29	65		78		54	93		44	73					
66	31	74				60			60	89					
	33	76				69			63						
	36	81				77			68						
	52					78			84						
	58					80			86						
	72					84			91						
						85									
						86									
						87									
						90									
						92									
						93									

CORRECTIVE RESOURCES

Ginn Company

Manual (Faith and Freedom series)

Grade 2/2

I			II			III			IV			V	
A	B	C	A	A		A	D	E	G	A	B		
55	251	185	49	197		185	103	133	155	59	90		273
71	310	203	50	213		257	133	203	185	84			280
121	316	230	58	220		264	227		227	89			303
155	323		65	230		299			257	129			344
174	330		72	242					264	134			358
185	336		79	251					299	142			359
195	337		83	258						149			
197	343		110	272						189			
230	358		122	279						198			
242	369		128	289						205			
257			134	302						214			
264			141	310						231			
278			149	329						252			
299			157	330						273			
321			158	337						280			
322			164	343						290			
323			174	382						303			
336			185							311			
366			188							317			
374										323			
										336			
										337			
										344			
										358			
										359			
										366			
										375			



CORRECTIVE RESOURCES

Harcourt, Brace & World

Teacher's Manual

Grade 2/2

I			II			III				IV	
A	B	C	A	B	C	D	E	F	G	A	B
7	4	5	4						16	1	73
11	6	10				26				6	
12	8	15				30				10	
17	9	17				55				17	
28	11	18								18	
29	12	20								19	
42	18	21								21	
49	20	22								24	
54	25	29								26	
55	28	36								35	
61	35	47								36	
63	46	48								47	
66	48	49								52	
67	54	50								53	
72	62	61								61	
79	63	67								89	
81	67	80								97	
91	71	82								102	
105	72	83								110	
116	88	89									
	95	95									
	96	97									
	99	102									
	101	105									
	114										



I			II			III			IV	
A	B	C	A			A	E		A	B
39	29	31	55			35	35		29	32
49	39	77	58			88	61		32	36
50		89	63			173	119		35	47
55		94	74						36	50
5A		95	78						39	62
61		98	82						45	73
73		149	85						47	85
77		153	89						50	88
94		162	95						56	129
130			98						59	156
146			109						62	164
153			120						78	173
156			122						82	176
161			124						86	
183			125						89	
			129						94	
			132						95	
			135						98	
			146						109	
			150						112	
			154						115	
			156						120	
			157						122	
			162						125	
			165						132	
			173						135	
			177						154	
									157	
									162	
									165	

CORRECTIVE RESOURCES

Houghton-Mifflin

Manual

Grade 2/2

I		II			III				IV			V
A	B	C	A	A	B	C	D	E	G	A		
29	26	29	27/	193	55	30	46	47	55	28		175
32	28	32	28	194	158	74	56	167	83	83		193
34	30	34	31	201	222	102	65		164	93		220
46	43	44	33	202	299	111	66			155		233
48	44	47	43/	210		112	75			163		254
55	45	48	44	211	155	254	94			184		255
56	54	55	45	220	164	255	103			201		265
57	55	56	54	233	184	287	123			220		276
59	64	59	56	234	185	287	134			233		278
65	65	65	58	235	233		135			244		286
66	66	67	65	244	234	287	143			254		287
67	73	74	66	245	244		144			276		296/
74	74	76	68	254	287		156			297		297
75	75	83	73	255	297		157					298
76	82	84	75	256	309		164					308
77	83	85	82	265	317		176					309
83	93	87	84	267			177					316
85	94	94	93	278			185					317
86	101	95	96	280			194					
87	103	101	101	286			195					
94	111	104	103	296			201					
95	123	106	112	300			211					
101	133	111	127	308			212					
103	135	114	133/	316			220					
104	143	123	134				234					
105	155	124	135				234					
106	156	125	143				234					
111	163	126	155				255					
113	164	134	156				265					
114	175	137	163				267					
123	176	143	164				278					
126	177	146	176				287					
134	184	155	177				298					
135	185	156	184				317					



CORRECTIVE RESOURCES

Houghton Mifflin

Workbook

Grade 2/2

I			II			III							IV		V
A	B	C	A			A	B	C	D	E	F	G	A		
21	8	2	6			10	3	84	1	35	21	9	13		
23	21	8	11			16	5		4	58		21	18		
25	44	13	14			21	24		12			26	33		
27	73	15	15			25	26		16			44	55		
28		23	17			44	29		33			48	100		
37		27	22			54	31		35			50	103		
38		28	30			57	32		36			54			
61		31	37			73	38		41			62			
81		37	38				45		43			73			
82		39	45				49		58			74			
97		40	46				50		64			88			
99		42	55				52		80			93			
101		45	59				56		86			98			
105		46	66				57		88			109			
106		47	75				62		92						
110		53	79				65		95						
111		56	91				68		96						
		59	111				71								
		61					72								
		63					77								
		67					85								
		69					90								
		71					93								
		81					96								
		83					98								
		88					102								
		89					107								
		92					109								
		97/99													
		101/2													
		105/6													
		107/8													
		111													
		38													

CORRECTIVE RESOURCES

Li. pinco

Manual

Grade 2/2

I		II			III			IV		V
A	B	C	A	D	G	A	B			
9	17	9	2	30	30	23	30		18	
17	66	31	3	31	31	24	58			
26	67	36	4	49	80	25	96			
30		39	10			55				
31		49	11			65				
36		50	45			69				
39		55	54							
45		57	70							
49		58	72							
50		65	90							
51		69	103							
56		80	104							
57		86								
58		90								
60		94								
66										
67										
70										
72										
76										
77										
80										
88										
89										
100										
105										
113										
114										
29										



CORRECTIVE RESOURCES

Lippincott

Workbook

Grade 2/2

I		II		III					IV		V
A	B	C	A	A	B	D	E	G	A	B	
1	1	2	4	13	43	2	57	2	17	48	
5	5	6	23	27	46	21	65	13	28	63	
6	19	7	37	34	50	27		24	40	83	
19	30	11	39	35	57	43		27	43		
24	55	21	41	59	62	46		34	45		
26	57	23	64	72	65	58		35	60		
29	65	24	71	81		84		38			
30	75	26	78			90		59			
34	81	28	80					72			
35		29						81			
38		30						84			
44		41									
47		43									
51		47									
55		48									
59		51									
61		61									
63		63									
64		77									
65		87									
66		89									
72											
77											
81											76

CORRECTIVE RESOURCES

Lippincott

Phonics Guide

Grade: Corrective (2/2)

II		IV											
A		A											
1	56	20											
2	57	48											
3	58	51											
4	60	54											
5	66	59											
18	67												
19	68												
22	71												
24	72												
28	73												
29	74												
30	75												
31	82												
32	83												
33	84												
34													

CORRECTIVE RESOURCES

Lynn and Carnahan

Manual

Grade 2/2

I			II			IV			V		
A	B	C	A			A	B				
18	18	25	37			44	115				61
20	20	36	78			69					115
25	25	69	90			115					140
61	61	70	116			207					157
70	89	90	121			212					165
89	98	97	129			286					278
102	102	98	166								
139	106	121	171								
140	137	129	207								
310	185	140	221								
	225	233	260								
	233	257	294								
	257	278									
	278	310									
	302										

CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 2/2

I			II			III							IV		V
A	B	C	A	A		A	B	C	D	E	G	A			
7	23	7	6	10	74	1	1	2	1	11	1	7		41	
9	26	11	53	15	75	3	3	3	2	25	2			73	
23	41	14		38	77	5	5	13	3	27	9				
29	42	17				8	8	25	4	34	12				
30	45	23				10	10	60	5	66	15				
45	52	26				14	14	72	8		31				
56	56	27				16	16	74	9		32				
58	68	29				18	18	75	10		38				
68	70	30				21	21		11		54				
	73	34				22	22		12		57				
		42				28	28		13		74				
		45				29	29		15						
		52				30	30		16						
		56				31	31		17						
		58				32	32		24						
		70				33	33		27						
						35	35		33						
						38	38		34						
						39	39		43						
						40	40		49						
						43	43		51						
						44	44		54						
						46	46		66						
						49	49		72						
						50	50		75						
						55	55								
						57	57								
						59	59								
						60	60								
						62	62								
						65	65								
						67	67								
						69	69								
						71	71								



CORRECTIVE RESOURCES

McGraw-Hill (Programmed Reading)

Teacher's Guide

Grade 2/2

I										II				III		
A	B	C								A	B	D	G			
17	17	17	72	70	72					20			65			
19	18	19	74	72	74					24		96	82			
21	20	21	76	74	76					26			96			
22	21	22	80	76	80					27						
23	23	23	82	79	82					28						
25	24	24	86	86	86					34						
34	34	34	89	89	89					48						
36	35	36	91	90	91					55						
39	38	39	93	92	93					65						
40	40	40	101	101	101					70						
43	43	43	103	103	103					92						
45	45	45	107	106	107					103						
49	49	49	109	108	109											
53	53	53	117	117	117											
55	55	55	119	119	119											
58	58	58	121	121	121											
61	61	61	123	123	123											
70		70														

CORRECTIVE RESOURCES

Scott, Foresman

Manual (60's edition)

Grade 2/2

I			II			III					IV		V	
A	B	C	A	A		A	D	E	G		A	B		
66	102	47	29	157		52	143	143	154		34	154		
67		52	30	165							35	155		
84		66	36	166							45	156		
128		67	40	170							46			
129		206	41	171							61			
206		219	42	191							79			
219		220	47	192							80			
220		239	68	195							85			
243			85	196							86			
			86	210							121			
			91	211							122			
			92	215							123			
			97	216							143			
			98	230							144			
			103	231							145			
			110	238							160			
			111	239							161			
			112	244							201			
			116	245							202			
			117	249							249			
			140	254							250			
			156											



CORRECTIVE RESOURCES

Scott Foresman

Workbook (60's edition)

Grade 2/2

I			II			III						IV
A	B	C			A	B	C	D	E	F	G	A
8	6	2			5	22	6	3	16	4	9	7
9		13		21	36	16	16	16	34	48	24	13
14		14		23	53	30	18	18	41	64	28	21
19		19		29	58	47	20	20	46	66	34	32
25		25		31		55	41	41	54	74	38	45
40		35		45		56	62	62	65		43	59
50		37		49		64	66	66	70		46	73
68		50		53		69	69	69	74		48	
71		54		57		77	77	77			56	
72		68		67		78	78	78			62	
		71		73							75	
		76										

CORRECTIVE RESOURCES

Scott Foresman

Manual (50's edition)

Grade 2/2

I			II			III			IV		V
A	B	C	A	D	F	G	A	B	A	B	
69	78	74	53	69	150	53	54				160
74	187	119	54	175	151	175	55				161
119		124	61	206		201	60				209
124		175	65				61				228
155		206	69				79				
175		224	70				84				
201		228	74				88				
224			75				89				
			79				99				
			84				105				
			85				106				
			89				110				
			92				111				
			93				115				
			99				124				
			100				125				
			106				129				
			120				140				
			129				141				
			140				171				
			151				191				
			155								
			156								
			161								
			162								
			175								
			176								
			187								
			194								
			202								
			217								
			222								
			224								
			225								



CORRECTIVE RESOURCES

Scott Foresman

Workbook (50's edition)

Grade 2/2

I		II					III							IV		V
A	C	A	B	C	D	E	F	G	A.							
38	38	3	1	1	1	14	54	2	24						40	
55	60	5	8	8	4	18	70	10	26						43	
71	66	7	20	16	6	25		14	29							
	71	9	28	28	8	34		17	37							
		11	51	41	25	39		21	57							
		13		51	28	49		30	68							
		15		62	34	56		32	76							
		19		75	36	76		34								
		22			41			36								
		31			55			44								
		35			66			45								
		40			68			56								
		42			77			63								
		59						72								

CORRECTIVE RESOURCES

L. W. Singer, Co.

Manual

Grade 2/2

I		II			III					IV		V
A	C	A			A	B	C	D	E	A	B	
2	1	20			10	7	3	2	18	11	52	21
34		22			41	9	23	3	25	12	53	32
35		23			42	15	50	8		14	54	56
36		24			63	27	51	13		19	55	84
120		26			65	28	58	17		28		85
121		32			72	29	59	24		29		86
		37				31	61	25		62		96
		38				38	74	26		63		105
		40				39	75	31		87		108
		41				57	78	33		90		112
		44				66	87	42		92		113
		45				67	88	48		93		
		50				74	89	49				
		51				75	97	50				
		56				89	108	51				
		60				119		69				
		71				122		70				
		72				123		71				
		79						80				
		83						82				
		95						91				
		96						98				
		100						99				
		101						110				
		102						111				
		109						114				
								115				
								117				
								118				
								119				
								81				

CORRECTIVE RESOURCES

Singer

Student's Text (We Read More and More)

Grade 2/2

I			II			III			IV				
A	B	C	A	B	C	A	B	C	D	E	G	H	A
3	26	2	11	5	78	77	18	32	92	88	17	78	16
24	28	3	12	101	96	95	123	53	106	90	40	91	17
71	86	4	23	104	99	97		69	114	110	43		18
87		6	33	108	115	118		74			53		20
		16	37					75			65		21
		17	8					82			68		39
		24	52					103			72		41
		25	81					113			79		42
		41	82					122			85		56
		44	83								87		57
		45	84								96		58
		48	85								105		59
		60	86								114		60
		62	87								124		61
		64	99								125		62
		66	113								126		63
		70	116										70
		73											
		86											
		93											
		100											
		104											
		107											
		124											
		125											



INDEPENDENT READING LIST 2/2 Level

1. Boo-Who Used to be Scared of the Dark, by Munro Leaf, Random House, Inc., 1948.
2. Dolch - First Reading Books Series, by Edward W. Dolch, Garrard Publishing Co., 1959. 18 Books in Series.
3. Fire Cat, The, by Esther Averill, Harper & Row, 1960.
4. Growl Bear, by Margot Austin, E.P. Dutton & Co., 1951.
5. Jim Forest and the Bandits, by John & Nancy Rambeau, Harr Wagner Publishing Co. 1959.
6. Jim Forest and Lightning, by John Rambeau & Dorothea Gullett, Harr Wagner Publishing Co., 1967.
7. Kala's Pet, by Edna Walker Chandler, Benefic Press, 1963.
8. Moonbeam and Dan Starr, by Selma & Jack Wassermann, Benefic Press, 1966.
9. Peter, the Rocket Sitter, by Hazel W. Corson, Benefic Press, 1964.
10. Plenty of Fish, (A Science I Can Read Book), by Millicent Selsam, Harper & Row, 1960.
11. Reading Round Table Series, (Orange Book), American Book Co., 1963.
12. Red Tag Comes Back, (A Science I Can Read Book), by Fred Phleger, Harper & Row, 1961.
13. Sea Hunt, The, by Frances Berres et al., Harr Wagner Publishing Co., 1959.
14. Soldiers and Sailors, What Do They Do? by Carla Greene, Harper & Row, 1963.
15. Swimmy, by Leo Lionni, Pantheon Books, (A division of Random House), 1963.
16. Tall Boy and the Coyote, by Edna Walker Chandler, Benefic Press, 1961.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--GRADE 2

1. SRA - Word Games. Reading Lab. I Included are word Games and Check tests and keys (for 2/1 and 2/2)
2. Sullivan Programmed Reading. Webster Division of McGraw-Hill. Included are Work-books and Storybooks (for 2/1 and 2/2,)
3. Webster Classroom Reading Clinic. May be used for:
 - a. Phonics practice
 - b. Vocabulary Building
 - c. Spelling Improvement
(for 2/2)
4. Scott, Foresman - Linguistic Block Series, Primary Grades--Rolling Phonics-Vowels (for 2/1 and 2/2.)
5. Filmstrips - Goals in Spelling Series
 - a. Studying Long Words
 - b. Letters Which Work Together
 - c. Long Vowel Sounds
 - d. Hearing Sounds in Words
 - e. Tricky Consonant Sounds
(for 2/1 and 2/2)

Filmstrips - Eye Gate, Fundamentals of Reading

 - a. Find the Right Word
 - b. Fun with Words
 - c. Fun with Sentences
 - d. Reading Puzzles
 - e. Games with Words
(for 2/1 and 2/2)
6. Records
 - a. A Child's Garden of Verses
 - b. Children Sing Around the World
 - c. Let's Go to the Circus
 - d. The Little Engine that Could
 - e. How Fear Came, from Kipling's Jungle Book
 - f. Hansel and Gretel; Sleeping Beauty
 - g. Peter, The Flameless Dragon
 - h. Pinocchio
 - i. Bambi
 - j. Cinderella
 - k. Snow White and the Seven Dwarfs
(for 2/1 and 2/2)
7. New Practice Readers--Stone and Burton
 - a. Book A - Webster Division of McGraw-Hill Company
(for 2/2)

32. (Unit 4)
35. (Unit 5)

SUGGESTED GAMES AND ACTIVITIES--GRADE 2/1 and 2/2

Vocabulary

Word Meaning

A. Make a Match

1. Materials: Strips of oaktag. On one strip of oaktag write a word. On another strip write the meaning to that word. Prepare about eight to twelve words with their meanings. The child is to match the words with their correct meanings. Make up several of these sets of cards. Place each set into an envelope with an answer sheet so that the child can check his own answers.

Word Recognition

A. Materials: Blackboard

1. In this game you can use any number of words. Suggested number of words is 10 to 15. Say one of the words and have it written on the blackboard. It must be spelled correctly. Continue until all the words are placed on the board. Have a child come to the board and quickly erase one of the words. The person who erases the word then calls on someone to say and spell the word. If he spells the word correctly he comes to the board and erases a word. This continues until all the words are erased.

Sentence Meaning

A. Materials: Large circles of oaktag.

1. Cut large circles out of oaktag or heavy construction paper and with a pen divide it into equal parts, similar to a pie. Write an incomplete sentence in each part. Example, Sally had a red toy ball. The child has the circle in front of him, finger on the ^{red} circle in front of him, finger on the circle, eyes closed and says one, two, three, and around I go. Where I stop nobody knows. If he can read the sentence he continues until he misses. When he misses the circle goes to the next person. A word, Phrase, contraction and so forth can be placed in each part instead of a sentence.

When, Where or How?

A. Materials: Blackboard

1. Put several incomplete sentences on the board. Examples:
I climbed _____.
I work _____.
I play _____.
2. Divide the class into two teams. A child from Team A will read the sentence giving it an ending. A child from Team B must tell whether the sentence tells Whe , Where, or How. One point for each correct answer. With the next sentence Team B reads the sentence and Team A tells whether it tells Whe , Where or How.

Phonetic Analysis

A. Toy Store --Materials: Blackboard or large sheet of drawing paper.

1. Draw on the board a toy store window. Draw as many different toys as possible in the window. Ask questions about the toys. For example; I went to the toy store and bought a toy that starts with tr. I went to the store and saw a _____ or _____. As you say the sentence place the clues on the board for the children to figure out. Do not say the clue. Clues may be ble ds, consonants, vowels, digraphs, rhyming words or anything that you want to stress.

Vowel Sounds--Get to the Top

A. Materials: Blackboard

1. Draw a ladder on the board. To climb to the top the child must say a word that starts like each step. The sound of each vowel must be the short sound. The next child must not use the same words. Continually change the beginning letters to give each child an equal chance to get to the top. This game could also be played by having the words have the long vowel sounds.

su
so
si
se
sa

Consonant Blends and Digraphs--How Far Can You Bat the Ball?

- A. Materials: Blackboard & places around the room designated as bases.
1. Draw a diamond (baseball) on the board.
 2. Place a different blend or digraph in each base (i.e. fi, br,pr,cr).
- Divide the class into two teams. To get to first base, player no. 1 must give a word that begins with the blend at first base. Write the word near the base that the child gives. Each child tries to make it to home plate. He gets one point for each base reached. He is out the first time that he misses. A team is up until it makes three outs. The child cannot give a word that is already on the board. It is advisable to change the letters in the bases often.

Rhyming Words

- A. Materials: Blackboard and strips of oaktag
1. Draw some pictures on the board. On oaktag write rhyming words to go with the pictures. The class may or may not be divided into teams. To get a point the child must say his word and match it to the proper picture. This can also be an independent activity. If it is to be used individually, divide a square of oaktag into nine equal parts. Draw a picture in each part. On separate pieces of oaktag write rhyming words. The child can match the words with the pictures.

Comprehension

Sequence

- A. Materials: strips of oaktag and envelopes.
1. Write three sentences that go together on separate strips of oaktag. Place the three sentences in an envelope. The child is to place these sentences in the right order to tell a story. Make several of these stories.

Details and Sentory Images--Come to My Party

- A. Materials: None
- B. Explanation
1. A child starts the game by saying to someone, "Will you come to my party?" The other child says, "Yes, but tell me what your house looks like." The first child must give detailed enough information so that his house can be found. When he has done this the second child then continues the game by asking a third child to come to his house. The game continues until all have had a chance.

Emotional Reactions

- A. Materials: blackboard
- B. Explanation
1. Write several incomplete sentences on the board. The children are to read and orally complete the sentences. Missing parts may be one word or several words. Examples:
Tom was not happy when the bee stung him because_____
Jack was _____ when he got a new bike.
You may wish to have several children complete just one sentence. This could also be used as a written exercise by having the children write the sentences on paper adding the missing parts. After all sentences are completed have as many as possible read aloud.

- 34. (Unit 4)
- 37. (Unit 5)

Structural Analysis

Recognizing Variants

- A. Materials: Oaktag - cut into approximately 3"x4" cards, enough to make about 41 cards.
1. To give practice with such words as "hopped" and "hoped", a game very similar to Old Maid can be played. On one card write a root word. On a second card write its variant. Make about 20 pairs. Make one Old Maid card. All the cards are dealt out. Before the game starts all possible pairs are made. Before a child can place his pair on the table he must say the words correctly out loud. A player starts by drawing one card at a time from the player on his right.

Recognizing Variants

- A. Materials: Strips of oaktag
1. Write an incomplete sentence on each strip of oaktag.
Example: Tom is run _____ to the store.
 The child is to read the sentence adding the correct ending. He is to then spell the new word he has made. The child who has the most cards at the end of the game is the winner.

Contractions

- A. Materials: Large size pieces of oaktag, small pieces of oaktag and large envelopes.

cannot	that is	do not
I am	I have	she is
you are	he is	they will

Divide the large pieces of oaktag into 9 equal parts. In each part write any two words from which a contraction can be made. On the small pieces of oaktag write the contractions that go with the words. The child is to place the correct contraction under where it belongs. Each set is to be placed in an envelope with an answer sheet so that the child can check his own answers.

Syllables

- A. Materials: Blackboard, pieces of colored oaktag and masking tape.
1. On a small card of oaktag (2"x1") have each child write his name with a dark crayon. Place a piece of masking tape on the back of each card. Place the cards on one corner of the blackboard. Draw an imaginary road on the board. Have all kinds of stopping places along the road. At the end of the road have, for example, the pot of gold under the rainbow. At each stopping place a child must tell how many parts are in a word that you say to him. If he is correct, he can go onto the next place. He continues until he makes a mistake. He places his name card at each stopping place as he goes along.

R E C I P E S

for

R E A D I N G

UNIT SIX
(Grade 3/1 Level)

TABLE OF CONTENTS

UNIT SIX

(Grade 3/1 level)

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SKILL CODING: LEVEL 3/1

The Ginn Basic Reader

Vocabulary

Word Meaning

Word Recognition

Word Analysis :

Vowels: Single

Vowels: Double

Structural: Compounds

Structural: Endings

Comprehension

Drawn Conclusions

Sequence

Main Idea

Following Directions

Scott, Foresman

Sentence Meaning (Context)

Sensory Images

Emotion Reaction

Relationships

Scrutiny

Phonetic Analysis

Identifying Accented Syllable

Identifying Vowels in Accented Syllables

Structural - Prefix

Structural - Suffix

Dictionary Skills

Definitions

Houghton Mifflin Company

Word Recognition (Sight)

Word Recognition (Context)

Syllabication

Using Context and Phonetic Clues

Comprehension

Ginn and Company, The Faith and Freedom Basic Readers

Word Analysis

Vowel Elements

Contractions

Auditory Recognition of Syllables

Variants

Alphabetizing

Word Meanings

Homonyms, Antonyms, and Synonyms

Study-type Skills

Interpretation

Using Judgment

Making Inferences

Drawing Conclusions

I
I A
I B
II
II A
II B
III A
III B
IV
IV A
IV B
IV C
IV K
IV J
IV D
IV E
IV F
I D
II
II C
II D
III C
III D
V
V A
I B
I C
II E
I D - II
IV
II
II A & B
III E
II E
III B
V B
I A
IV G
IV
IV H
IV I
IV A

SKILL CODE KEY - LEVEL 3/1

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Recognition (Sight)	I B
Word Recognition (Context)	I C
Scrutiny	I D
Phonetic Analysis	II
Vowels: Single	II A
Vowels: Double	II B
Identifying Accented Syllables	II C
Syllabication	II E
Consonant Blends and Digraphs	II F
Structural Analysis	III
Compounds	III A
Variants	III B
Prefixes	III C
Suffixes	III D
Contractions	III E
Comprehension	IV
Drawing Conclusions	IV A
Sequence	IV B
Main Idea	IV C
Sensory Images	IV D
Emotional Reaction	IV E
Relationship	IV F
Finding Specific Information	IV G
Using Judgment	IV H
Making Inferences	IV I
Comprehend Phrase and Sentence Meaning	IV J
Following Directions	IV K
Details	IV L
Dictionary Skills	V
Definitions	V A
Alphabetizing	V B

DIAGNOSTIC GROUPING SHEET

Program Ginn and Company

Grade 3/1

Word Meaning	Word Recognition	Single Vowels
CODE I A	CODE I B, I C	CODE II A
Double Vowels	Structural-Compound	Structural-Endings
CODE II B	CODE III A	CODE III B
Drawing Conclusions	Sequence	Main Idea
CODE IV A	CODE IV B	CODE IV C
Following Directions		
CODE IV F	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 3/1

Sentence Meaning	Sensory Images	Emotional Reactions
CODE I C	CODE IV D	CODE IV E
Relationships	Scrutiny-Context	Accented Syllable
CODE IV F	CODE I D	CODE II C
Vowel Sound-Syllables	Structural Analysis	Dictionary Skills
CODE II D	CODE III C, III D	CODE V A
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton Mifflin Co.

Grade 3/1

Word Meaning	Word Recognition	Syllabication
CODE I B	CODE I C	CODE II E
Using Context and Phonetic Clues	Comprehension	
CODE I D, II	CODE IV	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn, "Faith & Freedom"

Grade 3/1

Vowel Elements	Contractions	Auditory Recognition of Syllables
CODE II A, II B	CODE III E	CODE II E
Variants	Alphabetizing	Homonym, Antonym Synonym
CODE III B	CODE V B	CODE I A
Reading Guide	Using Judgment	Making Inferences
CODE IV G	CODE IV H	CODE IV I
Drawing Conclusions		
CODE IV A	CODE	CODE

I			II			III			IV						V							
A	B	C	A	B	E	F	A	B	C	D	E	A	B	C	D	G	H	J	K	L	B	
6	7	21	25	25	58	27	11	55	61	42	85	17	8	10	28	74	9	57	15	8	18	
32	12	45	29	29	76			73	63	53	84			36		93	24	81		15	22	
65	13		34	34	80					70	89			64			45			41	50	
67	39		37	37	82					71							56			69	78	
85	59		40	40	91												79			72		
87	95		47	47													83			81		
	77		48	48																86		
			52	52																		
			62	62																		
			68	68																		

CORRECTIVE RESOURCES

American Book Company

Manual (Beyond Treasure Valley)

Grade 3/1

I			II						III					IV					V					
A	C		A	B	C	D	E	F	A	B	D	E		A	B	C	F	G	H	J	K	L	B	
182	91		75	62	165	282	99	83	76	69	83	62		139	325	176	76	267	91	298	146	284	137	
246	114		90	69	195	357	153	138	237	98	99			221		324	122	283	159		325		349	
366	177		145	90	236	378	195	152	268	106	145			267			146	176	176					
	204		159	112	254		335	228		130	195			395			204	276	276					
	246		175	121	290		392	255		131	220						246	307	307					
	275		194	185	305			297		184	275						379	373	373					
	313		202	202	342					210							395							
	335		220	244	365					290														
	351		244	267						306														
	360		267	349						323														
	372		274							357														
			282																					

I			II						III			IV							V			
A	B	C	A	B	C	D	E	F	A	B	D	A	B	C	F	G	H	I	J	K	L	B
30	21	17	2	11	36	54	31	8	58	24	4	1	28	15	3	1	3	47	35	18	77	25
43	66	29	6	17	60	98	46	15		49	9	5	45	28	104	13	7	64	68			96
90	87	40	11	29	65	105	91	32		86	14	9	97	38	51	51	10	78	83			107
99	110	41	34	42	74			84				12	112	44			20	80	85			
		71	42	48	75							22		61			23			88		
		101	48	63	81							26		73			33			88		
			63	95	93							30					52					
			72		100							53					59					
			95									55					68					
												56					88					
												58					89					
												62					102					
												67					106					
												68					110					
												92										
												94										
												102										
												109										

CORRECTIVE RESOURCES

Economy Company _____

Along New Ways (Phonetic Keys)

Grade 3/1

I		II						III					IV				
C		A	B	E	F			A	B	C	D	E					C
40		19	20	42	30			86	79	72	75	86					69
		22	52	46	32					75	79						
		37	54	48	34					82	82						
		40	57	49													
		46	63	66													
		54	72														
		60															
		63															

CORRECTIVE RESOURCES

Ginn and Company

Manual (Finding New Neighbors)

Grade 3/1

I			II						III						IV						V		
A	C	D	A	B	C	D	E	F	A	B	C	D	E	A	B	C	I	J	L	B	C		
96	124	129	106	158	227	170	108	81	83	98	412	141	82	225	96	186	175	81	186			140	
105	249		107	226		159	116	97	99	107		142	244		284	187	285	285	187			160	
114			169	285			219	115	244	169		151	296		428		322	322				190	
158			175	286			234	150	252	177		159	304				437	437				206	
168			176	303			251	204	262	189		244										249	
185			216	304			272	243	295	205		263										263	
188			226	339			273	378	351	218		295										378	
216			233	378			309	404	429	331		310										412	
233			252	396			332	421		340		311											
250			295	411			358	447		351		322											
294			303				405	448		438		323											
303			309				411			465		317											
310			339				412																
331			350				417																
377			367				418																
394			437				429																
441							438																
447																							

CORRECTIVE RESOURCES

Ginn and Company
(Revised Edition)

Manual (Finding New Neighbors)

Grade 3/1

I				II				III				IV						V				
A	B	D		A	B	C	E	F	A	B	C	D	E	A	B	D	F	H	I	J	L	B
101	118	94		102	103	403	206	79	81	94	187	153	80	176	283	189	423	464	176	79	187	171
118	129	131		103	108		218	95	95	143	271	171	243			319				284	300	179
160	131	186		109	142		226	119	243	153		242	295							442		248
169	385	248		170	160		233	152	251	170	263	294	302									263
232	433	301		177	161		249	204	414	178	294	308										346
249		338		217	177		271	242	433	190	308	398										363
293				232	218		272	263		191	398											407
308				251	251		307	374		204												414
330				293	284		330	406		302												
345				307	301		339	424		309												
373				338	307		354	457		320												
376				345	338		362			330												
397				346	353		374			353												
413				442	363		407			354												
456				450	387		413			361												
				464	406		420			386												
					442		433			443												
					450		443			469												
					102		469															

I			II				III			IV							V							
A	C	D	A	B	E	F	A	B	E	D	E	A	B	C	E	F	G	H	I	J	K	L	B	
24	8	50	10	10	33	3	2	9	38	19		2	6	7	5	4	61	18	21	13	8	4	23	
50	9	65	16	16	35	30		28		21	68	7	25	11	68	15	78	28	17	17	48	29	85	
62	12		33	31	44	37		58		26	91	13	49	20	91	18		34	47		66	48	92	
87	26		66	51	60	82				80		17	79	44		29		62			78		93	
	42			66	89	84						22		68		40								
	47			69	90							68		83										
	65			73								74		91										
	72			76																				
	94																							



CORRECTIVE RESOURCES

Ginn and Company

Manual (Faith and Freedom series)

Grade 3/1

I		II					III					IV					V				
A	B	A	B	E	F	A	B	C	D	E	A	B	C	E	F	G	H	I	K	L	B
113	64	64	167	255	75	162	173	269	209	236	25	69	55	25	221	62	70	25	106	48	115
246	95	72	209	260	85	324	284	236	314	314	110	92	69	146	263	113	92	74	158	62	129
295		78	248	268	95		334	284	254	329	125	146	75	294	316	150	99	80	222	113	138
217		85	277	277	139		214	285	334		176	201	81		342	187	119	99	321	211	154
322		95	302	284	148		236	249	284		222	281	146		62	252	151	106		221	161
152		109	323	313	162		254	284	284		240	332	151		176	327	165	107		246	167
159		115	333	334	268		284	260	260		275		205		240	341	171	119		263	172
300		122	218	292	290		334				288		239		288	170	212	134		281	180
327		154	242	297	339		197				294		263		311	220	234	146		176	189
125		162	249	302	347		203				311		281		311	233	253	151		327	209
201		167	155	339	71		209				316		287			294	287	164		341	213
237		197	162	318	77		227				321		316			309	316	170			218
70		339	167	324	102		249				326		337			321		211			248
165		51	173	328	109		260											216			260
75		59	284	347	115													233			296
258		65	338		122													239			318
119		103	297		129													245			346
134		110	318		323													246			
171		116			86													257			
206		129			95													274			
102		149			181													281			
219		58			189													294			
314		77			269													316			
181		102			323													336			
243		139																			
328		173																			
190		202																			
328		227																			
		236																			
		277																			

I		II					III					IV					V				
A	B	A	B	E	F	B	C	D	E	A	B	C	E	F	G	H	I	J	K	L	B
38	11	3	10	38	5	20	39	27	31	6	25	9	4	5	18	5	9	54	21	1	16
43	14	4	11	39	12	25	40	28	44	9	44	14	17	8	23	19	11	41	53	3	17
49	16	5	12	41	26	28		36		40	51	21	33	10	34	29	17	49	57	21	19
52		6	13	46	7	37		34		42	55	27		11	42	31	30			42	25
54		7	14	47	8	24		37		47	55	50		31	57	37	33			53	30
12		10	15	48	12	36		40		50	55	46		46	39	44				57	32
28		11	16	49	23	40		35		58	60	48		48	44	48				2	37
56		12	17	50	26	24		35				59		59	48	48				13	41
12		13	20		22	27		37				42		42	59	59				15	43
13		14	30			37		37				6		6	4	4				19	43
15		15	46			35		35				47		47	6	6				30	50
28		16	47			34		34				60			8	8				44	
38		17	50												11	11				46	
41		18	18												20	20				60	
52		19	19												22	22				61	
56		26	26												24	24					
43		29	29												29	29					
44		33	33												30	30					
18		43	43												36	36					
21		29	29												41	41					
22		33	33												47	47					
45		42	42																		
		45	43																		



CORRECTIVE RESOURCES

Harcourt, Brace & World, Inc.

Workbook

3/1

I			II			III			IV						V						
A	B	C	A	B	E	A	B	D	E	A	B	C	F	G	H	I	J	K	A	B	C
6	13	11	5	53	125	18	20	93	126	11	24	7	20	23	11	34	7	5	130		
27	57	14	40	55		45	21	94		64	79	23	103	61	17	88	15	57			
28	87	15		74		46	86	95		103	132	106	140	126	20		50	76			
29	147	15		85		47	102	102		131					51		60				
32		34		85		48	111	110		134					63		69				
34		46				56	149	116		142					87		73				
40		55				72	150	118		156					97		85				
55		73				86		119							106		87				
56		86				131		140							107		140				
58		97				135		151							119		141				
66		103				141									129		154				
73		107													135						
96		110													142						
107		127													151						
111		148													156						
115		150																			
116		156																			
130																					
134																					
135																					
141																					
142																					
147																					
148																					
149																					
151																					
152																					

I				II						III					IV			V
A	C	D		A	B	C	D	E	F	A	B	C	D	E	D	F	L	B
52	30	53		40	40	178	173	42	31	51	21	53	54	31	127	73	128	50
64	72	74		54	54			50	39	51	22	74	85	41				106
84	85	86		75	66			66	51	65	40	97	86	51				141
95	95	87		113	75			73	96	74	53	147	104	73				
105	104	96		154	120			97	120	86	65		113	85				
120	112	113			154			114	147	105	73		114	105				
128	128							121		114	105		140	128				
135	135							135		121	121							
140	159							141		121	127							
173	167							159			167							
178								184			178							
194																		

CORRECTIVE RESOURCES

Houghton-Mifflin Co.

Manual (Looking Ahead)

Grade 3/1

I				II				III				IV			
A	B	C	D	A	B	E	F	A	B	C	D	E	A	H	J
33	30	30	54	43	170	30	187			182	136	100	266	42	45
53	32	44	61	100	218	32	84			255	217	110		198	70
60	77	77	78	122		34	118			263	255	120		248	101
77	99	85	147	128		42	194			281	300	272			110
93	118	86	210	170		51	289			282					130
121	144	94	217	190		52	320			300					138
145	155	102	229			59	109			312					146
156	162	111	238			68	144								189
157	169	129	246			69									199
163	179	164	253			76									219
171	180	211	263			84									247
181	188	290	273			99									254
182	197	314	274			103									256
191	210		281			137									264
212	320		289			155									283
219			299			172									314
230			301			197									317
231			312			229									
240			321			239									
265						246									
291						313									
302						320									
322															

I				II				III				IV										
A	B	C	D	A	B	E	F	A	B	C	D	E	A	B	C	D	F	G	H	J	K	L
7	1	3	9	78	4	8	27	77	10	17	17	29	5	20	30	45	6	13	12	35	1	34
22	2	4	14	81	62	15	35	95	94	94	104	50	11	44	72	58	23	21	25	64		38
24		5	18	89	71	17	46						16		79		83	68	26	65		39
33		14	19	102	91	49	53						28				107	76	45	67		43
36		16	44		93	61	66						32						48	109		47
37		18	63		96								57						51			52
40		22	82										58						70			75
49		27	99										59						85			76
54		31	103										88						90			84
55		32	112										106						98			87
56		33																				97
60		35																				
61		42																				
64		44																				
65																						
69																						
73																						
74																						
80																						
86																						
92																						
100																						
101																						
105																						
108																						
111																						

CORRECTIVE RESOURCES

J. B. Lippincott

Manual (Basic Reading)

Grade 3/1

I		II			III					IV					V	
A	C	B	E	A	B	C	D	E	A	D	F	H	J	B	C	
15	11	11	11	6	6	6	16	24	34	58	64	12	31	35	45	
25	49		42	64	16	57	49		63			16	60	70		
30	71		78			65	65					42				
44	87					70	70					67				
												71				

I					II					III					IV					V		
A	B	C	D	A	B	C	E	A	B	C	D	E	A	B	D	E	F	G	H	J	L	B
19	19	1	38	9	41	43	14	3	7	8	4	22	2	63	29	5	72	89	13	83	74	14
23	53	12	85			67	46	22	18	67	7		10		78	92	84		32		78	35
25		15				76		31	20	86	55		16		88				60			46
47		17						50	37		70		45						64			
69		26						63	48				93						68			
80		31						73	54										82			
		44						84	61										90			
		52																				
		62																				
		75																				
		77																				
		94																				



CORRECTIVE RESOURCES

Grade: 3/1 (Corrective)

Phonics Guide

Lippincott

II										III									
A	B	E	F													D			
18	28	59	37													19			
21	29		38													20			
22	30		39													48			
34	31		40													51			
56	32		41													54			
67	33		77													49			
74	34															50			
89	66															52			
	68															53			
	70																		
	71																		
	75																		
	82																		
	90																		

I			II			III			IV			V	
A	B	C	A	B	E	F	A	B	D	F	H	J	B
19	19	70	153	85	62	27	219	36	308	85	173	44	160
27	160	93	166	109	199	115	262	54			378		
44		276	181	123	219	130	308	93					
78		412	206	166	244	160	372	129					
93		424	211	206	285	146	392	139					
115		467	276	225		181		146					
123			293	424		199		166					
173			317			206		199					
181						219		211					
308						230		300					
349						252		308					
386						276		304					
479						283		467					
						317							
						400							
						452							



CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook (Stories from Everywhere)

Grade 3/1

I				II				III				IV								
A	B	C	D	A	B	E	F	A	B	D		A	B	C	F	G	H	I	J	L
40	34	13	32	23	25	75	2	38	11	76		6	36	26	1	3	1	9	10	73
45	84	15		37	37	13	13		32			39	46	36	6	26	2	21	73	
62	91	35		89	54	50	50		48			47		47	16	29	3	92		
79		42		35	89	80	80		59						17	92	5	93		
		50							69						20		6			
		54							71						22		7			
		59							83						27		9			
		66													36		20			
		89													46		39			
															57		41			
															58		45			
															57		57			
															58		58			
															57		65			
															58		67			
															57		87			
															58		90			

I										II					III					IV					V	
A	B	C	D	A	B	A	B	A	B	A	B	C	D	A	B	C	D	E	F	H	J	K	B			
53	123	37	37	207	207									36	93	72	70	131	35	57	146	154				
82		53	38											122	254	163		219	36							
95		92	83											145				221	43							
115		115	132											190					54							
133		208	189																55							
189		253																	56							
248																			70							
																			71							
																			72							
																			81							
																			114							
																			122							
																			129							
																			147							
																			148							
																			155							
																			163							
																			190							
																			219							

CORRECTIVE RESOURCES

Scott, Foresman and Co.

Manual (Roads to Follow)

Grade 3/1

C	II					III					IV		V	
	A	B	C	D	E	A	B	C	D	E	D	A	C	
57	33	34	58	66	50									
72	43	42	66	67	58	93	41	41	41	49		32	122	
74		43	82	73	91	182	152	116	116		72	66	128	
		82	116	82				127	121			82	135	
		116	148	91					134			97	142	
			182	98					141			136	148	
				107					176			170	153	
				116								194	170	
				189								204	182	
													188	
													194	
													209	

I			II				III			IV										V				
A	C		A	B	C	D	E	B	C	D	A	B	C	D	E	F	G	H	I	J	A	B	C	
14	15		21	24	10	13	7	29	18	4	6	9	6	9	20	6	6	16	3	6	12	2	32	
40	21		24		24	15	21	56	56	41	22	16	8	8	53	8	9	44	20	11	59		35	
41	24				63	21	55	37	199	56	37	39	19	22		22	16	46	64	14	62		38	
55	40					24	63	43		199	50	43	25	25		25	22	50	77	19	76		42	
66	66					29	19	60			52	46	26	26		26	28	51	78	22			45	
						63					57	49	28	27		27	30	61		23			48	
											61	52	37	30		30	49	71		40			59	
											70	53	44	37		37	53			55			62	
												60	51	46		46	67			61			76	
												70	57	49		49	68			75				
												71	68	50		50	72			75				
													75	58		58								
														66		66								
														67		67								
														70		70								
														71		71								
														75		75								
														77		77								

CORRECTIVE RESOURCES

Scott, Foresman

Manual (New Streets and Roads)
(50's edition)

Grade 3/1

I			II						III						IV				V
A	C	D	A	B	C	D	E	F	A	B	C	D	E	D	F	H	J	B	
81	100	77	48	48	101	108	95	69	170	49	137	150	174	47	126	85	123	146	
	122	174	55	55	112	118	117	70		70	178	154		68	153		205	158	
	149	214	62	62	118	164	123	77		132	178	178		149	200		213	182	
	161		85	69	128	170	131	101		157				208			229	201	
	185		143	81	146		142	137		206				229					
	218		191	85	153		182												
	225				161		143												
					174		191												
					188		191												
					191		209												
					209														

INDEPENDENT READING LIST (3/1)

1. Baby Sister for Frances, by Russell Hoban, Harper & Row, 1964.
2. Bear Who Saw the Spring, The, by Karla Kuskin, Harper & Row, 1961.
3. Buttons Family Adventure Series, Buttons Go Camping, by Edith McCall, Benefic Press, 1960.
4. Cowboy Sam Series, Cowboy Sam and the Fair, by Edna Chandler, Benefic Press, 1961.
5. Dan Frontier Series, Dan Frontier and the Wagon Train, Chandler, Benefic, 1965
6. Horse That Liked Sandwiches, The, Vivian Thompson, G. P. Putnam's Sons, 1962.
7. Kid Brother, Jerold Berm, William Morrow and Co., 1952.
8. Leonard Visits Dinosaur Land, by Gene Darby, Hair Wagner Publishing Co., 1965.
9. Monkey See, Monkey Do, by Inez Hogan, E.P. Dutton & Co., Inc., 1960.
10. Nothing to Do, by Russell Hoban, Harper & Row, 1964.
11. Outside Cat, Jane Thoyer, William Morrow and Co., 1957.
12. Peter and the Big Balloon, by Hazel W. Corson, Benefic Press, Chicago.
13. Prince Bertram, the Bad, by Arnold Label, Harper & Row, 1963.
14. Rain and Hail, by Franklyn M. Branley, Thomas Y. Crowell Co., 1963.
15. Reading Round Table, (Green Book), by George Manolakes, M. Dordick, M. Scian, American Book Co., 1965.
16. Sky Was Blue, The, by Charlotte Zolotow, Harper and Row, 1963.
17. Story About Ping, by Marjorie Flack and Kurt Wase, Viking Press, 1933.

1. S.R.A. word games.
 1. Reading Lab I
2. Classroom remedial reading clinic--Webster.
 1. Phonetic practice
 2. Vocabulary building
 3. Spelling improvement
3. Filmstrip--Eye Gate,
 1. Finding the right word
 2. Fun with words
 3. Games with words
 4. Reading puzzle
 5. Fun with sentences
4. Linguistic Block Series--Scott, Foresman.
 1. Rolling phonics - vowels
5. Sullivan's programmed reading.
 1. Manual
 2. Workbooks 1-21
 3. Storybooks 1-14
6. Corrective Texts.
 1. Singer's Structural Reading Series, "Now We Read Everything" (See "Cookbook for Grades 1 and 2 for coding on this text.)
 2. Kottmeyer-Ware "Conquests in Reading"
 3. Webster Division, McGraw-Hill Book Co., "Time for Phonics" Book C
7. Records
 1. Aladdin and His Wonderful Lamp
 2. Bambi
 3. Child's Garden of Verses
 4. Cinderella
 5. Hansel and Gretel
 6. "How Fear Came" from Jungle Book
 7. Peter the Flameless Dragon
 8. Peter Pan
 9. Pinocchio
 10. Sleeping Beauty
 11. Story of Paul Bunyan
 12. Swiss Family Robinson

31. (Unit 6)
34. (Unit 7)

SUGGESTED GAMES AND ACTIVITIES--GRADE 3

Vocabulary

Word Meaning

A. Preparation and Materials

1. Divide the groups into two teams (similar to a Spelling Bee)
2. Teacher should have a list of several words and their meanings taken from stories.

B. Introduction to the class

1. Today we are going to have a review of our vocabulary words and their meanings. I will give a word-meaning or word-clue to team one and the first person will give me the word. If he does not know the correct word, we will go to the first person on team two.

2. For each correct answer it will count one point for that team. The team with the greatest number of points wins.

Word Recognition

A. Preparation

1. Select two teams
2. Have twenty or more 3x5 cards with a number (1,2,3) on one side and a vocabulary word on the other side.

B. Introduction to group

1. Today the game we will play is a check-up on our vocabulary words. There is a number and a word on each card. We will place them on the floor with the number side up. Stand about 7 feet away and toss dart. If you are able to say the word, it will count as that number of points for your team. If you don't know the word, we will subtract that number from your team's score. Change the words often.

2. The team with the greatest number of points wins.

Word Recognition--Homonyms

A. Preparation and materials

1. Make a card for each homonym and distribute them, one to each child.
2. Make a card containing a sentence for each homonym. (A suggested list are:)

red	blue	bee	tail	hole
read	blew	be	tale	whole
road	sea	would	by	maid
rode	see	wood	buy	made
so	there	meet	bare	pare
sew	their	meat	bear	pear

B. Introduction to the class

1. I have given each of you a card containing a homonym. As I read a sentence containing a homonym, and it is your homonym, come up and I will give you the sentence to match.

Phonetic Analysis

Vowels--Long and Short (Rummy)

A. Preparation and Materials

1. Five players
2. Prepare ten sets of word cards, (four cards to a set) each set containing a word with a long or short vowel of the same sound.
3. Divide the cards into two piles. Save one copy of each vowel sound for the player's pile and put the others in a dealer's pile.

B. Introduction to group

1. To play the game, the dealer passes out all the cards from the dealer's pile. Beginning with the person to the left of the dealer, he will pick the top card from the player's pile. He will try to match it with his own cards and discard it in another pile if he cannot use it.
2. When the player has four of the same vowel sound he places his cards on the table. The one who disposes of his cards first, wins.

Word Meaning

A. Preparation and Materials

1. 25 pieces of tag board, 5 x 5, blocked off in squares. Each square should contain one part of a syllable. No two cards are alike.
2. Buttons or markers

B. Introduction to class

1. Pass out one card to each child and several markers. The teacher will read a word from the list, and the student, recognizing the syllables in the word, puts a marker on each syllable. The one who covers his card wins. Have all children hold cards to check to make sure no mistakes have been made.

C. Variant

1. Prepare a set of cards and words containing "open" syllables and others containing "closed" syllables and concentrate on one type of syllabication at a time. This may also be used for word meaning-definitions. Have cards with vocabulary words on them. The teacher gives the meaning and child matches, placing a marker on the correct word.

Consonant Blends (When I went to Camp)

A. Preparation

1. Arrange the children in a circle

B. Introduction to Group

1. Our game today is called "When I Went to Camp." The first child will say "When I Went to Camp I took or I saw" and should mention something beginning with "br" say a "broom". The next person adds something else beginning with "br" and repeats the previous word; such as "brown broom"; the next person will add another word, repeating the other two words, such as "broken brown broom".
2. After we have named three words of the same blend, go on to another blend such as tr, bl, sl, cl, st, sp, etc.

Structural Analysis

Contractions - Ball Toss

A. Preparation and Materials

1. Form a circle
2. A ball
3. A list of contractions

B. Introduction to Group

1. Today we are reviewing contraction. As I toss the ball to someone I will say a contraction. As you catch the ball you must say the words that make that contractions, or I may say the words and you must say the contraction. You must be on your toes!
2. If you miss either the ball or the contraction, you must leave the game.
3. You may come back into the circle when someone else misses.

C. Variation

1. This game may be used with vowel sounds or blends

Compound Words

A. Preparation and Material

1. Cards 2x4
2. List of compound words. Write words on cards and cut the words into correct parts.

33. (Unit 6)
36. (Unit 7)

B. Introduction

1. Two children may play the game competing with one another to see how many words may be made from the parts.
2. The one with the largest number of compound words wins.

Structural Analysis

Prefix, Suffix, Variants - (Story Puzzle)

A. Preparation and Materials

1. Make up a story or copy a story on the board, one that is loaded with prefixes, suffixes and variants.
2. Paper and pencils, chalk, board.

B. Introduction to group

1. Have several children read the story aloud to the class.
2. Erase parts of words (prefixes, suffixes and variants) and put a line to show where parts have been taken out.
3. Have a several children read the story and orally put in the missing letters.
4. As a final check, have the children copy the story on paper.

Root words - Prefix, Suffix, Variant

A. Preparation and Material

1. Paper and list of root words such as appoint, common, want, paint, dish.
2. Divide the class into teams,

B. Introduction to the Class

1. See how many words you can make from these root words by adding variants, prefixes and suffixes.
2. Adding these forms affects the meaning of the root words. Be able to use words in sentences.
3. Score one point for each correct word and one point for correct usage in a sentence.
4. The team with the most points wins the game.

Comprehension

Sequence

A. Preparation and Materials

1. Paper, pencils, picture, chalk, scissors

B. Introduction to group

1. Have the children, as a group, compose a story about an action picture that has been displayed on the chalk board. Make sure the story has four or more lines.
2. Have the story read orally.
3. Cut the story apart, put it in strips, and place the strips on the chalk board ledge.
4. Say to the children, "Think of your story and the order in which things happened."
5. Now, write the story so that it may be read again as a story.

Vocabulary

Word Meaning

A. Preparation and Materials

1. Divide the groups into two teams. (similar to a Spelling Bee)
2. Teacher should have a list of several words and their meanings taken from stories.

B. Introduction to the class

1. Today we are going to have a review of our vocabulary words and their meanings. I will give a word-meaning or word-clue to team one and the first person will give me the word. If he does not know the correct word, we will go to the first person on team two.

2. For each correct answer it will count one point for that team. The team with the greatest number of points wins.

Word Recognition (Rubber suction darts or bean bag)

A. Preparation

1. Select two teams
2. Have twenty or more 3x5 cards with a number (1,2,3) on one side and a vocabulary word on the other side.

B. Introduction to group

1. Today the game we will play is a check-up on our vocabulary words. There is a number and a word on each card. We will place them on the floor with the number side up. Stand about 7 feet away and toss the dart. If you are able to say the word, it will count as that number of points for your team. If you don't know the word, we will subtract that number from your team's score. Change the words often.
2. The team with the greatest number of points wins.

Word Recognition - Homonyms

A. Preparation and Materials

1. Make a card for each homonym and distribute them, one to each child.
2. Make a card containing a sentence for each homonym. (A suggested list are:)

red	blue	bee	tail	hole
read	blew	be	tale	whole
rode	sea	would	by	maid
road	see	wood	buy	made
so	there	meet	bare	pare
sew	their	meat	bear	pear

B. Introduction to the class

1. I have given each of you a card containing a homonym. As I read a sentence containing a homonym, and it is your homonym, come up and I will give you the sentence to match.

Phonetic Analysis

Vowels - long and short (Pummy)

A. Preparation and Materials

1. Five players
2. Prepare ten sets of word cards, (four cards to a set) each set containing a word with a long or short vowel of the same sound.
3. Divide the cards into two piles. Save one copy of each vowel sound for the player's pile and put the others in a dealer's pile.

B. Introduction to group

1. To play the game, the dealer passes out all the cards from the dealer's pile. Beginning with the person to the left of the dealer, he will pick the top card from the player's pile. He will try to match it with his own cards and discard it in another pile if he cannot use it.
2. When the player has four of the same vowel sound he places his cards on the table. The one who disposes of his cards first, wins.

Syllabication - Bingo

A. Preparation and Materials

1. 25 pieces of tag board, 5x5, blocked off in squares. Each square should contain one part of a syllable. No two cards are alike.
2. Buttons or markers

35. (Unit 6)
38. (Unit 7)

B. Introduction to class

Pass out one card to each child and several markers. The teacher will read a word from the list, and the student, recognizing the syllables in the word, puts a marker on each syllable. The one who covers his card wins. Have all children hold cards to check to make sure no mistakes have been made.

Variant - Prepare a set of cards and words containing "open" syllables and others containing "closed" syllables and concentrate on one type of syllabication at a time.

This may also be used for word meaning - definitions. Have cards with vocabulary words on them. The teacher gives the meaning and child matches, placing a marker on the correct word.

Phonetic Analysis

Consonant Blends (When I Went to Camp)

A. Preparation

1. Arrange the children in a circle.

B. Introduction to group

1. Our game today is called "When I Went to Camp I took or I saw" - and should mention something beginning with "br", say a "broom." The next person adds something else beginning with "br" and repeats the previous word; such as "brown broom"; the next person will add another word, repeating the other two words, such as "broken brown broom."

2. After we have named three words of the same blend, go on to another blend such as tr, bl, sl, cl, st, sp, etc.

Structural Analysis

Contractions - Ball Toss

A. Preparation and Materials

1. Form a circle
2. A ball
3. A list of contractions

B. Introduction to group

1. Today we are reviewing contractions. As I toss the ball to someone I will say a contraction. As you catch the ball you must say the words that make that contraction, or I may say the words and you must say the contraction. You must be on your toes!

2. If you miss either the ball or the contraction, you must leave the game.
3. you may come back into the circle when someone else misses.

(Variation - This game may be used with vowel sounds or blends.)

Compound Words

A. Preparation and Material

1. Cards 2x4
2. List of compound words. Write words on cards and cut the words into correct parts.

B. Introduction

1. Two children may play the game competing with one another to see how many words may be made from the parts.
2. The one with the largest number of compound words wins.

Prefix, Suffix, Variants - (Story Puzzle)

A. Preparation and Materials

1. Make up a story or copy a story on the board, one that is loaded with prefixes, suffixes and variants.
2. Paper and pencils, chalk, board.

B. Introduction to Group

1. Have several children read the story aloud to the class.
2. Erase parts of words (prefixes, suffixes and variants) and put a line to show where parts have been taken out.

36. (Unit 6)

37. (Unit 7)

3. Have several children read the story and orally put in the missing letters.

4. As a final check, have the children copy the story on paper.

Root Words - prefix, suffix, variant

A. Preparation and Material

1. Paper and list of root words such as appoint, common, want, paint, dish.

2. Divide the class into teams, by rows.

B. Introduction to the Class

1. See how many words you can make from these root words by adding variants, prefixes and suffixes.

2. Adding these forms affects the meaning of the root words. Be able to use words in sentences.

3. Score one point for each correct word and one point for correct usage in a sentence.

4. The team with the most points wins the game.

Comprehension

Sequence

A. Preparation and Materials

1. Paper, pencils, picture, chalk, scissors.

B. Introduction to group

1. Have the children, as a group, compose a story about an action picture that has been displayed on the chalk board. Make sure the story has four or more lines.

2. Have the story read orally.

3. Cut the story apart, put it in strips, and place the strips on the chalk board ledge.

4. Say to the children, "Think of your story and the order in which things happened."

5. Now write the story so that it may be read again as a story.

R E C I P E S

for

R E A D I N G

UNIT SEVEN
(Grade 3/2 Level)

TABLE OF CONTENTS

UNIT SEVEN

(Grade 3/2 level)

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SKILL CODING: LEVEL 3/2

The Ginn Basic Reader

Vocabulary

Word Meaning

Word Recognition

Word Analysis

Identifying Similar Parts in Words

Syllabication

Alphabetizing

Comprehension

Sequence

Drawing Conclusions

Classifying

Main Ideas

Scott, Foresman (60's edition)

Sentence Meaning

Sensory Images

Emotional Reaction

Relationships

Scrutiny-Context

Phonetic Analysis

Structural Analysis

Dictionary Skills

Definition

Pronunciation

Houghton Mifflin

Word Recognition-Sight

Word Recognition-Context

Syllabication

Using Context and Phonetic Clues

Comprehension

Ginn, (Faith and Freedom basic series)

Word Analysis

Soft and Hard; c and g

Auditory and Visual Recognition of Syllables

Word Analysis

Prefixes and Suffixes

Syllabication

Study-type Skills

Alphabetizing

Skimming

Word Meaning

Homonyms, antonyms, and synonyms

Interpretation

Making Generalizations

Drawing Inferences

Using Judgment

I
I A
I B
II
II A
II B
III A
IV
IV A
IV B
IV C
IV D

I C
IV E
IV F
IV G
I C
II
V
III
III B
III C

I B
I A
II B
I C &
II
IV

II C
II B
V A
II B
II A
IV H
I
I A
IV I
IV J
IV K

SKILL CODE KEY: LEVEL 3/2

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Recognition--sight	I B
Word Recognition-Meaning--Context	I C
Phonetic Analysis	II
Word Discrimination	II A
Syllabication	II B
Soft and Hard; C and G	II C
Vowels	II D
Dictionary Skills	III
Alphabetizing	III A
Definitions	III B
Pronunciations	III C
Comprehension	IV
Sequence	IV A
Drawing Conclusions	IV B
Classifying	IV C
Main Idea	IV D
Sensory Images	IV E
Emotional reaction	IV F
Relationship	IV G
Skimming	IV H
Making Generalizations	IV I
Drawing Inferences	IV J
Using Judgment	IV K
Phrase and Sentence Meaning	IV L
Details	IV M
Finding Specific Information	IV N
Structural Analysis	V
Prefixes	V A
Suffixes	V B
Variants	V C

DIAGNOSTIC GROUPING SHEET

Program Ginn Basic Reader

Grade 3/2

Word Meaning	Word Recognition	Identifying similar parts of words
CODE I A	CODE I B	CODE II A
Syllabication	Alphabetizing	Sequence
CODE II B	CODE III A	CODE IV A
Drawing Conclusions	Classifying	Main Ideas
CODE IV B	CODE IV C	CODE IV D
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton-Mifflin Co.

Grade 3/2

Sight Word Recognition	context word recognition	Syllabication
CODE I B	CODE I A	CODE II B
Using Context and Phonetic Clues	Comprehension	
CODE I C and III	CODE IV	CODE
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott Foresman

Grade 3/2

Sentence Meaning	Sensory Images	Emotional Reactions
CODE I C	CODE IV E	CODE IV F
Relationships	Scrutiny-Context	Phonetic Analysis
CODE IV G	CODE I C	CODE II
Structural Analysis	Dictionary Skills Definition	Dictionary Skills Pronunciation
CODE V	CODE III B	CODE III C
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn, Faith and Freedom

Grade 3/2

vcw-el elements-- soft & hard c and g	auditory and visual recognition of syllables	Prefixes and suffixes
CODE II C	CODE II B	CODE V A
Syllabication	Alphabetizing	Skimming
CODE II B	CODE II A	CODE IV H
Word Meaning--homonym, synonym, and antonym	Making Generalizations	Drawing inferences
CODE I A	CODE IV I	CODE IV J
Using Judgment		
CODE IV K	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon, Inc.

Manual (Story Caravan)

Grade 3/2

I			II				IV				V		
A			A	B	C	D			E	G	L	A	C
170			211	131	111	73			131	211	197	73	72
197				184		81			158				170
				196		101							212
				210		111							
				212		131							
						158							
						185							
						210							



CORRECTIVE RESOURCES

Allyn and Bacon, Inc.

Workbook (Story Caravan)

Grade 3/2

I			II			III			IV			V								
A	B	C	A	B	C	D	A	B	C	D	E	F	G	K	L	M	N	A	B	C
4	16	9	31	37	34	26	13	10	52	8	18	59	48	3	29	5	11	39	47	20
6	35	12	87	38	36	25	51	30	54	24	62	70	22	46	15	54			68	53
9	63	14		40		64		42	75	132	95		92	74	28				69	56
50	80	27		41		72		66		94				93	32					71
74	96	67		58		76		88							33					
84				78		77									43					
85				81		78									44					
86				83		81									60					
89						82									79					

I		II			III			IV					V				
A	C	A	B	D	A	B	C	D	G	I	J	K	M	N	A	B	C
200	97	105	129	59	67	131	107	67	320	250	131	86	77	210	339	76	60
218	129	461	130	66	117	200	117	77	360			156	315	387	402	94	87
258	147		155	85	131	281	227	117	396			161		433	430	245	129
319	157		169	95	314	282	298	141	445			171				375	146
444	172		199	116		320	340	187				245					178
	179		209	139		328	413	210				250					210
	220		226	244		360	456	305				298					236
	270		235	268		438		377				340					248
	288		243	376		462						424					296
	432		256														359
	450		280														424
			289														
			304														
			305														
			313														
			327														
			350														
			366														
			385														
			412														
			413														
			430														
			438														
			443														
			449														
			455														

American Book Co.

Workbook (Along Friendly Roads)

Grade 3/2

I			II			III		IV			V									
A	B	C	B	D	A	A	A	A	B	C	D	E	G	K.	L	M	N	A	B	C
50	19	27	22	2	3	49	3	5	16	3	60	56	11	27	1	1	1	86	12	7
118	43	28	23	4	18	85	18	8	17	18	89	68	14	71	26	63	26	106	98	28
	65	35	31	25	21	114	21	12	33	20	96	104	17	105	45		45	115		59
	87	36	34	30	48		48	67	73	24	111		29		46		46			74
	109	41	42	64	78		78	68	83	38	125		32		57		57			92
	126	50	47	87	97		97	76	107	45			38		69		69			113
		61	51	99	110		110	82	124	58			44		100		100			
		70	55					88	124	97			48		111		111			
		91	62					93					54		125		125			
		116	65					110					66							
		120	69					117					75							
		128	72					124					79							
			77										96							
			80										100							
			84										104							
			90										104							
			95										117							
			102										117							
			108										117							
			115										117							
			119										117							
			121										117							
			122										117							
			127										117							

CORRECTIVE RESOURCES

Economy Company _____

Phonetic Keys (Wide Doors Open)

Grade 3/2

I			II			IV			V		
A	B	C	B	D		D	N		A	B	C
103		94	92	89		123	134		134	119	94
92		96	96	92						124	103
107		129	119	94						127	105
109			121	96						129	127
114			94	98							
121			127	100							
127			132	103							
129				112							
116				114							
				131							

CORRECTIVE RESOURCES

Ginn, 100's Edition

Manual (Friends Far and Near)

Grade 3/2

I			II			III			IV			V							
A	B	C	A	B	C	A	B	C	B	D	E	G	I	L	M	N	A	B	C
79	130	80	113	83	165	80	95	78	79	132	183	103	123	231	202	202	113	114	81
93		102	164	144	293	393	125	165	126			125					194	166	83
124		152	330	165	321	104	227	291	204			153					206	205	94
192		164	331	182		113	281	354	291			182					233	217	104
203		204	365	192		131	315		354			214					293	218	115
254		214		206		142	394					343						226	131
265		253		225		143	436					436						233	132
274		340		245		153												294	205
292				266		172												375	244
304				279		181												428	255
313				305		182												446	304
321				306		216												234	313
331				314		225													322
343				322		265													333
354				341		280													343
373				343		281													356
384				356		304													366
427				366		331													417
				376		355													418
				386		374													436
				394		408													217
				408		266													
				42E		385													
				429															
				436															
				323															
				332															
				446															

CORRECTIVE RESOURCES

Ginn - 100's Edition

Workbook (Friends Far and Near)

Grade 3/2

I		II			III			IV			V											
A	C	B	C	D	A	C	A	B	C	D	E	G	H	I	J	K	L	M	N	A	B	C
23	3	28	74	2	4	4	22	5	20	11	63	71	29	27	10	7	9	19	46	14	41	12
20	9	41		8	6		26	7	44	15	76	87			29	19	39	20	56	41	79	43
39	15	49		16	31		56	15	87	18	88	88				24	42	26	81	64		52
47	18	59		21			73	19	93	24	94	94				27	44	29				59
55	34	70		25	94		94	51		4						33	88	30				68
66	35	81		35				76		51						66		42				
74	37	86		45				80		61						78		46				
77	55	91		58				84								84		73				
83	63			70														81				
	66			86														93				
	74																					
	79																					
	83																					
	85																					
	86																					

CORRECTIVE RESOURCES

Ginn, Revised Edition

Manual (Friends Far and Near)

Grade 3/2

I			II			III			IV									
A	B	C	A	B	C	D	A	C	D	E	G	I	J	K	L	A	B	C
123	77	76	100	80	161	77	114	372	131	191	101	121	289	122	212	90	78	79
200	129	100	160	102	307	90	235	382		251	124			187	467	202	91	80
213	139	111	214	141	329	102	236			382	151					216	173	101
240	261	139	282	142		111	297				225					241	227	112
262		151	346	162		129	339				359					307	234	113
272		161	380	190		140	408				438					381	241	130
290		172	420	200		141	458				457					431	308	163
329		214		228		151											390	214
337		262		252		179											450	215
359		282		274		190												226
388		306		284		225												242
399		370		296		234												252
466		371		308		241												263
		407		319		273												318
		420		320		283												331
		430		331		295												371
		438		337		296												381
				348		318												439
				359		347												440
				372		370												466
				382		389												
				390		399												
				391		422												
				401		439												
				408		465												
				430		457												
				450														
				458														
				465														

CORRECTIVE RESOURCES

Ginn (Rev. Ed.)

Workbook (Friends Far and Near)

Grade 3/2

I			II			III			IV			V								
A	B	C	A	B	C	D	A	B	C	D	F	G	J	K	L	M	N	A	B	C
8	31	3	38	5	78	2	21	6	45	6	12	4	9	18	70	4	29	5	68	11
48	43	36	42	27		7	25	10	87	10		18	59	81		18	56	71	82	44
80		40	46	42		15	76	12	51	12		28				25	63			52
86		55		50		20		35	58	35		30				28				57
		61		59		24		45	83	45		43				30				68
		70		64		29		51	88	51		56				43				
		71		84		61		58		58		84				56				
		77		90				63		63						84				
		78		94																
		82																		
		89																		
		94																		

CORRECTIVE RESOURCES

Ginn, (Faith and Freedom)

Manual (This Is Our Valley)

Grade 3/2

I			II			III			IV			V							
A	B	C	A	B	C	A	B	C	A	B	C	A	B	C					
66	273	94	261	54	300	98	54	113	106	81	136	76	236	88	229	202	68	84	78
138	267	167		55	310	181	62	179		242	156	143	296				73	114	114
211	244	223		62	315	351	83	237		323		161					119	119	119
213	201	241		68	325		89			330		359					139	132	126
261	182	318		73	334		90										202	139	148
281	176			85	338		98										244	158	164
315	163			90	344		114										320	182	182
333	287			99	351		119											251	188
336	292			108	364		132											325	202
348	300			114			170											345	220
363	325			120			176											351	232
	344			127			187											357	244
	356			133			192											365	251
				139			225												309
				140			237												334
				148			309												338
				158			315												350
				164			319												
				170			338												
				193															
				202															
				213															
				219															
				225															
				232															
				238															
				244															
				252															
				261															
				267															
				282															
				287															
				292															

CORRECTIVE RESOURCES

Ginn (Faith and Freedom)

Workbook (This Is Our Valley)

Grade 3/2

I			II			III			IV			V										
A	B	C	B	D	A	B	A	B	C	E	F	G	H	I	J	K	L	M	N	A	B	C
30	23	24	1	21	3	6	3	20	3	20	20	3	4	6	1	2	4	17	4	3	4	4
45	32	30	4	22	14	57	14	38	24	38	24	5	5	25	17	7	17	22	31	20	6	6
12	36	37	6	24	20	20	43	38	25	25	25	31	31	18	18	20	22	44	4	4	44	20
36	2	45	20	18	30	37	37	43	34	43	34	47	47	35	35	21	41	6	6	6	20	30
2		2	21	38	7	7	7	47	47	47	47	56	55	55	55	24	44	37	37	44	30	44
14		3	24		17			56	56	56	56	58				32	52	55	55	52	34	5
31		12	30					58	58	58	58	5				38	54	57	57	54	12	12
39		14	35					5	5	5	5	23				42	57	60	60	57	43	43
42		20	37					23	23	23	23					46	60	60	60	60	25	25
		23	41													46	21					
		31	45													52	35					
		32	46													54						
		34	47													56						
		39	47													60						
		41	44																			
		42																				



I			II				III			IV							V			
A	B	C	A	B	D	A	B	C	B	C	D	G	J	K	L	M	N	A	B	C
11	18	19	9	89	8	30	15		12	19	94	16	31	18	30	116	75	26	5	6
16	29	42	12	90	11	65	31		31	58	113	82	53	36	49	116	116	96	20	9
17	49	55	18		66	109	79		36	91	147	91		39	58		136	97	33	12
24	66	61	36		74	144	91		39	121	142	116		50	71		152	98	109	18
25		67	49		153	159	116		53	125	140	122		53	73			103		19
30		79	90				126		66	160		128		61						33
36		103	121				145		75					66						36
50		117	124				155		104					71						37
54		128	134				168		120					74						55
62		133	161											115						62
65		135												135						69
66		154												159						75
71														161						103
75																				134
76																				148
78																				149
103																				
104																				
109																				
117																				
122																				
125																				
134																				
144																				
153																				
159																				
162																				
167																				

CORRECTIVE RESOURCES

D. C. Heath and Co.

Manual (Do and Dare)

Grade 3/2

I		II			III		IV				V		
A	C	A	B	C	D	A	C	E	I	L	A	B	C
24	49	40	24	59	23	40	58	31	134	48	40	50	23
31	85	49	40	115	33	65	31	75	205	70	50	75	24
50	86	70	57	59	59	123	77			123	134	106	32
86	133	105	64	76	76	160	99			179		154	33
92	140	123	71	87	87	181	140					239	40
107	141	217	92	134	134								48
123	147		165	165	165								58
128	153		180										77
134	200		205										128
147			216										141
164			232										180
173													191
179													205
180													211
210													216
224													233
225													239
233													
240													



CORRECTIVE RESOURCES

Houghton Mifflin

Manual (Climbing Higher)

Grade 3/2

I			II				III				IV			
A	B	C	A	B	D	D	E	K	L	N	A	B	C	
35	30	31	73	33	74	234	53	109	43	100	64	66	82	
45	33	34	82	44	101		85	121	66	245	65	73	127	
83	43	46	90	55	138		91		76	260	127	127	128	
177	52	56	99	66	157		107		85	277	213	186	159	
186	54	73	107	73	194		213		91	287	235	202	266	
193	63	75	119	99					92	304	258	236		
214	72	84	127	107					108	313	266	284		
269	81	99	137	119					121		313	319		
285	90	110	147	137					149					
	99	119	156	147					170					
	107	120	169	156					171					
	119	126	177	177					178					
	126	129	187	187					179					
	147	137	193	193					180					
	156	139	202	202					195					
	169	147	225	213					216					
	177	148	233	225					226					
	186	156	242	275					227					
	193	158	252	284					254					
	202	188	266	285					259					
	213	196	275	302					267					
	242	202	286	320					276					
	266	204	295	252					303					
	275	215	312						314					
	284	225							322					
	294	233							323					
	302	242												
	312	243												

CORRECTIVE RESOURCES

Houghton Mifflin

Workbook (Climbing Higher)

Grade 3/2

I				II				III				IV				V			
A	B	C		A	B	D		A	B	D		G	K	L	M	N	A	B	C
6	21	1	82	45	5	10		54	2	13		56	16	12	2	103	18	20	5
32	29	4	10	74	19	50		3	8	34			17	26	8	104	40	39	33
37	75	5	40		27	95			11	51			62	35	11	105		85	38
72		9	60		42	106			23	53			80	37	14	108		88	41
29		15	90		44				31	58				48	22	109		44	
39		24	99		73				53	61				60	23			73	
44		25	100		100				59					66	34			85	
46		26	101		9				39					73	49			73	
48		36	110		33				65					91	52			85	
74		45			38				27					92	53			73	
82		47			39				77					28	55				
85		50			40				81					30	59				
87		62			85				82					47	57				
111		64			106				83					110	70				
60		67							84						4				
90		69							89						26				
		70							102						35				
		71							104						66				
		7							112						69				
		8							55						71				
		13													76				
		17													79				
		18													88				
		20													89				
		42													93				
		79													94				
		92													95				
		95													96				
		105													97				
		108													98				
		112													102				

CORRECTIVE RESOURCES

J. P. Lippincott Co.

Manual (Basic Reading)

Grade 3/2

I				II				V			
A				B				A		B	C
28				6				56		6	12
58				49						12	28
										27	
										64	

CORRECTIVE RESOURCES

J. P. Lippincott

Workbook (Basic Reading)

Grade 3/2

I			II			III			IV			V					
A	B	C	A	B	D	A	B	C	D	F	G	K	M	N	A	B	C
13	21	25															
14	37	26			3					5	20	44	9	24	4	8	27
26		48		30			10	89	63	42		60	33	32	41	11	28
31		51		55			12		66			63	54	85	73	35	40
39		52		75			19						66			38	58
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71																73	82
80																86	90
81																90	
87																	
93																	

I			II				III		IV				V		
A	B	C	A	B	D	A	C	G	L	B	C				
26	255	18	11	25	46	92	137	83	59	193	33				
52	263	34	17	34	52		185	128	137	352	64				
70		39	25	39	59			404		404	83				
153		78	52	185	60						93				
207		120	70	306	70						99				
231		193	71		362						153				
255		263	99								172				
299		270	165								179				
321		279	207								185				
352		317	224								279				
		362	255								299				
		410	264								368				
											377				
											381				



CORRECTIVE RESOURCES

Lyons and Carnahan

Workbook (Once Upon a Storytime)

Grade 3/2

I			II			III			IV							V					
A	B	C	A	B	C	D	A	B	C	D	E	G	H	I	J	K	L	M	N	B	C
61	23	1	11	70	64	10	90	3	23	6	52	3	31	46	9	3	19	4	19	12	28
73	25	2	16	90	92	19	92	8	4	14	66	8	60	50	31	31	52	50	32	20	43
78	39	5	42			21		9	9	17		36		52	40	40	66	52	49	84	53
88	58	8	43			30		14	14	26	36	63		71	44	44	91	54	85		67
	75	16	68			32		26	26	29	65	65		77	49	49		65	91		73
	87	20	69			37		34	36	47	71	71		80	54	54		77			
	95	33				45		59	36			71		91	55	55					
		37				51		79	63						66	66					
		40				56									77	77					
		48				69									80	80					
		51				72									85	85					
		53				90									89	89					
		60																			
		67																			
		68																			
		69																			
		72																			
		93																			

I			II		III		IV							V	
A	B	C	A	D	A		B	C	D	E	F	G	K	L	C
53	123	37	37	207	154		35	54	93	72	70	131	35		89
82		53	38				122	56		163		219	36		90
95		132	83				145	71					43		94
115		189	92				190	81					54		162
133		208	115					254					55		
189		253	189										70		
248													71		
													72		
													114		
													122		
													129		
													147		
													148		
													155		
													163		
													190		
													219		
													221		



CORRECTIVE RESOURCES

28.

Scott, Foresman and Co.

Manual (More Roads to Follow)

Grade 3/2

I			II				III			IV		V		
A	B	C	A	B	D	A	B	C	L	A	B	C		
181	39	51	26	83	60	155	38	49	38	95	3	142		
	50	61		89	75		74	59	163	149	32			
		70		96	39		82	136			69			
		75		112	49		125	155			102			
		175		75	60		130				126			
				117	89		155							
				131	117									
				168	186									
				174	186									
				186	193									
				193	149									
				149										

I			II			IV										V	
A	B	C	B	D	A	D	E	F	G	I	K	L	N	A	C		
31	60	26	39	10	56	21	11	4	5	21	13	37	2	31	8		
77	61	37	12	12	14	30	19	8	14	2	1	57	5	77	9		
26	10	44	17	17	22	40	58	61	21	11	27	70	11	26	54		
44	71	57	29	24	35	46	73	62	22	19	38	25	40	42			
60		60	45	39	40	50	75		25	73	43	30	61	44			
68		68	24	45	50		14		42		64	38	31	48			
		71					71		49		69	57	77	60			
		76							50		70			68			
									70					74			
									4								
									40								
									58								
									62								
									67								
									8								
									30								
									43								
									2								
									11								
									55								

CORRECTIVE RESOURCES

Scott, Foresman and Co.

Manual (New More Streets and Roads)
(50's edition)

Grade 3/2

I			II				III		IV			V		
A	B	C	A	B	C	D	A	E	G	L	A	B	C	
167	212	69	63	45	58	46	97	125	74	133	91	63	54	
		103	75	53	187	54	108			215	206	122	59	
		133	161	64		70	122			228	209	164	97	
		191	199	69		85	187				212	212	103	
		222		85		122							125	
				92		126							133	
				108		129							137	
				117		140							160	
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				150										
				153										
				157										
				160										
				177										
				195										
				215										

I		II			III			IV										V		
B	C	A	B	D	A	B	C	D	E	F	G	I	J	K	L	N	A	B	C	
9	5 6 11 12 15 22 35 43 47 51 72	59	3 9 33 58 64	3 23 33 42 47 52	31 62 69	1 46 50 77	74	6 70	2 12 14 16 21 54 56 65 66	13 65 71	4 8 14 16 19 20 21 24 28 44 57 61 73 74	70	18 46 55 63	8 14 16 27 30 50 57 66 67 76 77	5 6 11 27 34 36 37 38 52 54 75	4 10 48 60	29 49 68 72	7 29 49 72	17 58	

INDEPENDENT READING LIST (3/2)

1. August Explains, by Phil Ressen, Harper & Row, 1963.
2. Big Dipper, by Franklyn M. Branley, Thomas Y. Crowell, Co., 1962.
3. Buffalo Boy, by Edna W. Chandler, Benefic Press, 1957.
4. Checkered Flag Series, Smashup, by Henry A. Bamman & Robert J. Whitehead, Harr Wagner, 1967.
5. Deep-Sea Adventure Series, Whale Hunt, by James C. Coleman et al., Harr Wagner, 1959.
6. Dolch Basic Vocabulary Books, Animal Stories, by E.W. and M.P. Dolch, Garrard Publishing Co., 1952.
7. Greg's Microscope, by Millicent E. Selsam, Harper & Row, 1963.
8. Jim Forest Readers, Jim Forest and the Mystery Hunt, by J. & N. Rambeau, Harr Wagner Publishing Co., 1959.
9. Little Bunny Little, by Miriam E. Mason, Prentice Hall, Inc., 1963.
10. Little Cedar's Tooth, by Edna Walker Chandler, Benefic Press, 1961.
11. New House, The, by Hans Peterson, Webster Division, McGraw-Hill Book Co., 1964.
12. Paul is Alone in the World, by Jens Sigsgaard, Webster Division, McGraw-Hill Book Co., 1964.
13. Portugee Phillips and the Fighting Sioux, by A.M. Anderson, Harper & Row, 1965.
14. Timothy's Christmas Visit, by Ann Marie Falk, Webster Division, McGraw-Hill Book Co., 1964.
15. Tony's Birds, by Millicent E. Selsam, Harper & Row, 1961.
16. Turtles, by Bertie Ann Stewart, Golden Press, 1962.
17. World of Adventure Series, Flight to the South Pole, Bamman & Whitehead, Benefic Press, 1965.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--GRADE 3

30. (Unit 6)

33. (Unit 7)

1. S.R.A. word games.
 1. Reading Lab I
2. Classroom remedial reading clinic--Webster.
 1. Phonetic practice
 2. Vocabulary building
 3. Spelling improvement
3. Filmstrip--Eye Gate.
 1. Finding the right word
 2. Fun with words
 3. Games with words
 4. Reading puzzle
 5. Fun with sentences
4. Linguistic Block Series--Scott, Foresman.
 1. Rolling phonics - vowels
5. Sullivan's programmed reading.
 1. Manual
 2. Workbooks 1-21
 3. Storybooks 1-14
6. Corrective Texts.
 1. Singer's Structural Reading Series, "Now We Read Everything" (See "Cookbook for Grades 1 and 2 for coding on this text.)
 2. Kottmeyer-Ware "Conquests in Reading"
 3. Webster Division, McGraw-Hill Book Co., "Time for Phonics" Book C
7. Records
 1. Aladdin and His Wonderful Lamp
 2. Bambi
 3. Child's Garden of Verses
 4. Cinderella
 5. Hansel and Gretel
 6. "How Fear Came" from Jungle Book
 7. Peter the Flameless Dragon
 8. Peter Pan
 9. Pinocchio
 10. Sleeping Beauty
 11. Story of Paul Bunyan
 12. Swiss Family Robinson

31. (Unit 6)
34. (Unit 7)

SUGGESTED GAMES AND ACTIVITIES--GRADE 3

Vocabulary

Word Meaning

- A. Preparation and Materials
1. Divide the groups into two teams (similar to a Spelling Bee)
 2. Teacher should have a list of several words and their meanings taken from stories.
- B. Introduction to the class
1. Today we are going to have a review of our vocabulary words and their meanings. I will give a word-meaning or word-clue to team one and the first person will give me the word. If he does not know the correct word, we will go to the first person on team two.
 2. For each correct answer it will count one point for that team. The team with the greatest number of points wins.

Word Recognition

- A. Preparation
1. Select two teams
 2. Have twenty or more 3x5 cards with a number (1,2,3) on one side and a vocabulary word on the other side.
- B. Introduction to group
1. Today the game we will play is a check-up on our vocabulary words. There is a number and a word on each card. We will place them on the floor with the number side up. Stand about 7 feet away and toss dart. If you are able to say the word, it will count as that number of points for your team. If you don't know the word, we will subtract that number from your team's score. Change the words often.
 2. The team with the greatest number of points wins.

Word Recognition--Homonyms

- A. Preparation and materials
1. Make a card for each homonym and distribute them, one to each child.
 2. Make a card containing a sentence for each homonym. (A suggested list are:)
- | | | | | |
|------|-------|-------|------|-------|
| red | blue | bee | tail | hole |
| read | blew | be | tale | whole |
| road | sea | would | by | maid |
| rode | see | wood | buy | made |
| so | there | meet | bare | pare |
| sew | their | meat | bear | pear |
- B. Introduction to the class
1. I have given each of you a card containing a homonym. As I read a sentence containing a homonym, and it is your homonym, come up and I will give you the sentence to match.

Phonetic Analysis

Vowels--Long and Short (Rummy)

- A. Preparation and Materials
1. Five players
 2. Prepare ten sets of word cards, (four cards to a set) each set containing a word with a long or short vowel of the same sound.
 3. Divide the cards into two piles. Save one copy of each vowel sound for the player's pile and put the others in a dealer's pile.

B. Introduction to group

1. To play the game, the dealer passes out all the cards from the dealer's pile. Beginning with the person to the left of the dealer, he will pick the top card from the player's pile. He will try to match it with his own cards and discard it in another pile if he cannot use it.
2. When the player has four of the same vowel sound he places his cards on the table. The one who disposes of his cards first, wins.

Word Meaning

A. Preparation and Materials

1. 25 pieces of tag board, 5 x 5, blocked off in squares. Each square should contain one part of a syllable. No two cards are alike.
2. Buttons or markers

B. Introduction to class

1. Pass out one card to each child and several markers. The teacher will read a word from the list, and the student, recognizing the syllables in the word, puts a marker on each syllable. The one who covers his card wins. Have all children hold cards to check to make sure no mistakes have been made.

C. Variant

1. Prepare a set of cards and words containing "open" syllables and others containing "closed" syllables and concentrate on one type of syllabication at a time. This may also be used for word meaning-definitions. Have cards with vocabulary words on them. The teacher gives the meaning and child matches, placing a marker on the correct word.

Consonant Blends (When I went to Camp)

A. Preparation

1. Arrange the children in a circle

B. Introduction to Group

1. Our game today is called "When I Went to Camp." The first child will say "When I Went to Camp I took or I saw" and should mention something beginning with "br" say a "broom". The next person adds something else beginning with "br" and repeats the previous word; such as "brown broom"; the next person will add another word, repeating the other two words, such as "broken brown broom".
2. After we have named three words of the same blend, go on to another blend such as tr, bl, sl, cl, st, sp, etc.

Structural AnalysisContractions - Ball Toss

A. Preparation and Materials

1. Form a circle
2. A ball
3. A list of contractions

B. Introduction to Group

1. Today we are reviewing contraction. As I toss the ball to someone I will say a contraction. As you catch the ball you must say the words that make that contractions, or I may say the words and you must say the contraction. You must be on your toes!
2. If you miss either the ball or the contraction, you must leave the game.
3. You may come back into the circle when someone else misses.

C. Variation

1. This game may be used with vowel sounds or blends

Compound Words

A. Preparation and Material

1. Cards 2x4
2. List of compound words. Write words on cards and cut the words into correct parts.

33. (Unit 6)
36. (Unit 7)

B. Introduction

1. Two children may play the game competing with one another to see how many words may be made from the parts.
2. The one with the largest number of compound words wins.

Structural Analysis

Prefix, Suffix, Variants - (Story Puzzle)

A. Preparation and Materials

1. Make up a story or copy a story on the board, one that is loaded with prefixes, suffixes and variants.
2. Paper and pencils, chalk, board.

B. Introduction to group

1. Have several children read the story aloud to the class.
2. Erase parts of words (prefixes, suffixes and variants) and put a line to show where parts have been taken out.
3. Have a several children read the story and orally put in the missing letters.
4. As a final check, have the children copy the story on paper.

Root words - Prefix, Suffix, Variant

A. Preparation and Material

1. Paper and list of root words such as appoint, common, want, paint, dish.
2. Divide the class into teams,

B. Introduction to the Class

1. See how many words you can make from these root words by adding variants, prefixes and suffixes.
2. Adding these forms affects the meaning of the root words. Be able to use words in sentences.
3. Score one point for each correct word and one point for correct usage in a sentence.
4. The team with the most points wins the game.

Comprehension

Sequence

A. Preparation and Materials

1. Paper, pencils, picture, chalk, scissors

B. Introduction to group

1. Have the children, as a group, compose a story about an action picture that has been displayed on the chalk board. Make sure the story has four or more lines.
2. Have the story read orally.
3. Cut the story apart, put it in strips, and place the strips on the chalk board ledge.
4. Say to the children, "Think of your story and the order in which things happened."
5. Now, write the story so that it may be read again as a story.

Vocabulary

Word Meaning

A. Preparation and Materials

1. Divide the groups into two teams. (similar to a Spelling Bee)
2. Teacher should have a list of several words and their meanings taken from stories.

B. Introduction to the class

1. Today we are going to have a review of our vocabulary words and their meanings. I will give a word-meaning or word-clue to team one and the and the first person will give me the word. If he does not know the correct word, we will go to the first person on team two.

2. For each correct answer it will count one point for that team. The team with the greatest number of points wins.

Word Recognition (Rubber suction darts or bean bag)

A. Preparation

1. Select two teams
2. Have twenty or more 3x5 cards with a number (1,2,3) on one side and a vocabulary word on the other side.

B. Introduction to group

1. Today the game we will play is a check-up on our vocabulary words. There is a number and a word on each card. We will place them on the floor with the number side up. Stand about 7 feet away and toss the dart. If you are able to say the word, it will count as that number of points for your team. If you don't know the word, we will subtract that number from your team's score. Change the words often.
2. The team with the greatest number of points wins.

Word Recognition - Homonyms

A. Preparation and Materials

1. Make a card for each homonym and distribute them, one to each child.
2. Make a card containing a sentence for each homonym. (A suggested list are:)

red	blue	bee	tail	hole
read	blew	be	tale	whole
rode	sea	would	by	maid
road	see	wood	buy	made
so	there	meet	bare	pare
sew	their	meat	bear	pear

B. Introduction to the class

1. I have given each of you a card containing a homonym. As I read a sentence containing a homonym, and it is your homonym, come up and I will give you the sentence to match.

Phonetic Analysis

Vowels - long and short (Rummy)

A. Preparation and Materials

1. Five players
2. Prepare ten sets of word cards, (four cards to a set) each set containing a word with a long or short vowel of the same sound.
3. Divide the cards into two piles. Save one copy of each vowel sound for the player's pile and put the others in a dealer's pile.

B. Introduction to group

1. To play the game, the dealer passes out all the cards from the dealer's pile. Beginning with the person to the left of the dealer, he will pick the top card from the player's pile. He will try to match it with his own cards and discard it in another pile if he cannot use it.
2. When the player has four of the same vowel sound he places his cards on the table. The one who disposes of his cards first, wins.

Syllabication - Bingo

A. Preparation and Materials

1. 25 pieces of tag board, 5x5, blocked off in squares. Each square should contain one part of a syllable. No two cards are alike.
2. Buttons or markers

35. (Unit 6)
38. (Unit 7)

B. Introduction to class

Pass out one card to each child and several markers. The teacher will read a word from the list, and the student, recognizing the syllables in the word, puts a marker on each syllable. The one who covers his card wins. Have all children hold cards to check to make sure no mistakes have been made.

Variant - Prepare a set of cards and words containing "open" syllables and others containing "closed" syllables and concentrate on one type of syllabication at a time.

This may also be used for word meaning - definitions. Have cards with vocabulary words on them. The teacher gives the meaning and child matches, placing a marker on the correct word.

Phonetic Analysis

Consonant Blends (When I Went to Camp)

A. Preparation

1. Arrange the children in a circle.

B. Introduction to group

1. Our game today is called "When I Went to Camp I took or I saw" - and should mention something beginning with "br", say a "broom." The next person adds something else beginning with "br" and repeats the previous word; such as "brown broom"; the next person will add another word, repeating the other two words, such as "broken brown broom."
2. After we have named three words of the same blend, go on to another blend such as tr, bl, sl, cl, st, sp, etc.

Structural Analysis

Contractions - Ball Toss

A. Preparation and Materials

1. Form a circle
2. A ball
3. A list of contractions

B. Introduction to group

1. Today we are reviewing contractions. As I toss the ball to someone I will say a contraction. As you catch the ball you must say the words that make that contraction, or I may say the words and you must say the contraction. You must be on your toes!
2. If you miss either the ball or the contraction, you must leave the game.
3. you may come back into the circle when someone else misses.

(Variation - This game may be used with vowel sounds or blends.)

Compound Words

A. Preparation and Material

1. Cards 2x4
2. List of compound words. Write words on cards and cut the words into correct parts.

B. Introduction

1. Two children may play the game competing with one another to see how many words may be made from the parts.
2. The one with the largest number of compound words wins.

Prefix, Suffix, Variants - (Story Puzzle)

A. Preparation and Materials

1. Make up a story or copy a story on the board, one that is loaded with prefixes, suffixes and variants.
2. Paper and pencils, chalk, board.

B. Introduction to Group

1. Have several children read the story aloud to the class.
2. Erase parts of words (prefixes, suffixes and variants) and put a line to show where parts have been taken out.

3. Have several children read the story and orally put in the missing letters.

4. As a final check, have the children copy the story on paper.

Root Words - prefix, suffix, variant

A. Preparation and Material

1. Paper and list of root words such as appoint, common, want, paint, dish.
2. Divide the class into teams, by rows.

B. Introduction to the Class

1. See how many words you can make from these root words by adding variants, prefixes and suffixes.
2. Adding these forms affects the meaning of the root words. Be able to use words in sentences.
3. Score one point for each correct word and one point for correct usage in a sentence.
4. The team with the most points wins the game.

Comprehension

Sequence

A. Preparation and Materials

1. Paper, pencils, picture, chalk, scissors.

B. Introduction to group

1. Have the children, as a group, compose a story about an action picture that has been displayed on the chalk board. Make sure the story has four or more lines.
2. Have the story read orally.
3. Cut the story apart, put it in strips, and place the strips on the chalk board ledge.
4. Say to the children, "Think of your story and the order in which things happened."
5. Now write the story so that it may be read again as a story.

R E C I P E S

for

R E A D I N G

UNIT EIGHT
(Grade 4 Level)

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UNIT EIGHT

(Grade 4 level)

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SKILL CODING: LEVEL 4/1 and 4/2

The Ginn Basic Readers (Readiness Test)

Vocabulary	I
Word Meaning	I A
Context Clues	I B
Word Analysis	II
Consonants	II A
Phonetic Analysis	II B
Structural Analysis	II C
Syllabication	II D
Comprehension	III
Main Idea	III A
Details	III B
Sequence	III C
Creative Reading	III D

The Ginn Basic Readers (Achievement Test)

Vocabulary	I
Word Meaning	I A
Word Recognition	I B
Word Analysis	II
Using Dictionary Key Words	IV A
Compound Words	II E
Syllabication	II D
Prefixes and Suffixes	II F
Comprehension	III
Main Idea	III A
Details	III B
Sequence	III C
Conclusions	III D
Sensory Appeals	III E
Sentence Meaning	III F

Scott, Foresman (The New Times and Places, 50's edition)

Interpretation	III
Sentence Meaning	III F
Sensory Imagery	III E
Relationships	III G
Generalization	III D
Word Perception	
Word meaning	I A
Word Analysis	II
Dictionary Skills	IV A

Scott, Foresman (Ventures)

Word and Phrase Meaning	I A &
	III F
Sentence and paragraph Meaning	III F
Main Idea	III A
Relationships	III G
Critical Reading	III H
Locating Information	IV B
Word Analysis	II
Dictionary	IV A

Houghton Mifflin (High Roads)

Phonetic Skills	II
Word Meaning	I A
Word Identification in Context	I B
Comprehension	III

2.

SKILL CODING: LEVEL 4/1 and 4/2 (Continued)

Reading Skills	IV A, III D, IV B, III A III F I B
Figurative Language	
<u>Scott, Foresman (More Times and Places 50's edition)</u>	
Interpretation	III
Sentence Meaning	III F
Sensory Imagery	III E
Relationships	III G
Generalization and Evaluation	III B
Word Perception	
Word Meaning	I A
Word Analysis	II
Dictionary Skills	IV A

SKILL CODE KEY: LEVELS 4/1 and 4/2

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Context Clues	I B
Word Analysis	II
Consonants	II A
Phonetic Analysis	II B
Structural Analysis	II C
Syllabication	II D
Compound words	II E
Prefixes and Suffixes	II F
Comprehension	III
Main Ideas	III A
Details	III B
Sequence	III C
Creative Reading	III D
Sensory Appeals	III E
Sentence and Phrase Meaning	III F
Relationships	III G
Critical Reading	III H
Study Skills	IV
Dictionary	IV A
Locating Information	IV B

DIAGNOSTIC GROUPING SHEET

Program Ginn (readiness test)

Grade 4/1

Word Meaning	Context Clues	Word Analysis-Consonants
CODE I A	CODE I B	CODE II A
Phonetic Analysis	Structural Analysis	Syllabication
CODE II B	CODE II C	CODE II D
Main Idea	Details	Sequence
CODE III A	CODE III B	CODE III C
Creative Reading		
CODE III D	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Sinn, Achievement Test

Grade 4/1

Word Meaning	Word Recognition	Using Dictionary Key Words
CODE I A	CODE I B	CODE IV A
Compound Words	Syllabication	Prefixes and Suffixes
CODE II E	CODE II D	CODE II F
Main Idea	Details	Sequence
CODE III A	CODE III B	CODE III C
Conclusions	Sensory Appeals	Sentence Meaning
CODE III D	CODE III E	CODE III F

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
(50's edition)

Grade 4/1

Sentence Meaning	Sensory Imagery	Relationships
CODE III F	CODE III E	CODE III G
Generalization	Word Meaning	Word Analysis
CODE III D	CODE I A	CODE II
Dictionary Skills		
CODE IV A	CODE	CODE
CODE	CODE	CODE



DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
(60's edition)

Grade 4/1

Word & Phrase Meaning	Sentence and Paragraph Meaning	Main Idea
CODE I A, III F	CODE III F	CODE III A
Relationships	Critical Reading	Locating Information
CODE III G	CODE III H	CODE IV B
Word Analysis	Dictionary	
CODE II	CODE IV A	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton Mifflin Co.
 "High Roads"

Grade 4

Phonetic Skills	Word Meaning	Word Identification in context
CODE II	CODE I A	CODE I B
Comprehension	Reading Skills	Figurative language
CODE III	III D, IVA, IVB, CODE IIIA, IIIF.	CODE I B
CODE	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
(50's edition)

Grade 4/2

Sentence Meaning	Sensory Image	Relationships
CODE III F	CODE III E	CODE III G
Generalizing and Evaluations	Word Meaning	Word Meaning
CODE III D	CODE I A	CODE II
Dictionary Skills		
CODE IV A	CODE	CODE
CODE	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon

Manual

Grade 4

I		II					III			IV	
A		A	B	C	D	F	A	F	G	A	
98		64	71	88	88	80	108	133	178	65	
99		193	121	116	116	81	178		179	98	
100		221	166	132	201	139	179			99	
126			173	133		140	194			244	
156			179	140		168				245	
157			212	168		169					
			221	169		184					
			222	201		238					
			260								
			261								
			326								
			327								



CORRECTIVE RESOURCES

Allyn & Bacon
(Believed Make Believe)

Workbook

Grade 4

I		II						III						IV		
A	B	A	B	C	D	E	A	B	C	D	E	F	G	H	A	B
17	13	8	4	4	4	20	18	6	11	33	36	13	11	41	7	6
22	15	19	8	12	29	64	31	20	63	39	89	24	77	79	21	35
24	17		12	23	55		46	33	110	49	93	54	110		23	103
25	47		14	30	75		58	36		56	100	89			55	
26	53		19	40	104		59	60		59		93			62	
32	67		23	55			61	105		60		100			67	
37	84		44	64			105			68					69	
38	88		57	66			107			71					75	
48	89		72	75			110			97					88	
52	98		78	94											95	
74	102		95	104											101	
96			111													
111																

CORRECTIVE RESOURCES

Grade Four

Manual (American Adventures)

American Book Company

I		II						III						IV
A	B	A	B	C	D	F	A	B	C	D	F	G	H	A
59	186/	74	59	255	80	133	174/	237-	74	90	157	153	217	66/
157/	187	112	66/	260	106	186/	175	239	128	217	199	261	292/	67
158	211	133	67	261	123	187				237-	233	321/	293	72/
199	216/	249	72/	272	127/	199				239	292/	322		73
222/	217	338/	73	273	128	228				261	293	333		78/
223	222/	339	78/	285	132	245/				292/				79
			79	289	144	246				293				84
			84	291	147									85
			85	292	147									90
			99	297	157/									99
			104/	298	173/									127
			105	307	174									137/
			110-	307-	180									138
			112	308	199									143/
			123	344	248									144
			132	353-	255									152
			137/	355	272/									167/
			138	365/	273									168
			143/	366	285									255
			144	373/	289									302/
			166	374	291									303
			167/	378	297									332/
			168	379	307									333
			173/		344									365/
			174		354/									366
			197/		355									371/
			198		371/									372
			199		372									382
			209/											
			210											
			211											
			216/											
			217											
			248											



I		II						III						IV		
A	B	A	B	C	D	F	A	B	C	D	E	F	G	H	A	B
15	2	5	2	81	9	29	8	12	6	1	4	4	6	27	2	46
28	3	25	3	84	28	54	20	13	7	4	6	37	7	64	3	56
37	9	40	9	85	36	59	24	27	27	12	7	43	12	76	5	57
43	11	41	10	88	29	70	35	31	13	13	15	58	13	77	10	68
60	25	74	11	94	43	78	45	32	24	24	30	72	34	112	11	74
	29	75	16	96	46	84	48	35	49	49	31	76	39	118	14	75
	54	80	17	101	47	106	49	38	62	62	38	89	45	126	16	84
	65	85	22	104	59	106	50	45	63	63	79	102	50	127	17	94
	68	104	23	105	47	59	51	52	64	64	103		51		23	96
	70	105	25	106	49	74	55	53	69	69	116		52		28	98
	72	111	29	113	59	75	61	61	73	73			53		29	99
	78		32	115	60	81	95	62	91	91			58		32	104
	84		36	117	74	85	97	66	92	92			61		36	105
	90		46	119	75	94	98	67	93	93			86		37	115
	94		47	123	81	101	99	73	95	95			90		41	119
	96		56	125	85	104	112	76	110	110			103		42	125
	104		57	128	94	105	121	77	112	112			110			128
	105		59	104	104	113	126	79	118	118			121			
	106		65	105	105	117	127	86	121	121			121			
	115		74	104	104	117		91	122	122						
	117		75	105	105	117		92	124	124						
	119			104	104	117		93								
	123			105	105	117		108								
	125			104	104	117		109								
	128			105	105	117		110								
				104	104	117		116								

CORRECTIVE RESOURCES

American Book Co.

Student's Copy (American Adventure)

Grade 4

	I						II						III						IV
	A	B		A	B	C	D	F	A	B	C	D	F	G	H		A		
.*	4	3		4	1	2	2					4					1 2 3		
.I*	1	3			1	2	1	3						2			1 2		
[II*					2	4	2								3		1		
.V*	2	3			1	2	1	3						4			1		
V*	2	3			1	2	1	3						4			1		
/I*	4				2	4	4										2 3 4		
	371	364		358	354	356	356	361	381	383	384	379		380			354 355 356 358 359 360 362 369 370 302		
		368		359	355	357	357	364						381					
		369		363	356	361	365	367						382					
		383			360	365	366	368											
		386			362	366	367												
					366	367	368												
					369	368	371												
					370	371													
					371														

*Study pages 1-4 follow each unit. Others follow end of text.



CORRECTIVE RESOURCES

Economy Co.

Storytext (Phonetic Keys)

Grade 4

I		II						III		
A	B	A	B	C	D	E	F	D	E	F
27	82	38	12	58	68	120	110	155	48	48
38	93	48	19	82	82	120	120		68	56
82	146	56	27	93	93	127	127		200	101
93	155	138	38	101	101	138	138			120
120	162	146	48	110	138	162	162			127
127	168	155	56	120	155	168	168			146
138	189	162	68	127	168	180	180			168
155	200	168	82	138	200	200	200			180
162	210	200	93	146	210	210	210			200
180		210	101	155						
			110	162						
			120	168						
			127	180						
			138	189						
			146	200						
			155	210						

CORRECTIVE RESOURCES

Economy Company

Keytext (Phonetic Keys)

Grade 4

I		II						III			IV	
A	B	A	B	C	D	E	F	E	F	A	B	
31	53	5	4	6	6	8	7	31	38	48	69	
38	91	6	8	8	58	81	70		58	52	90	
53		37	15	58	65	91	76		70	65		
58		38	22	70	69	120	81		109			
70		43	27	76	109		95		125			
87		53	31	87	120		119					
91		96	38	91	125							
96			43	96								
109			58	109								
114			65	114								
120			69	120								
125			70	125								
			76									
			87									
			91									
			96									
			109									
			114									
			125									

CORRECTIVE RESOURCES

Ginn and Co.

Manual

Grade 4

I		II						III						IV			
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	H	A	B
150	91	81	99	286	260	240	93	148	148	295	229	269	80	269	104	82	364
151	92	82	100	287	261	241	94	202	296	286	286	276	81	270	109	83	365
174	150	92	111	313	276		101	203	311	319	319	403		295	319	84	372
183	151	93	112	314	287		102	295	312	320	320			410	320	150	373
192	192	130	120	320	288		164	328	328	369	369			419	357	151	378
193	193	131	121	321	332		165	342	329	370	370			479	358	193	387
203	203	151	122	322	333		175	346	346	383	383			481		194	388
204	204	152	130	331	340		184	383	383	408	408					259	389
261	231	239	131	332	358		185	388	388							260	397
296	249	346	151	338	411		205	464	464							269	398
297	286	378	152	339	412		248	465	465							270	404
338	312	411	158	358	420		260	480	480							271	410
357	313		159	365	421		261	329	329							275	411
371	358		163	372	450		276									276	419
372	364		164	373	451		287									306	420
387	384		174	377	451		288									307	428
403	385		175	378	465		290									312	450
449	388		183	397	240		291									313	457
450	396		184	402	241		332									314	458
	397		205	404			333									321	465
	411		212	410			340									322	466
			221	411			411									331	472
			222	419			412									332	473
			239	420			420									338	481
			259	427			421									339	
			260	428			438									358	
			269	450			465									359	
			270	472													
			275	473													
			276														

CORRECTIVE RESOURCES

Ginn and Company

Workbook

Grade 4

I		II						III						IV		
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	A	B
2	2	18	4	12	14	43	23	2	7	61	7	54	44	3	4	34
24	6	33	11	23	21	65	25	8	8	70	19	63	103	5	32	35
27	9	43	15	105	23	88	29	10	10	71	20	88	106	10	48	38
29	24	68	29	119	25	89	39	11	19	74	36	89	108	22	49	52
44	33	109	32		29		53	22	22	75	47			84	69	73
56	36		48		39		57	34	34	77	77			107	73	96
62	49		59		53		59	35	35	82	70			108	78	112
78	54		68		57		80	40	41	83	71			107	79	113
82	57		79		59		105	42	42	88	95			108	85	
83	62		85		68		120	46	43	89	98				86	
92	68		94		79		122	50	46	92	102				87	
93	76		109		97			51	50	93	115				101	
106	78		110		122			66	51	99					111	
114	79		118		125			67	55	102					123	
116					65			77	60	112						
117								95		113						
119								102		114						
								118		115						
										118						

CORRECTIVE RESOURCES

Ginn

Manual (Down Story Roads)

Grade Four

I		II						III						IV		
A	B	A	C	D	E	F	A	B	E	F	A	B	E	F	A	
33	27/ 28 33 62/ 63 92/ 93 102	56	24 116/ 117	112 116/ 117	116/ 117	24 116/ 117 121/ 122	66/ 67 120/ 121	66/ 67 120 121	33 92/ 93	27/ 28 92/ 93						62/ 63 102/ 103

CORRECTIVE RESOURCES

Ginn and Co.

Manual (revised edition)

Grade 4

I		II						III						IV								
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	H	A	B					
150	91	81	99	286	82	276	113	276	113	276	240	93	148	295	229	280	80	295	109	82	364	220
151	92	82	111	287	93	287	114	277	114	277	241	94	202	286	286	403	81	410	319	83	365	221
174	150	92	112	313	94	286	122	286	122	286	101	101	295	311	319	320	84	419	320	84	378	226
183	151	93	120	314	101	287	123	287	123	287	102	102	328	312	320	357	193	463	357	193	387	330
192	193	130	121	320	102	291	158	291	158	291	164	164	342	328	369	356	194	464	356	194	388	331
193	192	131	122	321	112	293	159	293	159	293	165	165	346	329	383	259	259	486	486	259	389	385
203	203	151	130	322	113	321	174	321	174	321	175	175	388	346	408	260	260	488	488	260	397	
204	204	152	131	331	122	345	175	345	175	345	184	184	387	383		275	275			275	398	
261	231	239	151	332	164	365	176	365	176	365	185	185	488	388		276	276			276	410	
296	249	346	152	338	175	366	185	366	185	366	205	205	203	346		306	306			306	411	
297	286	378	158	339	184	378	191	378	191	378	248	248	329	383		307	307			307	419	
338	312	411	159	358	185	411	212	411	212	411	260	260	342	388		312	312			312	420	
357	313		163	364	189	427	213	427	213	427	261	261				313	313			313	428	
403	358		164	365	190	428	239	428	239	428	276	276				314	314			314	450	
449	384		174	377	205	458	240	458	240	458	287	287				321	321			321	457	
450	385		175	378	232	465	241	465	241	465	288	288				322	322			322	458	
387	388		183	397	240	471	248	471	248	471	290	290				331	331			331	465	
	397		184	403	260	472	249	472	249	472	291	291				332	332			332	470	
	411		205	404	261						332	332				338	338			338	471	
			212	410							333	333				339	339			339	488	
			221	411							340	340				358	358			358	489	
			239	419							411	411				359	359			359		
			259	420							412	412										
			260	427							420	420										
			270	428							421	421										
			275	450							438	438										
			276	470							465	465										
			100	471																		
			101																			



Ginn and Company

Workbook

Grade 4

I		II						III						IV			
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	H	A	B
4	4	6	11	12	14	43	4	2	10	8	7	44	9	8	20	3	34
24	6	18	15	14	15	88	25	5	19	10	19	54	46	10		31	35
27	9	33	21	15	21	89	29	8	22	22	20	63	63	22		36	38
29	11	43	32	21	23		39	10	34	41	37	95	103	81		48	60
33	27	68	48	23	25		53	11	35	70	70		106	91		49	61
43	32		59	25	29		57	22	41	71	71			107		59	96
44	33		69	29	39		59	34	46	77	74			108		69	
49	36		78	39	43		80	35	50	88	75					73	
54	43		85	53	53		105	37	51	89	77					78	
56	46		87	57	59		120	40	55	91	98					79	
62	49		94	59	65			42	60	98	99					86	
68	53		110	65	68			46	61	99	102					87	
76	54		124	68	85			50	70							101	
83	56			85	97			51	71							111	
86	57			97	125			66	74							123	
92	62			105				67	75								
93	65			122				77	77								
97	68			125				95	82								
101	76							102	83								
106	78								89								
111	79								92								
112	80								93								
113									102								
116									112								
117									113								
119									102								
121									112								
122									113								
126									113								

CORRECTIVE RESOURCES

Ginn and Company

Manual (Faith and Freedom series)

Grade 4

I		II						III				IV			
A	B	A	B	C	C	D	D	E	E	F	F	G	A	A	B
67	102	430	48	39	207	57	247	57	46	127	66	46	39	224	244
94	121	433	128	48	208	58	248	58	128	128	67	113	40	225	245
95	122	434	129	57	216	66	261	66			87	114	58	237	394
113	163	435	130	58	217	67	271	255			88	127	75	238	395
114	191	436	144	66	224	87	289	256			89	128	76	246	426
130	192		145	75	225	88	320	371			172	217	102	247	
156	197		182	76	247	89	321	423			173	218	128	261	
163	217		183	87	248	94	340				207	280	129	297	
197	218		196	88	271	103	341				208		130	305	
224	270		224	89	289	128	369				216		144	312	
225	280		225	94	296	129	370				217		145	313	
238	281		246	103	297	155	396				271		173	321	
270	320		247	112	313	156	397				296		174	351	
280	375		280	113	320	163	413				297		182	352	
281	386		304	121	321	164	414				313		183	397	
296	406		312	128	340	191	422				320		191	404	
297	426		313	155	341	197	423				321		192	405	
320			321	156	369	216	432				340		196	427	
360			351	164	370	217					341		208		
371			352	163	413	224					369		209		
375			404	173	414	225					370				
396			405	172	422						375				
397			427	197	423						386				
			431								396				
			436								397				
			437								431				
			438								432				
			439												
			440												
			441												
			442												



I		II						III						IV			
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	H	A	B
10	8	43	3	18	6	16	16	23	2	25	5	41	2	5	31	4	2
11	10		12	22	16	18	18	31	17	84	6		5	6	44	9	10
20	11		16	30	18	25	25	35	23	85	17		6	44	45	12	11
21	21		30	48	22	37	37	50	26		19		8	45	49	16	26
24	24		46	64	30	57	57	51	27		20		10	82	54	28	27
25	25		48	67	46	67	67	58	35		23		11	84	55	30	38
28	30		78	128	48	70	70	59	38		31		34	85	68	32	39
30	32		83		64	92	92	63	39		35			90	69	46	44
40	34		100		67	102	102	68	52		42			94	88	48	45
41	37		104		128			69	53		49			95		61	52
44	41							90	58		54			101		64	53
45	44							99	59		55					66	62
48	45								60		58					78	75
61	48								75		59					83	76
70	57								76		59					100	94
73	61								84		60					104	95
78	70								85		69					128	103
92	73								86		75						
93	78								87		76						
102	93								94		88						
	100								95		101						
	104								96		101						
									97								
									99								

CORRECTIVE RESOURCES

D. C. Heath

Manual (Luck & Pluck)

Grade Four

I		II						III			IV
A	B	A	B	C	D	E	F	E	G	A	
60	54/	34	33	40	40	46/	54	51	60	33	
66	55	39/	47/	47	47	47	77/	84	100	34	
138	67	40	48	54	54	53/	78	100	146/	40	
162/	77/	47	60/	78	67	54	78	131	147	41	
163	78	55	61	83/	78	114	84		181	46	
221	94	84	66/	84	120	89	89		192	48	
	120	100	67	89	124	114	114			54/	
	138	156	78	114	181	120	120			55	
	147	209	94	120	187	168	168			83	
	162/		120	124	196	209	209			89	
	163		124	129/						120	
	173		129/	130						130/	
	192		130	157						131	
	213/		139	181						147	
	214		156/	187						157	
			157	196						163	
			192	209						173	
			200	213/						192	
			209	214						200	
			213/							209	
			214							213	
			218							218	
			222							222	



CORRECTIVE RESOURCES

Grade 4

Manual

Houghton-Mifflin

I		II						III						IV	
A	B	A	B	C	D	E	F	A	B	C	D	F	G	A	B
123	28	20	22	64	24	151	24	257	241	184	284	169	358	142	231
124	29	21	25	65	84	152	27	277	242	285	285	170	359	143	232
194	30	25	26	66	85	202	28	319	358	310	310			172	233
195	31	26	27	84	91	203	64		359	311	311			173	234
267	49	28	63	85	92	211	65		373					174	235
268	50	29	64	86	111	212	66		374					175	250
276	51	31	65	91	112	275	102							191	252
284	52	49	87	92	120	276	103							211	275
285	57	50	101	101	142	318	163							212	308
310	58	51	103	102	150		173							213	309
311	74	52	104	111	152		182							214	350
329	75	57	110	112	153		183							218	351
332	86	63	111	120	223		212							223	358
333	92	74	112	133	309		213							231	359
349	93	111	113	134	310		218							240	
357	103	135	119	142			223							250	
358	102	136	120	150			233							263	
363	135	162	133	152			234							264	
374	136	163	191	173			240							265	
375	320	169	263	182			329							283	
381	330	173	264	183			330							284	
382	363	174	265	218			363							342	
390	364	182	351	223			364							349	
	365	201	352	224			365							374	
		202		233										375	
		299		234											
		300		309											
		320		310											

CORRECTIVE RESOURCES

Houghton-Mifflin

Workbook

Grade 4

I		II						III						IV		
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	A	B
74	5	1	5	12	12	22	13	17	16	46	21	88	39	46	28	58
110	6	2	6	13	13	55	14	20	19	75	26	95	47	75	29	59
	7	3	7	14	15		92	25	24	93	45	112	70	93	30	60
	10	4	8	15	33		111	54	53		55		86		31	78
	11	5	9		52			63	65		74		87		32	81
	15	6	10					66	83		80		108		35	83
	18	7	11					69	85		87				36	85
	22		62					71	87		96				40	89
	27		79					72	90		110				41	90
	34		100					76	94						42	94
	39		101					77	97						43	105
	42							82	109						44	109
	49							91							57	
	50							106							61	
	55							107							62	
	68														68	
	70														79	
	73														84	
	84														99	
	86														100	
	98														101	
	102														102	
	106															
	111															



CORRECTIVE RESOURCES

J. B. Lippincott

Manual Basic Reading

Grade 4

I		II						III		IV	
A	B	A	B	C	D	F	D	A	B		
56	56		4	4	4	61	124	15	78		
57	57	48	48	55	5	62		41	79		
83	124		49	56	55	65		56			
84			74	65	56	111		57			
124			79	59	61			69			
			111	74	62			70			

CORRECTIVE RESOURCES

J. B. Lippincott

Phonics Guide

Grade Corrective (4)

I					
A	B	C	F		
6	1	20	54		
7	2	48	55		
8	3	49	65		
9	4	50			
10	5	51			
11	18	52			
12	19	53			
13	21	54			
14	22	55			
15	23	59			
16	28	65			
17	29	90			
21	30				
23	31				
24	32				
25	33				
26	34				
27	56				
35	57				
36	58				
37	59				
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88					
89					
90					

CORRECTIVE RESOURCES

Lyons & Carnahan

Manual

Grade Four

I		II						III			IV
A	B	A	B	C	D	E	F	E	F	G	A
38	93	28	49	21	21	21	21	247	155	553	48
93	206	38	66	28	90	57	28		216	616	66
149	216	46	77	86	111	97	57		247		133
153	265	77	90	90	200		124		356		174
265	276	141	111	93	228		133		385		196
371	284	172	124	111	413		149				228
385	421	284	153	124	450		174				276
436	436	338	190	133	587		196				306
		371	196	149			228				413
		520	200	174			346				421
			206	180			405				
			227	196			467				
			228	200			532				
			247	227			569				
			258	238							
			284	247							
			306	319							
			346	346							
			364	385							
			444	405							
			450	413							
				421							
				428							
				450							
				467							
				495							
				532							
				569							
				587							



CORRECTIVE RESOURCES

Lyons and Carnahan

Workbook

Grade 4

		II						III						IV		
A	B	A	B	C	D	F	A	B	C	D	E	F	G	H	A	B
5	5	94	10	15	15	25	24	17	17	4	39	5	4	2	7	54
16	16		59	23	59	33	31	24	30	6	45	28	8	3	10	72
21	21		77	41	63	41	34	30	70	8	49	38	11	20	27	
25	25		94	59	62	62	35	31		11	53	43	12	26	47	
29	27		95	62	94	94	36	32		12	63	50	17	40	63	
47	28			90			38	51		17	85	60	24	87	69	
48	29			94			44	54		20	91	69	34		93	
66	47						57	61		26	92	73	35		95	
94	48							65		32		75	36			
	49							67		40		77	33			
	50							68		42		81	42			
	66							70		45			43			
	69							72		53			53			
	79							78		66			55			
								82		67			57			
								84		72			60			
								86		78			61			
								87		83			65			
								92		86			70			
										87			75			
										92			77			
													81			
													84			
													95			

CORRECTIVE RESOURCES

Macmillan Reading Spectrum

Manual

Grade Four

I		II						III				IV	
A	B	A	B	C	D	E	F	B	D	G	H	A	
33-35	33-35	30-32	30-32	25-30-32-35	30-32	25-33	24-30-32-35	36-38	36-38	35-36	36	34	
MATERIAL GIVEN FOR VARIOUS LEVELS	MATERIAL GIVEN FOR VARIOUS LEVELS	MATERIAL GIVEN FOR VARIOUS LEVELS						MATERIAL GIVEN FOR VARIOUS LEVELS					
59--82					49--58						83-104		
SUPPLEMENTARY TESTS	SUPPLEMENTARY TESTS	SUPPLEMENTARY TESTS INCLUDE THIS						SUPPLEMENTARY TESTS					
106--127					106--127						128--151		



CORRECTIVE RESOURCES

Scott, Foresman

Manual (Ventures) (60's edition)

Grade 4

I		II						III			IV	
A	B		B	C	D	F		G	H		A	
39	67		31	39	53	39		170			40	
40	171		32	40	54	40		171			211	
155	233		53	99		99		206			259	
156	236		54	100		100					260	
165	252		66	130		131						
166	253		67	131		130						
233			99	135		165						
252			100	136		166						
253			130	194								
			131	195								
			194									
			195									

CORRECTIVE RESOURCES

Scott, Foresman

Workbook (Ventures, 60's edition)

Grade 4

I		II						III						IV	
A	B	B	C	F	A	F	C	D	D	E	F	G	H	A	B
14	8	12	8	8	2	5	3	70	4	13	2	7	7	14	17
21	13	20	20	31	16	6	5	71	7	16	18	15	15	21	28
38	20	87	38	61	35	18	6	72	14	27	26	20	20	38	36
42	21		74		34	19	7	75	52	67	27	24	24	55	37
55	31		105		36	32	12	84	62	78	32	25	25	58	50
64	38				37	33	15	86	63	107	33	50	50	59	51
72	42				47	82	17	90	69	108	34	51	51	64	57
95	55				58	83	22	91	70	113	35	52	52	72	
102	61				59	116	23	92	71	115	36	85	85	81	
103	64				76		34	94	75		37	119	119	87	
105	67				77		35	97	97		45	121	121		
111	73				114		36	98	104		56				
	74				117		37	99	112		60				
	95				119		56	100	120		62				
	102				120		58	101			63				
	103						59	103			68				
	105						60	104			76				
	107						65	112			77				
	108						66	116			78				
	111						68	117			84				
	113						69	118			85				
								120			90				
								125			91				
											92				
											94				
											100				
											101				
											112				
											115				
											116				
											121				
											124				



CORRECTIVE RESOURCES

Scott, Foresman

Manual (Open Highways)

Grade 4

I		II								III			IV
A	B	A	B	C	D	E	F	D	G	H	A		
151	122	37	79	249	272	90	91	220	177	278	202		
152	123	38	114	267	273	91	92	256	178		203		
224	138	41	115	268	274	116	159				250		
290	146	42	116	272	284	368	160				251		
291	152	43	120	273	285		178				252		
	159	49	121	274	291		179				253		
	187	50	122	291	303		223				262		
	200	51	123	295	318		224				267		
	201	59	145	296	319		261				268		
	204	60	146	303	320		262				318		
	214	61	153	313	328		333				319		
	220	67	154	314	335		334				320		
	231	68	168	315	336		347				326		
	253	71	169	335	342		348				327		
	262	72	170	336	343						368		
	268	73	184	326	355						369		
	290	78	185	327	364								
	291	84	186	328	363								
	303	85	187	328	363								
	315	198	191	342	385								
	327	199	192	343									
	335	200	203	347									
	343	201	204	348									
	348	250	213	355									
	4	251	214	363									
	343		218	364									
	244		219	368									
			220	369									
			229	377									
			230	378									
			231	384									
			242										
			243										
			244										

CORRECTIVE RESOURCES

Scott. Foresman

Workbook (Open Highway)
(60's edition)

Grade 4

I		II						III						IV			
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G	H	A	B
1	13	4	35	17	115	23	26	62	8	3	34	9	2	3	44	79	48
26	14	6	38	18	121	118	60	67	48	19	36	20	14	9	45	90	
32	16	7	39	21	129	70	70	106	63	88	62	41	24	11	51	101	
36	18	10	46	26	155	110	110	107	114	89	72	83	25	69	114	103	
44	22	13	47	28		140	140	116	130	135	74	109	29	108		104	
45	23	15	52	49				117	150	152	80	119	34	146		124	
48	26	16	53	50					151	153	81		48	147		132	
55	28	22	57	53							83		58	152		134	
63	37	30	64	97							84		62	153		148	
66	39	31	65	102							87		63	156		149	
68	44	78	73								93		68				
84	45	98	75								96		74				
94	50	113	80								106		84				
135	55		85								107		87				
136	56		93								108		92				
137	57		98								109		95				
158	60		100								114		96				
	64		102								118		127				
	65		103								123		136				
	68		104								128		135				
			113								131		138				
			129								137		139				
			132								138		150				
			134								139		151				
			148								146		150				
			155								147		158				
											156						



CORRECTIVE RESOURCES

Scott, Foresman

Manual

Grade 4/1

(50's edition)

I		II						III			IV	
A	B	A	B	C	D	F	F	F	F	A	A	
242	64	73	45	159	45	125						
	65	157	46	162	46	126				73	64	
	73	158	55	163	54	134				196	65	
	84	159	56	167	55	135				191	93	
	101	192	62	168	62	235					100	
	152	193	63	178	63	236					120	
	162		64	179	64	64					146	
	163		72	186	72	72					151	
	179		73	203	73	73					152	
	184		80	204	104	104					178	
	185		81	208	105	105					184	
	186		82	211	134	134					185	
	190		87	212	135	135					191	
	191		88	215	141	141					192	
	192		89	216	142	142					196	
	196		93	219	146	146					197	
	197		94	220	147	147					202	
	202		95	224	148	148					203	
	203		141	225	152	152					204	
	242		142	228	153	153					208	
	245		146	229	162	162					211	
			147	232	163	163					212	
			148	239	167	167					215	
			152	242	168	168					216	
			153	244	178	178					219	
			157	245	179	179					220	
			158		186	186					228	
					224	224					229	
					225	225					232	
					235	235					239	
					236	236					242	
					244	244						
					245	245						

CORRECTIVE RESOURCES

Scott, Foresman (50's edition)

Workbook

Grade 4/1

I		II						III						IV	
A	B	A	B	C	D	F	A	B	C	D	E	F	G	H	A
70	2	48	4	4	4	29	8	33	75	3	5	3	11	77	2
	6		6	6	6		28	51		5	15	17	20		9
	9		12	9	16		42	55		8	17	19	26		14
	10		16	12	32		44	58		10	19	21	27		18
	16		39	16	34		46	59		20	20	29	31		24
	21		53	32	39		47			21	21	38	75		36
	29		56	34	45		63			25	29	49			50
	36		57	39	60					30	38	56			53
	39		60	45	52					31	49	69			57
	45		62	60						36	56	72			66
	49		66	62						37	69				70
	50									40	72				73
	56									42					77
	61									43					
	65									44					
	70									46					
	72									58					
	73									59					
	74									61					
										64					
										68					

CORRECTIVE RESOURCES

Grado 4/2

Workbook

Scott Foresman
(50's edition)

I		II						III						IV			
A	B		B	C	D	F		A	B	C	D	E	F	G		A	B
5	5		4	10	16	10		7	1	48	3	7	38	1		4	29
8	6		6	14	47	21		17		50	5	12	53	12		6	
21	8		14	16	49	35		36			8	13	64	13		22	
30	10		16	35	52	65		37			11	26	66	20		25	
35	14		25	47	54			41			12	34	68	42		27	
68	16		27	49	67			42			13	66	69	43		32	
72	22		32	52				43			20	68	74	48		38	
73	26		49	54				64			33		75	50		55	
	35		54	55				74			37			57			
	38		67					75			39			58			
	53		72								41			59			
	55										44			61			
	65										46			64			
	67										53			74			
	68										57						
	73										59						
											61						
											71						
											74						
											75						

CORRECTIVE RESOURCES

Scott, Foresman

Manual (Just Imagine)

Grade 4 (Transition)

I		II						III			IV		
A	B	A	B	C	D	E	F	A	D	E	F	A	
31	48	47	48	61	138	251	61	274	274	129	244	196	
32	56	48	49	62	139	252	62	277	277	130	272	197	
33	57	56	62	82	140	276	197			137	274		
34	60	57	63	83	144	278				274	277		
69	82	62	69	122	145	279				277	280		
154	83	63	70	123	160								
280	84	69	82	130	161								
	90	70	83	131	168								
	95	74	84	132	169								
	106	244	88	133	174								
	107	245	89	138	175								
	121		95	139	181								
	122		105	140	191								
	123		106	144	192								
	124		107	145	231								
	144		109	150	232								
	145		114	161	244								
	156		115	168	245								
	161		122	169	251								
	175		123	174	252								
	192		124	175	279								
	196		130	180									
	197		131	181									
	219		132	182									
	244		133	192									
	245		138	204									
	272		140	205									
	275		144	206									
	276		145	224									
	278		154	225									
	280		155	231									
			156	232									

CORRECTIVE RESOURCES

Scott, Foresman

Workbook (Just Imagine)

Grade 4 (Transition)

I		II						III						IV			
A	B	A	B	C	D	E	F	A	B	C	D	E	F	G		B	
7	2	6	7	11	35	11	56	28	15	24	26	3	4	5		15	
13	4	9	10	12	36	67	62	63			38	25	15	21		27	
55	9	10	14	33	41		67				39	28	17	48			
71	13	20	16	35	43						42	32	24	56			
76	17		20	36	45						55	46	27				
	23		22	41	53						57	50	28				
	30		23	46	65						61	54	37				
	36		26	47	67						63	55	44				
	37		31	49	69						64	63	63				
	39		33	51	74						76	76	76				
	45		35	53													
	46		36	65													
	49		39	67													
	52		41	72													
	53		45	74													
	56		46														
	57		49														
	62		53														
	67		58														
	69		60														
	71		65														
	72		69														
	76		72														
			74														



CORRECTIVE RESOURCES

Thorndike-Barnhart

Beginning Dictionary, 1964

Grade 4

I		II						III			IV	
B	A	B	C	D	E	F	D	F	C	A		
19	48	45	21	53	56	41	23	27	25	13		
20	55	46	41	54	42	42	29	59	61	14		
23		47	42	56	43		31			15		
28		48	43	59			39			16		
29		49	53	70			40			17		
30		50	54							18		
33		51	56							19		
36		52	59							20		
37		54	70							21		
38		55								22		
43		58								25		
48		59								26		
57		60								27		
60		74								28		
										29		
										30		
										31		
										32		
										33		
										36		
										37		
										38		
										39		
										40		

INDEPENDENT READING LIST--GRADE 4/1

1. Alexander Soames: His Poems by Karla Kuskin, Harper and Row, 1962.
2. Beginning to Read Biographies - Series, Nathan Hale by Virginia Frances Voight, G. P. Putnam's Sons, 1965.
3. Brave John Henry by Margot Austin, E. P. Dutton and Co., Inc., 1955.
4. Button Family Adventures - Series, The Buttons at the Zoo by Edith McCall, Benefic Press, 1961.
5. Checkered Flag-Series, The-Wheels by Henry Bamman and Robert J. Whitehead, Harr Wagner Publishing Co., 1967.
6. The Crooked Colt by C. W. Anderson, The Macmillan Co., 1954.
7. Here's a Penny by Carolyn Haywood, Harcourt, Brace, & World, Inc., 1944.
8. Jim Forest Readers - Series, Jim Forest and Ranger Don by John and Nancy Rambeau, Harr Wagner Publishing Co., 1967.
9. Junior Science Books - Series, Turtles by Henry Hill Collins, Jr., Garrard Publishing Co., 1962.
10. Last Little Cat by Meindert De Jong, Harper and Row Publishers, 1961.
11. Morgan Bay Mysteries - Series, The Mystery of Morgan Castle by John and Nancy Rambeau, Harr Wagner Publishing Co., 1962.
12. Over and Over by Charlotte Zolotow, Harper and Row Publishers, 1957.
13. Reading Round Table (Blue Book) by George Manolakes, Margaret Dordick, and Marie Jepson Scian, American Book Co., 1963.
14. Space Travel Books - Series, Peter and the Unlucky Rocket by Hazel W. Corson, Benefic Press, Copyright, 1956 by Beckley Cardy Co.
15. Young Hawk by Edna Walker Chandler, Benefic Press, 1957.

INDEPENDENT READING LIST--GRADE 4/2

1. Barbie's Adventures at Camp by Carl Memling, Random House, 1964.
2. Beginning to Read Biographies - Series, Jefferson Davis by Patricia Miles Martin, G. P. Putnam's Sons, 1965.
3. Big Goose and Little White Duck by Meindert De Jong, Harper and Row Publishers, 1963.
4. Checkered Flag - Series, The Smashup by Henry A. Bamman and Robert J. Whitehead, Harr Wagner Publishing Co. 1967
5. Dan Frontier-Series, Dan Frontier Goes Exploring by William Hurley, Benefic Press, 1963.
6. Folklore of the World - Series, Stories from France by Edward W. Dolch and Marguerite P. Dolch, Garrard Publishing Co., 1963.
7. Frogmen in Action by Frances Berret, et al, Harr Wagner Publishing Co., 1967.
8. Indian Campfire Tales by W. S. Phillips, Platt and Munk, 1963.
9. Interesting Reading--Series, Great Moments in American History by Gordon Parker, Follett Publishing C ., 1961.
10. Junior Science Books--Series, Pond Life by Alexander L. Crosby, Garrard Publishing Co., 1964.
11. Morgan Bay Mysteries--Series, The Mystery of the Marble Angel by John and Nancy Rambeau, Harr Wagner Publishing Co., 1962.
12. Reading Round Table (Blue Book) by George Manolakes, Margaret Dordick and Marie Jepson Scian, American Book Co., 1963.
13. Space Travel Books - Series, Peter and the Two-Hour Moon by Hazel W. Corson, Benefic Press. Copyright, 1956, by Beckley Cardy Co.
14. Storm Book by Charlotte Zolotow, Harper and Row Publishers, 1952.
15. World of Adventure - Series, The Lost Uranium Mine by Henry Bamman and Robert Whitehead, Benefic Press, 1963.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--GRADE 4

FILMSTRIPS:

1. Encyclopedia Britannica - Walt Disney's Story Classics, Bambi and Peter Pan.
2. Eye Gate House Inc. - Fundamentals of Reading.
 - a. Find the Right Word (79B).
 - b. Fun with Words (79C)
 - c. Fun with Sentences (79F)
3. McGraw-Hill - Goals in Spelling Series (114000)
 - a. Studying Long Words
 - b. Letters Which Work Together
 - c. Tricky Consonant Sounds

GAMES:

1. Kenworthy Education Services Inc. - Phonic Rummy A & B.

RECORDS:

1. Black Beauty and Other Great Stories R.C.A. Camden.
2. Giovanni and the Giant - Imagi Craft - Ginn and Company.
3. Story of Paul Bunyan, The Cricket Record 21.

WORKBOOKS and KITS:

1. MacMillan Reading Spectrum, The Reading Comprehension, Word Analysis and Vocabulary Developments. Levels 1, 2, & 3.
2. Charles E. Merrill Books
 Universal Workbooks in Phonics--4B.
 Instructional Supplements 4/1 and 4/2.
3. Scott Foresman
 a. Linguistic Block Series Vowels and Consonants
 b. Tactics in Reading Kit
4. SRA
 a. Dimensions in Reading - Manpower and Natural Resources
 b. Pilot Library II A and II C
 c. Spelling Laboratory II A
 d. Word Games
5. Webster
 a. Classroom Reading Clinic
 b. New Practice Readers A and B

VocabularyWord Meaning

- A. Preparation and Materials
1. Divide children into at least four groups. Assign each group a story from a unit recently completed. Provide each group with 20 3x6 oak-tag cards and two magic markers or large crayons for printing.
- B. Introduction to the class
1. Today we are going to review the meaning of new words we have recently learned. Choose 10 words (not names) that are new or important from the story. Print each word on a card, and its meaning in a different color on another card. At the end of ten minutes, we will exchange cards, and see if we can match the words and their meanings. After the matched cards have been checked, you can exchange with another group.
- C. Variation
1. The cards can be kept and used later for special help with individual or small groups.
 2. Children in like groups can prepare lists of homonyms, and take turns putting a word on the board, and calling on someone in another group to write the homonym. Each pupil should use his homonym in a sentence to show he knows the meaning.

Phonetic AnalysisConsonant Sounds

- A. Preparation and materials
1. Teacher will need numbered pictures of several common objects such as a cat, barn, etc., mounted separately. Under each picture (or on the blackboard) should be printed--out of order--the consonants heard in the word, plus at least one other, i.e. cat (tlc), barn (rtbn).
 2. The children will need paper and pencil.
- B. Introduction to children
1. When you "tune in" your radio, I'm sure you are careful to adjust it very carefully, so that you get no interference from other stations, and the voices come in very clearly. Today you must "tune in" your ears just as carefully, so you hear the consonants in words clearly. When I show you a picture, decide what word says the name of the object you see and say it softly with the picture and write down the consonant you don't hear.

Distinguishing between long and short sounds

- A. Preparation and materials
1. Teacher will need a list of words to test long and short vowel sounds. These should be written as "vowel frames," one at a time on a blackboard, and erased as each answer is given.
- B. Introduction to the class
1. Today we are going to see if you can decide what vowel sound we should hear in a word, when all you can see are the vowels. If you see _____a_____, what vowel sound should you say? (ā) What word can you think of that would fill the frame? (hat) What vowel sound should _____i_____e have? (ī) What word would fit? (fine)
 2. Now we will have a contest between teams. You will receive one point for your team, if you can give the right vowel sound, and an extra point, if you can also give a correct word.
- C. Variation
1. This may be used with two-syllable or longer words, in introducing new words, in syllabication, and even in determining probable accent. It avoids the child's trying to say the word first, then determining vowel sound, instead of applying principles of word attack.

Word Analysis

Prefixes and Suffixes

A. Preparation and materials

1. Teacher should prepare a large drawing of the tree on oaktag--with several slits cut in top so leaves may be attached on which prefixes and/or suffixes have been printed. On the roots similar slips would make it possible to change the root words. This can be used as a class exercise or as an extra activity for individuals who have completed other work.

2. Children will need paper and pencils.

B. Introduction to the children

1. We have learned that we can make new words by adding prefixes and/or suffixes to root words. We know also that now every prefix or suffix may be used with every root word. You are to use the prefixes and suffixes that are leaves on the tree--to add to the root words. See how many new words you can make this way. Children may also be asked to use the new words in sentences.

Comprehension

Sentence Meaning and critical reading

A. Preparation and materials

1. Teacher prepares several slips of paper containing sentences to be answered Yes or No. These should be placed in a box for drawing.

Can cars go backwards?

Can tops spin on lakes?

Are four weeks as long as a year?

Can Mother cash a check when she shops?

Could a Boy Scout troop cook food in the woods?

B. Introduction to the class

1. In this box are slips of paper on which are written some questions. You must draw one, read it, and use your good judgment to answer Yes or No. Each person who reads his question orally correctly and gives the right answer, scores one point for his team. If you make a mistake you must return the slip to the box.

C. Variation

1. This may be used to test knowledge of prefixes and suffixes.

Is a sick person usually unhappy?

Can you recross the playground?

Is there any excuse for unkindness to animals?

Sequence

A. Preparation and materials

1. A long strip of paper must be prepared with a line marked off at suitable intervals to cover ten months. A magic marker or crayon for printing on it will be needed.

B. Introduction to the children

1. The line on this paper represents the school year. During what month do we start school? When does it end? The other names of the month should be given by the children in order, and printed below the line. Then a list of holidays should be made up as children volunteer them--in any order. Then they should be put in proper place on the time line. List would include Easter (date varies), Christmas, Thanksgiving, etc. As a final activity, children might make individual lists of the holidays in order, first using the time line as guide. Later, they might try it from memory.

C. Variation

1. Children might enjoy putting their birthdays on 12-month time line.

ComprehensionMagician's Alphabet

A. Preparation and materials

1. Teacher should prepare a copy of the questions for each pupil. These, or similar questions, may be used.

What letter names a body of water (c)

What letter helps you see? (i)

What letter do you say with I am, We ___? (r)

What letter is an exclamation? (g) or (o)

What letter is a girl's name? (k)

B. Introduction to the children

1. Today you are going to be magicians. You will need a special magician's alphabet to make up your magic words to cast your magic spells. After you have answered the questions with a letter, use just the letters in your alphabet to make magic phrases. Make sure you can pronounce the strange words you make.

i.e. Koko cirro ricko!

Grick kig!

Sensory Appeals

A. Preparation and materials

1. Divide class into groups of four or five. Each group will need a large piece of paper and crayon or pencil.

B. Introduction to the children

1. How many senses do we have? (5) Which of them would we use the most on our way to school this morning? (seeing, hearing, feeling) We will divide our papers into three parts. At the top of section one we will print--Things We Saw; 2. Things We Heard; 3. Things We Felt. Now in your groups list all the things you can remember that you saw, heard, or felt on your way to school this morning. Use phrases if possible. Have children offer sample answers--a yellow cat, the school bell, a smooth rock. Then give a limited time such as 20 minutes for groups to complete their lists. It may be well to limit the same object to only two listings, i.e. a red house, a brown house. Have groups read lists to class to check for proper listing, to see which sense we used most, and of course the longest list!

Study SkillsDictionary-Alphabetical Order

A. Preparation and Material

1. Teacher should choose some subject of interest to the class, such as space, travel, automobiles, or perhaps some science or social studies topic the class has recently studied. It would be well for teacher to make a test list in advance to make sure there is at least one word for each letter in the alphabet. Then leading questions can be asked to help elicit a word for very difficult letters if two pupils on each team have failed to give one.

B. Introduction to the Class

1. Today we are going to test our knowledge of alphabetical order. We will divide into two teams. Our topic will be _____. The first person must give a word related to the topic that begins with "a" to earn a point for his team. The first person on the other team must give a word beginning with the next letter of the alphabet, etc. If he can't think of one, the other team gets the turn, etc. As you give the word, I will write it on the board and we will try to get a word for each letter of the alphabet.

R E C I P E S

for

R E A D I N G

UNIT NINE
(Grade 5 Level)

(Grade 5 level)

Preface	i
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SKILLS CODING SHEET: LEVELS 5/1 AND 5/2

The Ginn Basic Reader (Readiness Test)

Vocabulary	I
Word Meaning	I A
Word Analysis	II
Consonants	II A
Vowels	II B
Syllabication	III C
Prefixes and Suffixes	III A
Alphabetical Order	V E
Diacritical Marks	V F
Comprehension	IV
Main Idea	IV A
Details	IV B
Sequence	IV C
Creative Reading	IV D

The Ginn Basic Reader (Achievement Test)

Vocabulary	I
Word Meaning	I A
Word Usage	I B
Dictionary Meanings	V D
Word Analysis	
Vowel Rules	II B
Diacritical Marks	V F
Accent Marks	III D
Comprehension	
Using Guide Words	V A
Interpreting Situations	IV D
Interpreting Feelings	IV D
Skimming for Facts	V B

Houghton Mifflin, Reading Text - SkylineTop Flight

Phonetic Skills:	
Part One	II C
Part Two	II B
Part Three	II D
Part Four	III A & B
Part Five	III C
Word Meaning	I A
Word Identification in Context	I C
Comprehension	IV
Reading Skills	IV D, E, F & G

Spy Glass

Word Meaning	I A
Word Identification	I C
Comprehension	IV
Reading Skills:	
Part One	V C
Part Two	V E

SKILLS CODING SHEET: LEVELS 5/1 AND 5/2 (continued)

Houghton Mifflin, Reading Text - SKYLINE

Figurative Language I C

Pastime

Word Meaning I A

Word Identification in Context I C

Comprehension IV

Reading Skills IV A & V G

Figurative Language I C

Exploring

Word Meaning I A

Word Identification in Context I C

Comprehension IV

Reading Skills V G & IV A

Figurative Language I C

Scott, Foresman, Vistas

Word and Phrase Meaning:

Part One I A

Part Two IV H

Sentence and Paragraph Meanings:

Part One IV H

Part Two IV I

Main Idea IV A

Relationships IV F

Critical Reading IV J

Locating Information V C

Word Analysis

Part One III D

Part Two III A & B

Dictionary

Part One V D

Part Two V F

Scott, Foresman (New Days and Deeds)

Sentence Meaning IV H

Sensory Images IV E

Perceiving Relationships IV F

Evaluating IV D & G

Word Meaning I A

Word Analysis III A

Dictionary Skills V F & D

Scott, Foresman (More Days and Deeds)

Comprehending Sentence Meanings IV C

Sensory Images IV E

Perceiving Relationships IV F

Generalizing and Evaluation IV G

Word Meaning I A

Word Analysis III C

Dictionary Skills V F & D

SKILL CODE KEY: LEVELS 5/1 and 5/2

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Usage	I B
Word Identification in Context	I C
Phonetic Analysis	II
Consonants	II A
Vowels	II B
Initial Sounds	II C
Ending Sounds	II D
Structural Analysis	III
Prefixes and Suffixes	III A
Root Words	III B
Syllabication	III C
Accent	III D
Comprehension	IV
Main Idea	IV A
Details	IV B
Sequence	IV C
Drawing Conclusions	IV D
Sensory Images	IV E
Perceiving Relationships	IV F
Generalizing and Evaluation	IV G
Sentence and Phrase Meaning	IV H
Paragraph Meaning	IV I
Critical Reading	IV J
Study Skills	V
Guide Words	V A
Skimming	V B
Locating Information	V C
Dictionary Meanings	V D
Alphabetical Order	V E
Diacritical Marks (Dictionary Respelling)	V F
Outlining	V G

DIAGNOSTIC GROUPING SHEET

Program Ginn Readiness

Grade 5/1 and 5/2

Word Meaning	Consonants	Vowels
CODE I A	CODE II A	CODE II B
Syllabication	Prefixes and Suffixes	Diacritical Marks
CODE III C	CODE V E	CODE V F
Main Idea	Details	Sequence
CODE IV A	CODE IV B	CODE IV C
Creative Reading		
CODE IV D	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Ginn Achievement

Grade 5/1 and 5/2

Word Meaning	Word Usage	Dictionary Meaning
CODE I A	CODE I B	CODE V D
Vowel Rules	Diacritical Marks	Accent Marks
CODE II B	CODE V F	CODE III D
Using Guide Words	Interpreting Situations	Interpreting Feelings
CODE V A	CODE IV D	CODE IV D
Skimming For Facts		
CODE V B	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton Mifflin
"Sky Lines"

Grade 5

Phonetic Skills-Part 1	Phonetic Skills-Part 2	Phonetic Skills-Part 3
CODE II C	CODE II B	CODE II D
Phonetic Skills-Part 4	Phonetic Skills-Part 5	Word Meaning
CODE III A, III B	CODE III C	CODE I A
Word Identification in Context	Comprehension	Reading Skills
CODE I C	CODE IV	CODE IV D, E, F, & G
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Houghton Mifflin
"Sky Lines"

Grade 5

Reading Skills	Figurative Language	Word Meaning
CODE IV A, V G	CODE I C	CODE I A
Word Identification	Comprehension	Reading Skills
CODE I C	CODE IV	CODE VG, V A
Figurative Language		
CODE I C	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 5/1

"New Days & Deeds"

Sentence Meaning	Sensory Images	Perceiving Relationships
CODE IV H	CODE IV E	CODE IV F
Evaluating	Word Meaning	Word Analysis
CODE IV D & IV G	CODE I A	CODE III A
Dictionary Skills		
CODE V F & V D	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman

Grade 5/2

"New Days and Deeds"

Comprehending Sentence Meaning	Sensory Images	Perceiving Relationships
CODE IV C	CODE IV E	CODE IV F
Generalizing & Evaluation	Word Meaning	Word Analysis
CODE IV G	CODE I A	CODE III C
Dictionary Skills		
CODE V F & V D	CODE	CODE
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
Vistas

Grade 5

Word & Phrase Meaning Part One	Word & Phrase Meaning Part Two	Sentence and Paragraph Meaning - Part One
CODE I A	CODE IV H	CODE IV H
Sentence and Paragraph Meaning - Part Two	Main Idea	Relationships
CODE IV, I	CODE IV A	CODE IV F
Critical Reading	Locating Information	Word Analysis - Part 1
CODE IV J	CODE V C	CODE III D
Word Analysis - Part 2	Dictionary - Part 1	Dictionary - Part 2
CODE III A, IIIB	CODE V D	CODE V F

CORRECTIVE RESOURCES

Allyn and Bacon

Manual

Grade 5

I			II			III				IV							V					
A	C		A	B		A	B	C	D	A	B	C	D	E	F	G	B	C	D	F	G	
187	95		85	74		86	75	128	107								119	60	214	74	178	
221	179		106	75		148	139	203	128								119	119	262	85	311	
277	203		128	343		157	148	296	336									186		94		
	262		138			203	203	336	336											328		
			179			288	252															
			231				288															
			322																			

CORRECTIVE RESOURCES

Allyn & Bacon

Workbook

Grade Five

I			II			III			IV							V						
A	B	C	B	A	B	C	D	A	B	C	D	E	F	G	J	A	B	C	D	E	F	G
12	57	25	5	18	18	10	33	8	11	68	32	36	38	43	71	16	11	17	85	7	7	60
21	108	26	22	33	56	66	61	15	47	96	67	70	63	71	125		15	19	106	30	37	72
29	131	27	37	56	84	84	74	113	51	113	71	111	70	79	129		36	53		89	52	73
39		50	45	91	115	115	90	46	62		80		79	109			47	67			61	96
55		88	58	103			115	54	82		87		98	125			51	76			104	
77		105						75	92		97		101				62	94			104	
100								83	102		110						92	128				
119								109	111		127						123					
								112									126					

CORRECTIVE RESOURCES

American Book Company

Teacher's Manual

Grade Five

I			II			III			IV			V						
A	B	C	A	B	D	A	B	C	A	C	D	F	G	C	D	E	F	G
70	83	185	90	70	101	96	207	102	111	118	141	208	84	97	185	106	78	163
167	293	214	104	84		116	247	166	116	218	158	314	327	102			97	179
185	349	283	117	97		135		190	146		229			130			101	218
217		344	162	117		178		202	190					247			252	264
259		348	184	129		196		258	202					277			313	307
283			208	140		207		263						327			337	
327			235	157		229		305										
			287	292				307										
			326	299														
			343	343														



CORRECTIVE RESOURCES

American Book Corp. Student's Copy Grade 5 15.

(Study units follow pgs. listed)

I	II		III				IV			V						
	C	A	B	A	B	C	D	D	E	F	G	A	D	E	F	G
411		76 264 379	76 202 264 324	202 264 379	324	134 202 324	134 202	415 416	410	412	134	264	76 379	76	379	413 414

CORRECTIVE RESOURCES

American Book Company

Workbook (Study Book)

Grade Five

I			II			III			IV			V											
A	B	C	A	B	C	A	B	C	A	B	C	D	E	F	G	A	B	C	D	E	F	G	
19	87	51	5	2/3	52	49	27	8	20	66	13	39	18	12	6/7	40/	100	16/17	9	2	76/77		
24	98	117	19	8		69	49	21	21	76/	38	82	28	22	35	41	40/	30/31	40/	10	84-86		
46	100		25	14/		71	69	29	54/	77	44/	92	70		44/45			44/45	41	40/41	88		
52	111		43	15		74	71	32	55	89	45	96/			47			57/59	50	125	116		
90			54/55	20		83	110	37	61	92	47	97			63			96/97	90		118/		
95			78	25		110	120	46	65	98	57/				64			108/	95				
107			106	33				56	107	99	59				73			109	120				
			115	36				61	121	114	63				102/				128				
				93				65		117	64				103								
				101				75			67				104/								
				113				79			92				105								
								91															
								101															
								107															
								121															



CORRECTIVE RESOURCES

17.

Phonetic Keys

Key Text

Grade 5

I		II				III				IV*		V	
A	B	A	B	C	D	A	B	C	D	C	F		
36	8	4	4	4	4	7	7	6		75	104		
96	36	17	4	4		8	8	36		86	126		
118		40	5			56	56	45		87			
126			8			70	76	70		117			
			17			104	118	76					
			24			118		126					
			36										
			40										
			45										
			56										
			87										

*COMPREHENSION
MATERIAL STORY
ORIENTATED
THROUGHOUT.

CORRECTIVE RESOURCES

Economy Company

Student's Copy (Story Text)
(Phonetic Keys)

Grade 5

I			II			III				IV*
A	B	C	A	B		A	B	C	D	
71	51	159	51	11		108	108	80	90	*COMPREHENSION MATERIAL STORY ORIENTATED THROUGHOUT.
80	71		60	20		119	119	90	142	
99	142		70	26		130	131	99		
159			142	80		182	159			
168				90		194	182			
207				150			194			
				159						

CORRECTIVE RESOURCES

Ginn _____ Grade Five 19.

Teacher's Manual (100's edition)

Ginn

I			II			III			IV			V								
A	B	C	A	B	D	A	B	D	A	B	D	E	F	G	H	C	D	E	F	G
82	406	92	85	113	104	144	96	122	224	328	205	120	111	423	423	142	94	105	214	502
128		104	95	129		155	114	130	243		255	162	437			151	112	180	243	
142		233	175	143		176	163	154	284		502	298	480			161	129		299	
153		265	206	154		181	215	197	346		466					233			382	
180		337	234	163		124	330	224	355							241			391	
222		372	265	182		235	366	266	356							318			430	
319		397	299	206		243	387	274	381							444			446	
346		404	310	223		293	454	283	386							465			480	
372			365	242		311	490	310	399							479				
417			399	255		320	503	338	430							487				
445			466	273		355		346	474											
450				292		373		467												
500				299		393		504												
				329		406														
				355		418														
				398		424														
				405		438														
				430		454														
				489		481														
				504		497														
						503														

CORRECTIVE RESOURCES

Ginn

Workbook (100's Edition)

Grade Five

I			II			III			IV			V											
A	C		B	C		A	C	D	A	B	C	D	E	F	G								
6	5		18	5		17	13	17	20	3	85	20	80	58/69	3	63	12	9	33	4	45	11	36/
24	7		23	7		28	17	28	78	30/31	3	36/37	106	82	16	84/	38	48/	42	35		26	37
25	51		32			43	19	43	83	34		40/41	110		63	85	45	49	99	45		28	56/
28	64		53			47	28	47	115/36/37	36/37		56/57	114				45	96/	113	70		38	57
34	65					111	43	111	116/40/41	48/49		50/61					65	97		95		43	79
39	77					123	47	123	48/49	50/61		56/67					71					65	104/
43	98						103		50/61	79		78					89					71	105
76	118						111		56/67	83		108/					95					89	115
92	125						123		68/69	84/85		109					98					95	
93	126								79	96/97							103					98	
103									83	104/							103					103	
115									84/85	105							122					122	
117									96/97	108/							125					125	
126									104/	109													



CORRECTIVE RESOURCES

Ginn

Manual

Grade Five

I			II			III			IV			V											
A	B	C	A	B	C	D	A	B	C	D	E	F	H	B	C	E	F	G					
104	366	95	104	113	84	84	144	105	122	155	327	112	112	495	298	437	162	120	152	97	196	345	
113		104	120	114	85	96	154	163	129	176	176	327	327			437	423	241	204	180	243	374	
129		233	175	129	182	182	176	387	130	224									223	273		273	496
142		265	234	143	214	214	181	406	197	243									465	299		299	
153		337	299	154	366	366	224	490	224	283									479	382		382	
180		397	365	163	467	467	235		266	330									487	391		391	
181		437		182			243		274	346										417		417	
222				206			293		283	356										430		430	
346				212			311		310	381										446		446	
372				213			320		338	386										466		466	
386				223			330		373	399										480		480	
391				242			355		399	474													
445				255			393		406														
450				274			417		497														
466				283			424																
				299			438																
				329			454																
				355			481																
				398																			
				405																			
				417																			
				430																			
				489																			
				497																			

CORRECTIVE RESOURCES

Ginn

Workbook (Revised Edition)

Grade Five

I			II			III			IV			V														
A	C		A	B		A	B		A	B		A	B		A	B		A	B		C	D	E	F	G	
2	6		17	11		17	55		10	2		10	2		12	20		10	2		30	6	29	16	2	36
3	10		19	18		19	81		20	3		20	3		45	21		19	3		31	23	80	24	3	37
7	51		28	23		28	112		21	5		21	16			10		19	16		30	35	106	82	31	45
25	64		61	32		61	120		78	10		78	30			20		43	30		31	45	110	43	36	79
39	70		81	38		81			115	20		115	36			20		47	36		36	70	114	51	48	104
43	77		112	53		112				21			37			21		61	37		49	122	114	71	49	105
48	81		120	65		120				30			56			30		61	56		99		113	98	96	113
49	87			96						31			57			31		103	57		113		122	103	97	115
55	98			125						40			60			40		111	60		122			122	103	
76	121									41			66			41		123	66						63	
87										48			68			48			68						66	
92										49			67			49			67						67	
93										60			69			60			69						68	
101										63			78			63			78						69	
103										66			109			66			109						78	
124										67			110			67			110						83	
										68			115			68			115						84	
										69						69									85	
										77						77									96	
										79						79									97	
										83						83									104	
										84						84									105	
										85						85									115	



CORRECTIVE RESOURCES

Ginn and Co.

Manual (Faith and Freedom Readers)

Grade 5

I		II		III			IV			V				
A	C	A	B	A	B	C	D	E	F	G	C	D	E	F
59	32	292	35	84	135	43	44	131	269	91	83	47	85	85
65	40	404	50	117	231	58	69	135	292		90	55	200	101
73	81		58	135		69	73	173	395		99	216		125
151	106		73	173		73	110	177			141	244		134
156	164		92	201		111	144	333			170	362		159
160	168		101	252		150	178	364			183			168
184	173		116	278		160	184				283			194
208	205		159	308		224	268				285			217
244	228		240	340		354	293				316			351
256	263		244	341		406	308				348			
274	288		298	354			333							
285	309		318	387										
299	336		405	396										
326	376			405										
367														
392														



CORRECTIVE RESOURCES

Ginn

Workbook (Faith & Freedom Readers)

Grade Five

25.

I			II			III			IV			V							
A	B	C	A	B	C	A	B	C	D	E	F	G	A	B	C	D	E	F	G
9	49	19	79	56	12	26/	2/	16/	2/	37	4	6	20	38/	22	11	7	14	8
13	74	86		60	14	27	3	17	3	61	23	8	31	39	32	69		25	38/
44		88		74	42	31	10	26/	6	62/	62/	54/		58	34			30	39
51		101			44	40	26/	27	8	63	63	55		62/	43			36	62/
60		102			88	41	27		16/	64	64	76		63	72			44	63
67		105				70/	31		17	70/	70/	77		70/	91				70/
89		109				71	38/		35	71	71	93		71					71
94		111				80	39		54/	92/	92/			77					82/
95		112					40/		55	93	93								83
100		114					41		58										
102		115					62/		92/										
103		119					63		93										
104		121					77												
106		124					82/												
107							83												
108							85												
109							92/												
110							93												
113																			
114																			
117																			
118																			
120																			
126																			
128																			

CORRECTIVE RESOURCES

D. C. Heath

Manual (Merry Hearts of Bold)
(40's edition)

Grade 5

I			II		III				IV			V				
A	B	C	A	B	A	B	C	D	C	F	H	C	D	E	F	G
45	227	78	36	36	47	189	56	56	286	111	81	275	234	57	46	296
64		89	99	37	63	196	64	64		112	240	281		70	47	
81		105	105	83	64	202	82	82		136				82	55	
82		131	196	105	82		90	90		157				113	56	
89		187	202	124	90		106	98		227				151	64	
90		195	208	137	132		209	106		246				188	65	
98		208	228	177	137		235	209						221	70	
104		257		189	177		246	235						241	90	
112				190	177			209						252	91	
124				196	189			246						291	105	
141				202											113	
161				228											177	
176															209	
188															257	
201																
202																
220																
227																
234																
241																
252																
257																

CORRECTIVE RESOURCES

Houghton Mifflin

Teacher's Manual

Grade 5

I			II			III			IV					V							
A	B	C	A	B	C	D	A	B	C	A	B	C	D	E	F	G					
138	299	29	20	22	103	103	91	147	24	149	105	183	106	244	228	167	54	178	64	221	276
212		54	90		133		260	176	76	184	223	185	254	245	229	175	57	261	168	260	307
289		65			159		268	184	104	229	262	208	322	284	236	177	191	299	175	408	324
340		111	399				399		111	235	270	306	380	374	285	200		380	184		
362		112	436				436		121	236	316	323		389		260		382	191		
364		161							123	285	341			390				391	197		
391		178							184	315	361			399				400	198		
388		222							275	323								415	199		
400		244								335								418	208		
415		333								351								424	209		
418		373								409								426	252		
424		401																388	253		
426		408																	268		
		417																	341		
		427																	380		
																			382		
																			388		
																			407		
																			425		

CORRECTIVE RESOURCES

Houghton-Mifflin

Workbook

Grade 5

I				II				III				IV				V			
C	A	B		A	B	C	D	A	B	C	D	E	G	A	C	D	E	F	G
6	1	4		15	12	13	18	27	75	33	20	11	29	31	14				
10	2	5	3	26	25	21	19	58		102	40	24	39	46	44				
16				38	36	37	50	72			41	34		65	63				
17				47	43		61	75			42	35		82	64				
57				51	81		88	90			43	48		104	68				
83				52	86			91			54	49			69				
97				53	89			95			55	66			70				
105				56	110			96			60	103			73				
				59				108			76				74				
				62				112			80				77				
				67							81				78				
				87							86				79				
											107				84				
											109				85				
											110				92				
											111				93				
															98				
															99				

CORRECTIVE RESOURCES

Lippincott

Teacher's Manual

Grade 5

I		II		III			IV					V
A	B	A	B	A	B	C	A	D	E	I	E	
15	4	7	31	11	28	7	16	18	97	16	59	
24	8	11		40	40	11					74	
37	16			88	66	40					105	
47	25			96								
59	41											
85												

CORRECTIVE RESOURCES

Lippincott

Workbook

Grade 5

31

I		II		III				IV					V					
A	B	A	B	A	B	C	D	A	B	C	D	E	G	A	C	D	E	G
16	26	6	10	9	28	7	11	29	5	2	18	40	32	110	41	97	67	12
25		10	33		43	9	46	50	34		32		36	116	68		88	13
39		33			110	11		77	63		81		119					50
48		59				28		81	77		86							51
49						46		89	106		115							
52																		
60																		
65																		
76																		
77																		

CORRECTIVE RESOURCES

Lippincott Co.

Phonics Guide

Grade: Corrective (5)

II				III											
A	B	D	A												
6	1	46	48												
7	2	47	49												
8	3	48	50												
9	4	49	51												
10	5	50	52												
11	18	51	53												
12	19	52	54												
13	20	53	65												
14	22	54	90												
15	24														
16	28														
17	29														
21	30														
23	31														
25	32														
26	33														
27	34														
35	56														
36	57														
37	58														
38	60														
39	61														
40	62														
41	63														
42															
43															
44															
45															



I		II			III			IV			V						
A	C	A	B	C	A	B	C	D	E	F	G	H	A	C	D	F	G
102	120	86	102	640	113	113	113	411	120	225	614	579	411	94	86	94	218
151	143	286	154		177	187	134		194	343				113	171	154	
171	171	292	171		187	211	154		203	354				349	194	386	
211	187	294	328		211	218	194		292	579				407	286	411	
225	286	300	386		218	259	203		306	614				411	479		
277	300	306	507		259	309	233		601	622							
335	335	487	573		431	431	328										
343	479	640	605		496	496	386										
349	556		640		541	541	411										
361	596				569	549	446										
379	601				633	569	459										
395	622				640	633	605										
431	639					640											
446																	
454																	
479																	
507																	
549																	
573																	
605																	
614																	
622																	
639																	
640																	

CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook

Grade 5

I		II				III				IV							V					
A	C	A	B	A	B	C	D	A	B	C	D	E	F	G	H	I	J	C	D	E	F	G
17	29	10	10	3	3	6	22	12	45	4	2	37	8	2	27	31	24	33	11	6	6	32
29	41	13	13	21	21	22	5	45	46	26	5	42	23	4	92	52	39	35	70		22	
44	43	29	29	51	44	29	7	52	56	72	12	88	32	5	93	54	67	49				
51	47	30	30	77	77		12	54	57	83	15	92	56	7	93			84				
63	68	55	55				15	73	58		24	93	58	12				94				
78	74	64	64				24		59		25	95	68	15								
81	96						28		60		28		71	23								
86							31		61		31		82	24								
							34		69		34		88	25								
							37		83		37			28								
							57		84		57			34								
							65				65			38								
							66				66			53								
							67				67			56								
							75				75			57								
							76				76			60								
							85				85			61								
							90				90			65								
														66								
														69								
														79								
														85								
														87								
														88								
														90								
														91								



CORRECTIVE RESOURCES

Scott. Foresman and Co.

Manual (Vistas)

Grade 5

I			II		III			IV			V			
A	C		A	B	A	B	C	D	C	F	H	D	E	F
34	186		330		40	40	49	52	75	196	153	34	344	250
70	216				77	278	52	53		278		221	345	347
98	315				100	318	83	341				315		348
132	316			48	123		84	353				346		349
228	317			52	132		335							350
250	356			331	133		336							351
256	357			332	134		337							352
	358			333	142		338							353
				334	164		339							354
					171		340							
					185									
					205									
					216									
					241									
					319									
					321									
					322									
					323									
					324									
					325									
					326									
					327									
					328									
					329									

CORRECTIVE RESOURCES

Scott, Foresman & Co.

Manual (Open Highways)

Grade 5

37

I			II			III			IV		V			
A	B	C	A	B	C	A	B	C	D	J	C	D	E	F
69	310	61	41	76	203	82	55	164	167		347	260	101	143
212		64	42	78	207	117	83	165	168			338	102	187
		69	56	85	213	123	123	167	231				105	190
		70	57	89	214	124	135	168	247				106	204
		91	62	90	221	129	143	173	263				162	213
		247	63	98	231	135	152	182	277				163	214
		328	307	99	260	143	172	207	282				324	227
		338		100	261	169	181	221	285					293
				101	263	181	272	231	289		97			303
				107	285	233	273	263	298					360
				109	286	237	302	277	314					
				114	298	251	309	282	323					
				115	306	252	314	285	350					
				116	341	253		289	359					
				117	342	265		298						
				122	346	272		298						
				124	359	273		314						
				126	154	280		323						
				136	177	302		350						
				137	178	309		359						
				142		314								
				143		327								
				195		331								
				196		336								
				197		338								
						351								
						354								
						355								

CORRECTIVE RESOURCES

Scott Foresman & Co.

Workbook (Open Highways)

Grade 5

A	II		III				IV							V							
	C	A	B	A	B	C	D	F	F	G	H	I	B	D	E	F	G				
2	19	4	17	38	38	47	51	28	9	26	8	27	6	23	15	32	41	19	25	61	72
3	31	5	21	35	71	111	67	30	45	50	12	43	8	34	32	36	66	77	42	73	83
17	71	10	46	71	98	111	111	64	60	53	15	56	9	37	41	40	131	81	152	81	156
29	77	11	54	98	105			70	66	69	16	62	18	39	52	41		88		99	157
33	81	31	63	105	121			84	68	115	23	103	24	48	76	43		99		152	
57	87	85	79	121	141			100	91	118	27	105	40	74	85	44		127			
95	94		97	140				117	92	119	30	112	49	75	96	45		141			
	103		111					133	107	125	39	120	58	82	107	92					
	121		148					136	108	139	48	129	69	90	124	96					
	127							137	109	155	55	154	80	102	134	106					
	138								112		60		86	108	144	124					
	141								114		75		88	109	151	132					
	149								122		82		93	117		143					
									123		90		101	128		154					
									131		102		110	132							
									135		143		113	145							
									144		153		122	146							
									147				123	153							
													126	156							
													130	157							
													146								
													150								



CORRECTIVE RESOURCES

Scott, Foresman and Co.

Manual (50's) "New Days and Deeds"

Grade 5/1

36

I			II			III			IV				V				
A	B	C	A	B	C	A	B	C	D	E	F	G	H	C	D	F	G
159	207	118	216	75	219	82	82	75	75	214	47	211	208	130	70	62	110
160		154	219	87		168	168	87	87		176	212			118		213
215		159	220	93		186	186	93	93		209				165		
		165		104		198	198	104	104		210				169		
		199		111		217	217	111	111								
		216		173		218	218	132	132								
				219				194	137								
				220				220	194								
				221				221	219								
				222				222	220								
									221								
									222								

CORRECTIVE RESOURCES

Scott, Foresman & Co.

Manual (50's, "More Days and Deeds")

Grade 5/2

I			II				III				IV						V		
A	C		A	B	C	D	A	B	C	D	E	F	G	H	C	D	F	G	
48	104		166	213	216	166	77	77	173	193	204	108	208	210	160	85	160	204	204
118	133		213	217			97	97	193	194	208	205	209	211	203		220	210	210
119	160			218			127	183	194	218	209	206	210				221	211	211
220	166			219			154	215	217	219	210						222		
221	179						183	216	218										
222	214						215		219										
	220						216												
	221																		
	222																		



INDEPENDENT READING LIST (5)

1. Allen, Maury, Ten Great Moments In Sports, Follett Publishing Company, Chicago, 1961.
2. Anderson, A.M., Grant Marsh Steamboat Captain, Harper & Row, New York, 1964.
3. Baker, Betty, The Shaman's Last Raid, Harper & Row, New York, 1963
4. Baker, Betty, The Treasure of the Padres, Harper & Row, New York, 1964.
5. Brown, Palmer, Beyond the Paw Paw Trees, Harper & Row, New York, 1963.
6. Carlson, Natalie Savage, Jean Claude's Island, Harper & Row, New York, 1963.
7. Coleman, James C., The Deep Sea Adventure Series, Harr Wagner Publishing Co., San Francisco, 1962.
8. Fleagles, Anita, Casey, The Utterly Impossible Horse, The MacMillian Co., New York, 1964.
9. Huff, Roderick, Bugle Boy, Harper & Row, New York, 1959.
10. Leonard, Rhoda and Briscoe, William S., Wildlife Adventure Series, Harr Waggoner Publishing Com., San Francisco, 1964.
11. Lewis, Richard W., A Summer Adventure, Harper & Row, New York, 1962.
12. Lewiton, Mine, That Bad Carlos, Harper & Row, New York, 1964.
13. Meyer, Franklyn E., Me and Caleb, The MacMillan Co., New York, 1965.
14. Rambeau, John and Nancy, The Morgan Boy Mysteries, Harr Wagner Publishing Co., San Francisco, 1965.
15. Shortall, Leonard, A Dog on Barkham Street, Harper & Row, New York, 1960.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--Grade 5

1. Programmed Materials.
 1. Cenco Programmed Learner (Vocabulary Building)
 2. Brown, James I., Programmed Vocabulary, Appleton-Century--Crofts
 3. The MacMillian Reading Spectrum (Levels 1-6)
2. Skill Development Materials
 1. Tactics In Reading, Maintenance of Skills, Scott, Foresman (Laboratory)
 2. Universal Workbook In Phonics, Charles E. Merrill (Grades 3,4,5)
 3. Diagnostic Reading Workbook, Charles Merrill Books (Grades 4 and 5)
3. Learning Laboratories - (Comprehension and Vocabulary)
4. S.R.A.
 1. Kaleidoscope of Reading
 2. Dimensions In Reading - Manpower and Natural Resources
 3. Reading For Understanding
 4. Pilot Library - Multilevel Readings In Literature (11A & 11C)
5. Skill Centers Inc. - Skill Lab. Evaluation Set (1965)
6. Webster
 1. Classroom Reading Clinic
 2. New Practice Readers
7. Filmstrips
 1. Eye Gate House, Inc.--#79 Fundamentals of Reading and #136 Advanced Reading Skills
 2. McGraw Hill Book Co.--#114162 Studying Long Words - Goals In Spelling Series
8. Records
 1. Caedmon Recordings--#TC1077 A Child's Garden of Verses and #TC1100 The Jungle Book (Selections)
 2. Imagi Craft Series - Ginn and Company, The Blue Crystal, The Minstrel's Christmas, Giovanni and the Giant, The Dog They Named King
 3. RCA Camden #CAL-1007, Black Beauty

SUGGESTED GAMES & ACTIVITIES GRADE FIVE

Draw a (Mountain)

Materials: crayons and drawing paper.

Purpose: To enable child to understand how visual word clues can change or heighten meaning.

Procedure: Ask the children to divide their drawing paper into 6 sections. Then ask all of them to draw a mountain, and write the descriptive phrase beneath it. Let each student show their drawing to the class. In the next section, ask the class to draw a tall mountain, and then show the pictures again. Continue on in the same manner with: a snow-capped mountain, an old dying mountain, purple mountain majesty, etc. When all the pictures are done discuss the similarities in pictures drawn when specific visual clues are given and the varieties in pictures when clues were not given.

Note: This exercise may be done with brooks, rivers, flowers, animals, houses, etc.

Touchdown Time!

Materials: Chalkboard or poster football field marked off in 10 yard segments with goal poles at either end, figures or shapes to move on field.

Purpose: To develop and reinforce word recognition and meaning.

Procedure: Place figures on the 50 yd. line and flash a word to one team (or member) and ask them to identify it (5 yd. gain) and use it in a meaningful sentence (Not: _____ is one of our new words!) for a 5 yd. gain. If they miss both they will lose 10 yds. one, five yards.

One could play with teams or let students play independently in pairs. Playing a quarter period a day could continue this over several days.

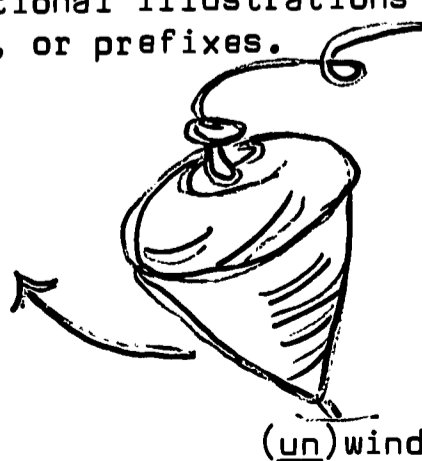
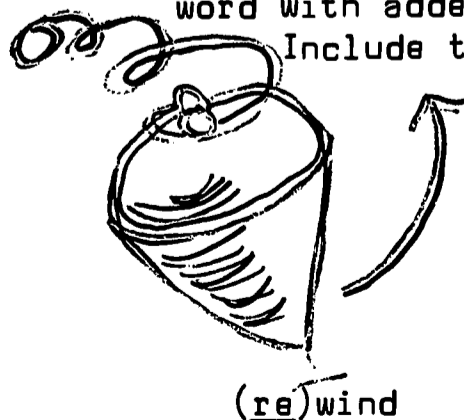
Drawing Prefixes & Suffixes

Materials: drawing paper, pencil or crayon

Purpose: To aid child's understanding of how prefixes and suffixes change the meanings of words.

Procedure: Present a list of simple root words and ask the children to illustrate them simply. Then make additional illustrations for the same root word with added suffixes and, or prefixes.

Include this example:



44.

Word Surgeons

Materials: Scissors and word cards containing multisyllabic or difficult to divide words (teacher or student made)

Purpose: To increase understanding of generalities governing syllabication of words.

Procedure: Distribute several word cards to each child and have him cut them into syllables. With this exercise it would be beneficial to use words following one rule on each day and later when the skill is fairly well developed, they should be able to dissect word's following several rules.

Note: If each dissected word is stored in a separate envelope, children who need extra practice can put the words back together.

Mysterious Code Club

Materials: answer box, small slips of paper

Purpose: To increase awareness of and ability to use dictionary respellings.

Procedure: The first morning, place this question on the board or on a chart in a conspicuous place:

Wŭd ū lĭk tŭ join mĭ klŭb? Pŭt yŭr
an'sar ĩn thə bŏks. Sĭn yŭr nām.
Ôlwiz ūz kŏd.

Place the box and paper nearby. Each day write another message. Then let the children write some code messages for the rest of the club.

Note: Be sure all participants, including the teacher, use the same dictionary to insure uniform respellings.

Sequence Dramatization

Materials: none

Purpose: to encourage children to see sequence and order in their lives and in their reading.

Procedure: Step One: Have the children concentrate on the first thing they did on this day. What was second, third, etc. Then have each child act out the sequence of events that led to final arrival at school. Many other activities may be enacted and this may be as detailed as is necessary for the particular class.

Step Two: After children have experienced success with part one, let them choose some story they have just read and act that out, guiding them to concentrate only on the sequence of events and not on the emotional reactions of the characters.

Note: Ability to perform this activity well also includes ability to generalize and evaluate importance of details.

Accentuation

Materials: chairs

Purpose: to increase auditory perception of accents

Procedure: Begin using two syllable words. Put two chairs in the front of the group. Two children sit in the chairs and represent the two syllables. The teacher should then read the word slowly trying not to give undue stress to the accented syllable. The child reciting the accented syllable should stand. Continue until children can easily discriminate accent in two syllable words, and then proceed in the same way with 3, 4, and 5 syllable words.

Example: disarm

Child 1: "dis"

Child 2: (stands) "arm"

The Land of BDF

Materials: drawing paper, crayons, scissors, paste

Purpose: To review consonants, blends, digraphs, and to recognize the importance of consonants in English

Procedure: Tell the students some story like this:

"Today we are going to visit the very strange Land of BDF. You might think BDF is strange because it has no grass and the trees look like flowers and the flowers vice versa, but not so. Or you might think it strange because all the little children have 3 eyes until they are 8 years old. (That's so they can learn to read faster.) But this isn't why it's so strange either.

It is strange because there are no vowels to be found in all BDF land. It seems this is so because a long time ago the terribly naughty sour old animal, the Vowel Snatch, snatched up all the vowels in town and beat it to his lair where he promptly ate them.

Since there was no way to get the vowels back, BDF had to make do with what they had, which was exactly $18\frac{1}{2}$ consonants. (One-half because they sometimes had "why".)

Draw a picture of what you think BDF Land looked like. Be sure to label the streets, the storefronts, the movie theatre, the museum, and all the other things you think they had in the land of BDF."

Note: Making a model or diorama of BDF might be more challenging to boys needing development of this skill.

46.

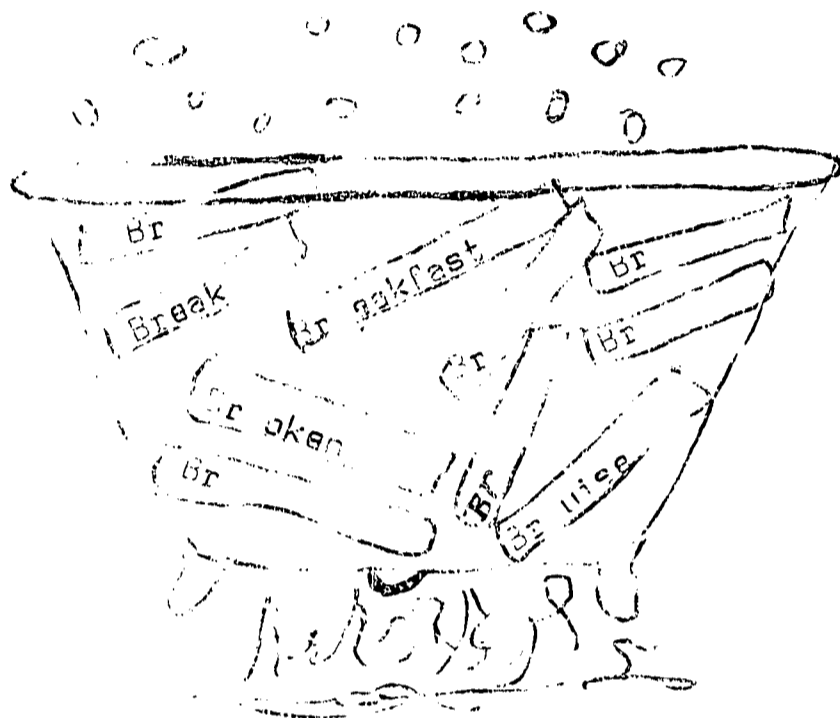
Alphabet Soup

Materials: Illustration of pot, word with beginning letters printed, pins or tacks.

Purpose: To develop skill in alphabetizing words up to the fourth letter

Procedure: Place the soup pot on the bulletin board. In it pin the initial beginnings of words. Have the children complete the words using any they can think of that begin in the same way. Then have them repin the words in the correct order from the top of the pot to the bottom.

Example:



What Else?

Materials: Reference materials such as encyclopedias, almanacs, dictionaries

Purpose: To increase the child's ability to locate specific information and to aid the development of perceiving relationships of time.

Procedure: Ask the children to locate another important event that happened in the same year as an important event they are familiar with or unimportant event date mentioned in a story they have just read.

For example:

Abraham Lincoln was elected president in 1861. What else happened somewhere in the world in that year?

Note: Children will enjoy illustrating events that happened in the same span of time as some story they have read.

R E C I P E S

for

R E A D I N G

UNIT TEN
(Grade 6 Level)

TABLE OF CONTENTS

UNIT TEN

(Grade 6 level)

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The Ginn Basic Readers

Vocabulary	I
Word Meaning	I A
Word Meaning (Antonyms)	I B
Classifying Words	I C
Word Analysis	II
Syllabication Rules	II A
Syllabication	II B
Prefixes and Suffixes	II C
Root Words (Affixed Forms)	II D
Applying Phonetic Skills	II E
Comprehension	III
Main Ideas	III A
Details	III B
Sequence	III C
Interpreting Attitudes	III D
Drawing Conclusions	III E
Study Skills	IV
Using an Index	IV A
Using an Encyclopedia	IV B
Outlining and Classifying	IV E
Using Accent Marks	IV D
Using Diacritical Marks	IV E

Scott, Foresman, The New Basic Readers (Fifties edition)

Comprehension	III
Sentence Meaning	III F
Sentence Imagery	III G
Relationships	III H
Evaluation	III I
Study Skills	IV
Dictionary Skills	IV F

2.

Scott, Foresman, The New Basic Readers (Sixties edition)

Comprehension	III
Phrase Meaning	III J
Paragraph Meaning	III K
Critical Reading	III L

The Open Highway Readers

Word Analysis	II
Scrutiny, Context	II F
Phonetic Analysis (Initial Consonant)	II G
Structural Analysis	II H

Houghton Mifflin

Word Analysis	II
Phonetic Analysis (Vowel Sounds)	II I
Word Identification in Context	II J
Comprehension	III
Figurative Language	III M
Choosing Correct Topic	III N
Study Skills	IV
Using Graphs	IV G

SKILL AREA	CODE
Vocabulary	I
Word Meaning	I A
Word Meaning Antonyms	I B
Classifying Words	I C
Word Analysis	II
Syllabication Rules	II A
Syllabication	II B
Prefixes and Suffixes	II C
Root Words - Affix Form	II D
Applying Phonetic Skills	II E
Scrutiny Context	II F
Phonetic Analysis - Consonant	II G
Structural Analysis	II H
Phonetic Analysis - Vowel Sounds	II I
Word Identification and Context	II J
Comprehension	III
Main Idea	III A
Details	III B
Sequence	III C
Interpreting Attitudes	III D
Drawing Conclusions	III E
Sentence Meaning	III F
Sentence Imagery	III G
Relationships	III H
Evaluation	III I
Phrase Meaning	III J
Paragraph Meaning	III K
Critical Reading	III L
Figurative Language	III M
Choosing Correct Topic	III N
Study Skills	IV
Using an Index	IV A
Using an Encyclopedia	IV B
Outlining and Classifying	IV C
Using Accent Marks	IV D
Using Diacritical Marks	IV E
Dictionary Skills	IV F
Using Graphs	IV G

DIAGNOSTIC GROUPING SHEET

Program Ginn & Company
Precede to "wings to Adventure"

Grade 6

Word Meaning (Antonyms)	Prefixes and Suffixes	Syllabication
CODE I B	CODE II C	CODE II B
Using Accent Marks	Using Diacritical Marks	Main Ideas
CODE IV D	CODE IV E	CODE III A
Details	Sequence	Creative Reading
CODE III B	CODE III C	CODE III E
Outlining and Classifying	Using an Encyclopedia	Using an Index
CODE IV C	CODE IV B	CODE IV A

DIAGNOSTIC GROUPING SHEET

Program Hought Mifflin, Topical Review Grade 4

Phonetic Skills	word meaning	Word Identification in context
CODE III E	CODE III A	CODE III A
Figurative language	Reading Skills-- Paragraph	Paranoma Reading Skills--
CODE III M	CODE III F	CODE IV A
Reading Skills-- New Words	Reading Skills-- Paragraph	Comprehension
CODE III N	CODE IV B	CODE III K
CODE	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
New Basic Readers (New)

Grade 6/1

Word Meaning	Phrase Meaning	Sentence Meaning
CODE I A	CODE III J	CODE III F
Paragraph Meaning	Main Idea	Relationships
CODE III K	CODE III A	CODE III H
Critical Reading	Locating Information	Word Analysis
CODE III L	CODE IV A	CODE II C
Dictionary		
CODE IV F	CODE	CODE

DIAGNOSTIC GROUPING SHEET

Program Scott, Foresman
"Open Highway Readers"

Grade 6

Word Meaning	Phrase Meaning	Sentence Meaning
CODE I A	CODE III J	CODE III G
Paragraph Meaning	Main Idea	Relationships
CODE III K	CODE III A	CODE III H
Scrutiny-Context	Phonetic Analysis-- Initial Consonant	Phonetic Analysis Vowel Sounds
CODE II, F	CODE II, G	CODE II, I
Dictionary		
CODE IV F	CODE	CODE

CORRECTIVE RESOURCES

Allyn & Bacon

Manual (Arrivals & Departures)

Grade Six

I			II					III					IV	
A			A	B	C	D	E	G	H	I	F		D	E
71			28	87	89	87	120	73	80	128			310/	88
97/			82	95	105	105	265	75/	95	162			311	200
98			146	301	114	134	280	76	103	177				346
65					120	162		80	112	188/				
72					134	180		123	114	189				
79					162	253		165	120	221				
119					180	261		221	154	253				
123					206	262		343	186	329				
252					236	280			200	330				
279					243	325			210	343				
288					253	377			256					
308					255	378			262					
310/					261				270					
311					325				279					
325					377				280					
					378				288					
									355					



CORRECTIVE RESOURCES

Grade 6

Workbook - ("Arrivals & Departures")

Allyn & Bacon

I										II										III										IV																																																																																																																																																					
A	B	C	B	C	D	E	H	A	C	E	H	I	K	L	M	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G																																																																																																																																															
11	80	33	68	15	45	78	6	10	10	85	87	50	13	91	19	29	31	46	27	21	20	8	37	72	119	125		126	28	64	32	82	68	63	22	48	135	135		127	84		64	64	88	99	16	106	106		130				105				51	106	106		131								58	106	106		134								59	106	106										76	106	106										96	106	106										97	106	106										112	106	106										115	106	106										118	106	106										132	106	106										133

CORRECTIVE RESOURCES

Manual
"Adventures Now and Then"

American Book Company

Grade 6

I		II					III					IV						
A	B		B	C	D	E	G	I		C	H	I	J		D	E	F	G
94	89		114	82	101	71	23	121		299	300	167	83		174	276	136	73
174			162	101	102	152	24	122		300	301					357	158	269
207			174	102	113		25	254								358		270
208			189	113	226		122	258								390		284
338			190	121	307		218	259										285
339			246	202	329		276	276										371
352			313	207	370		321	363										372
			314	208	371		336	22										373
			389	226	376		352	23										
				242														
				276														
				307														
				389														

CORRECTIVE RESOURCES

13.

American Book Company

Workbook - "Adventures Now and Then"

Grade 6

I		II							III							IV						
A	C	B	C	D	E	G	H	I	A	B	C	E	F	I	J	L	M	C	D	E	F	G
8	3	9	5	22	6	2	64	20	8	58	27	4	21	32	54	47	35	12	31	43	16	75
25		46	14	57	7	40		26	76	59	28	24		33	55			13	90		17	115
37		81	22	69	23	65		34	77	60	29	58		41				84			86	126
46		90	56	106	62			81	94	70		59		107				85			87	127
50			57	122	63				95	95		60						100				
51			68		79				96	96		66						101				
81			69		82				97	97		67										
90			74		87				111			71										
109					102				112			72										
					103							73										
					108							78										
					116							88										
					117							89										
												91										
												104										
												124										
												125										

CORRECTIVE RESOURCES

Economy Company

Storytext - "Adventures to Remember"
(Student's Copy)

Grade 6

I				II				IV					
A	B	C		B	C	D	G	H	I			D	
77	77	61		77	108	108	52	194	16			90	
168	168	68		146	116	116	61		28			179	
179		98		179	202	202	68		36				
188							188		158				
							194						

CORRECTIVE RESOURCES

Economy Company

Keytext - ("Into New Worlds")
(Student's Copy)

Grade 6

I					II					IV				
A	B	B	C	D	E	G	I	D	E	A	B	C	D	E
B 23 68 108	68	6 62 97	7 23 42 51 84 119	7 23 42 84	31 115	4-5 8 58 97 103	4-5 8 42 125	31 42 58	108					

CORRECTIVE RESOURCES

Ginn

Manual ("Wings to Adventure")
100 edition

Grade 6

		I					II					III					IV					
A	B	C	A	B	C	D	E	H	I	A	D	H	L	M	N	A	B	C	D	E	F	S
94	157	362	142	142	120	177	86	150	95	279	168	250	299	142	299	84	82	205	151	119	108	116
106	272	376	170	183	159	183	368	183	109					425		223		223	170	128	128	207
125	338	376		288	175	233		362	118										225	144		263
176	368	463		334	217	245			210				434						279	183		457
181	482			392	224	288			376										309	281		
199	485				233	356			419										405	326		
216					288	436			430										450			
229					301	464													485			
230					318	486																
253					333																	
272					342																	
288					392																	
308					477																	
325					486																	
386																						
411																						
433																						

CORRECTIVE RESOURCES

GINN

Workbook ("Wings To Adventure")
(100's edition)

Grade 6

III										IV												
II					I					A	B	C	E	F	G							
A	B	A	B	C	D	I	A	B	C	E	F	H	I	J	L	M						
3	58	19	23	62	105	8	3	2	69	3	49	89	80	35	44	18	64	86	31	16	9	15
4	124		41	76	125	14	5	6		10				104		74	84		36	38	48	21
7				105		24	20	20		26									51			60
10				117			31	30		36									72			71
16				120			32	32		44												
19				125			63	39		44												
23							65	46		56												
33							80	56														
43							85	68														
58							94	69														
61							96	78														
76								85														
118								113														
121																						
124																						
125																						
42																						

CORRECTIVE RESOURCES

Ginn and Company

Manual (Wings to Adventure)

Grade 6

(Revised Edition)

A	I					II					III					IV							
	B	C	A	H	I	C	D	E	F	H	I	D	F	G	I	M	A	E	C	D	E	F	G
94	157	218	142	158	120	177	86	126	187	95	158	235	149	253	142	83	82	205	151	142	142	101	116
106	336	287	179	229	169	235	270	254	364	318			242	377		84		281	227			219	204
125	347	354	179	227	179	290	232	232	421	260				428		359			293			258	267
176	344	378	171	285	171	358	287		421	210				451					320			271	271
227	458		176	259	176	394			267	267									407			272	272
231	475		219	385	219	413			378	378									417				421
255			226		226	438			432	421									452				437
319			235		235	470			478	452									452				452
327			246		246	479				478													
378			274		274																		
388			304		304																		
413			320		320																		
435			335		335																		
437			344		344																		
476			358		358																		
			394		394																		
			470		470																		
			479		479																		
			464		464																		



I			II							III							IV						
A	B	C	A	B	C	D	E	G	H	I	A	B	C	E	H	K	M	A	C	D	F	G	
4	58	35	19	23	45	105	98	6	76	8	2	12	2	10	33	3	18	64	20	23	71	15	
7	124	124	41	62						14	69	20	69	11		63	44	84	31	41	122	21	
16		95	123	105						24	5	30		26		65	104	107	33	48		60	
32			125	120							20	39							123			70	
42											65	54											
49											78	68											
50												69											
51												78											
58												78											
61																							
76																							
91																							
101																							
119																							
121																							
124																							

CORRECTIVE RESOURCES

Manual ("This Is Ours Heritage")

Grade 6

Ginn

(Faith and Freedom series)

I		II										III						IV					
A	B	C	A	B	C	D	F	G	H	I	B	D	E	F	H	I	J	M	F	D	E	F	
102	178	113	47	69	70	328	198	523	407	526	156	392	312	325	126	179	285	316	238	92	70	36	
140	145	115	69	92	86	359	207			527					218			328		141	93	114	
145	133	315		141	104	393	509											405		173	127	182	
158	268	345		253	139	472												484		240	277	196	
173	420			522	146	486												496		316	377	208	
183					174	514															114	344	
198					197																456	419	
227					222																	470	
251					227																		
253					241																		
267					301																		
277					328																		
354					359																		
359					374																		
377					407																		
420					431																		
					514																		

CORRECTIVE RESOURCES

Workbook ("This Is Our Heritage")

Grade 6

Ginn

	I			II			III							IV									
	A	B	C	B	C	D	A	B	C	F	G	H	J	L	M	N	A	B	C	D	E	F	G
5	28	25		15	5	5	26	42	16	35	85	28	32	9	13	60	47	47	11	43	30	45	6
18	30	87		30	15	15	50	49	17	119	109	82	34	51	100		69	78	12		41	54	7
21	59				91	91		62	88			87	130						20		58		42
28								66			102								22		77		74
30								70											23				
43								79															
61								82															
80								92															
94								98															
97																							
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108																							
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112																							
113																							
114																							
119																							
120																							
122																							
125																							
128																							

CORRECTIVE RESOURCES

Ginn

Manual ("On Story Wings")

Grade 6

I			II			III			IV		
A	B	C	C	D	E	I	J	K	M	D	
30	127	72	24	23	63	40	108	116	103	136	
35		98	53		107						
64			146								
93											
136											

CORRECTIVE RESOURCES

Heath

Manual - "The Brave & Free"

Grade 6

I		II					III					IV				
A	B	B	C	D	I	J	M	E								
63	51	64	98	193	70	189	144	57								
163	56	246	103	198	76			94								
	63		113	245	77			104								
	163		130		92											
			134		93											
			139		99											
			144													
			157													
			168													
			189													
			198													
			208													
			213													
			214													

CORRECTIVE RESOURCES

Houghton-Mifflin

Manual (Bright Peaks)

Grade Six

I		II					III					IV										
A	B	A	B	C	D	E	F	G	H	I	J	A	C	D	M	N	A	C	D	E	F	G
67	352	66	124	180	169	90	129	66	192	124	57	112	227	236	140	59	142	113	269	123	74	208
92	354	141	148	181	180	91	196	77	193	58	58	142	249	144	102	102	169	278	273	75	297	
102		161	151	214	181	125	257	259		65	65	370	370	324	162	162	206	333	274	77		
104				234	235	77	311			90				369	379		247	379		78		
112				235						146							290			87		
129				263						207							291			90		
143																	341			125		
163																				225		
178																				226		
196																				255		
225																				269		
247																				270		
249																				354		
258																						
271																						
297																						
307																						
309																						
311																						
332																						
339																						
342																						
352																						
354																						
371																						
377																						
380																						

CORRECTIVE RESOURCES

Houghton-Mifflin

Workbook (Bright Peaks)

Grade Six

I		II				III				IV								
A		E	F	G	I	J	A	B	C	E	M	N	A	C	D	E	F	G
8		9	1	1	2	5	14	15	32	19	29	12	33	23	10	9	7	18
10		17	2			6	16	28	53	43	30	13	34	24		17	8	44
20		100	3		25		21	36	76	65	59	22	35	39			20	89
26			4		47		27	50		88	85	38	45	40			26	90
5					62		37	69			103	51	55	64			48	105
6					97		52	72			109	61	71	80			98	110
25							54	79					104	82			99	111
47							63	96						83				
48							75							84				
62							81							91				
97														92				
														94				
														101				
														102				

CORRECTIVE RESOURCES

Lippincott Manual (Basic Reading) Grade Six

I	II				III				IV	
	A	C	D	H	D	F	G	M	A	F
9	23/	2	25	42	43	57	134	49	92	58
11	24	4								
14		9								
19		14								
25		19								
68		45								
96		53								
106		97								
114		118								
118										
122										
128										
133										

CORRECTIVE RESOURCES

Grade Six

Workbook (Basic Reading)

Lippincott

I		II				III				IV			
A	B	B	C	D	B	D	G	H	M	A	C	D	
8	41		2	12	99-	64-	38	47	78	75-	71/	22	
9	42	24	7	13	101	66	45/		99/	77	72	23	
10			13	88-		122	46		100	81/			
11			39/	90					115	82			
15/			40										
16			55/										
17			56										
20			88/										
25			89										
27													
29/													
30													
34													
36													
37													
83													
87													
95													
108-													
110													
113													

CORRECTIVE RESOURCES

Lippincott

Phonics Guide - Corrective

Grade 6

II			
E	G	I	
18	6	1	
19	7	2	
20	8	3	
21	9	4	
22	10	5	
23	11	28	
24	12	29	
25	13	30	
26	14	31	
27	15	32	
46	16	33	
47	17	34	
48	35	71	
49	36	72	
50	37	73	
51	38	89	
52	39	90	
53	41		
54	42		
61	43		
62	44		
63	45		
64	77		
79			
80			
81			

CORRECTIVE RESOURCES

Lyons & Carnahan

Manual (Stories to Remember)

Grade Six

I		II										IV		
A	C	B	C	D	E	F	G	H	I					D
225	421	38	133	223	153	74	47	458	55					351
260		47	141	224		355	65		74					
270		191	146	288		447	101		153					
377		215	159	511		452	236							
447		222	223				472							
527		312	224											
549		351	237											
572		408	238											
583		527	260											
		558	319											
			578											
			80											

CORRECTIVE RESOURCES

Lyons & Carnahan

Workbook - "Stories to Remember"

Grade 6

I		II					III					IV										
A	C	B	C	D	F	I	A	B	C	E	F	G	H	I	K	L	N	A	B	E	F	G
20	65	8	41	65	98	8	21	2	48	6	5	25	30	40	21	15	53	100	54	18	10	55
26		28	43				22	3	49	7	13	42	44	68	22	16				19	18	78
28							58	4	84	9	14	56	45		34	17				28	19	79
36							62	51	85	57	88	110	70		35	32						80
57							63	52	95	44	89				53	33						99
64								71	97	45	109					40						103
82								72	108	70						66						
91																67						

CORRECTIVE RESOURCES

Scott. Foresman

Manual (New Basic Readers. Cavalcades)

Grade Six

I		II										III			IV		
A		B	C	E	F	G	H	I	J			F	M		E	F	G
104		335	64	348	155	330	318	54	247			127	103		354	344	96
114			70	349	221		319	322					170			353	
165			90				320										
215			115														
225			128														
241			155														
315			203														
316			321														
			322														
			323														
			324														
			325														
			326														

CORRECTIVE RESOURCES

Scott, Foresman

Workbook (New Basic Readers Cavalcades)

Grade 6

I		II						III						IV					
A		C	E	F	J		A	B	C	D	E	F	G	H	I	J	K	L	G
31		3	83	68	24		4	10	7	19	25	50	29	2	89	31	12	47	38
45		46					10	15		72	86	51	40	17	37	37	13	58	67
74							15	21		79	104	55	90	32	50	50			108
82							17	35		81				41	51	51			
119							19	36		102				64					
							21	49											
							26	57											
							44												
							53												



CORRECTIVE RESOURCES

Scott, Foresman Manual (New Basic Readers, "Open Highways") Six Grade

I		II										IV			
A	B												D	E	F
194	291												210	122	37
344		136	104	161	61	46	172	77	205					130	
		137	108	109	47	92	93	146						319	
			160	218	62		187	300							
			166												
			230												
			253												
			261												
			277												
			283												
			331												
			337												

CORRECTIVE RESOURCES

Scott, Foresman

Workbook (New Basic Readers, "Open Highways")

Grade Six

I		II										III										IV				
A	C	B	E	F	G	H	I	J	A	B	C	D	E	F	G	H	J	K	M	E	F	G				
14	50	127	50	3	8	82	20	66	67	2	46	11	67	36	56	32	92	25	33	50	24	62				
52			91	17	18	95	28	89	77	4	135	35	81	44	68	45	129	49	34	94	94	72				
70				93	120		31		98	15	150	43	88	53	86	86		79	42	94	114	74				
92				130						16		57	100	96	97	97		88	69	132	132	84				
										26		99	122	133	113	113		103		145	145	40				
										40			137	146	121	121		107								
										65			153					126								



INDEPENDENT READING LIST--GRADE 6

1. Averill, Esther, Cartier Sails the St. Lawrence, Harper and Row Publishers, New York and Evanston, 1956.
2. Barrie, J. M., Peter Pan, Charles Scribner's Sons, New York, 1950.
3. Beatty Jr., Jerome, Bob Fulton's Amazing Soda-Pop Stretcher, The Mac Millian Company, New York, 1965.
4. Carlson, Natalie Savage, The Happy Orpheline, Harper and Row Publishers, New York,
5. Carlson, Natalie Savage, The Family Under the Bridge, Harper and Row, Publishers, New York, 1957.
6. Collodi Company, The Adventures of Pinocchio, The MacMillan Co., New York, 1966.
7. DeJong, Meindert, Hurry Home, Candy, Harper and Row Publishers, New York, 1953.
8. Erickson, Phoebe, Wildwing, Harper and Row Publishers, New York, Evanston, and London, 1959.
9. Garst, Shannon, Cowboy Boots, The MacMillan Company, New York, 1946.
10. Gipson, Fred, Old Yeller and Savage Sam, Harper and Row, New York and Evanston, 1962.
11. Kipling, Rudyard, The Jungle Book, Doubleday and Co., Inc., Garden City, New York, 1964.
12. Norton, Mary, The Borrowers, Harcourt, Brace and World, Inc., New York, 1953.
13. Stolz, Mary, Hospital Zone, Harper and Row Publishers, New York, Evanston, and London, 1956.
14. Toles, Myriam, Adventures In Apacheland, Harr Wagner Publishing Company, San Francisco, 1966.
15. Travers, P.L., Mary Poppins, Harcourt, Brace and World, Inc., New York, 1962.
16. Vaeth, J. Gordon, To the Ends of the Earth, Harper and Row Publishers, New York and Evanston, 1962.
17. SERIES:
 - Briscoe, William, Wildlife Adventure Series (Ruff the Wolf), Harr Wagner Publishing Co., San Francisco, 1966.
 - Bamman, Henry and Whitehead, Robert, World of Adventure Series (Sacred Well of Sacrifice), Benefic Press, Chicago, 1964.
 - Breetweld, Jim, Getting To Know Series (Getting To Know Alaska), Coward-McCann, Inc., New York, 1958.
 - Coleman, James C., Berres, Frances, Hewett, Frank M., Briscoe, William S., The Deep Sea Adventure Series, Harr Wagner Publishing Co., San Francisco, 1962.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS--GRADE 6

1. The MacMillan Reading Spectrum
 - a. Reading Comprehension
 - b. Word Analysis
 - c. Vocabulary Development
2. SRA - Dimensions in Reading
 - a. Manpower and Natural Resources
3. SRA - Kaleidoscope of Skills--Reading
4. SRA - Polot Library II C
5. SRA - Word Games--Reading Laboratory
6. Skill Centers, Inc. - Skill Lab Evaluation Kit *Enrichment
7. Webster - Classroom Reading Clinic

FILMSTRIPS:

Advanced Reading Skills, Filmstrip Set #136, Eye Gate House, Inc.

RECORDS:

Ginn and Company - Imagicraft Series

Album 9--The Blue Crystal
The Minstrel's Christmas

Album 10--Giovanni and the Giant
The Dog They Named King

SUGGESTED GAMES & ACTIVITIES

Grade 6

Word Meaning**Materials:** 2 sets of cards; one set with words and a second set with meanings**Procedure:** The child is to match the two sets of cards.

<u>Words</u>	<u>Meanings</u>	<u>Matched</u>	
erect	dull	erect	build
blunt	quiver	blunt	dull
waver	build	waver	quiver

After words have been matched, child can check his work if the word and meaning cards are similarly numbered.

Classifying Words**Materials:** Child will need paper and a pencil.**Procedure:** The teacher places a list of words on the board which could be placed into three categories.**Example:**

Categories - Animal Kingdom Plant Kingdom The Earth

Word List

man	fern	insect	volcano
marble	lion	roots	bacteria

Procedure: The children are to copy the words and then beside each word, write the name of the category to which it belongs.

Also, columns can be made for each category, and the child could place the words in the appropriate category.

* This can be used to reinforce science, social studies, or language concepts.

Syllabication**Syllabication Drill****Materials & Preparation:**

Board space and division of class into teams. (Number of teams dependent on teacher's choice.)

Procedure: One person from each team goes to the board. The teacher will pronounce a word. The children will write the word and divide it into syllables. (If children know specific rules for syllabication, they can also write the number of the rule which applies.) The first child to finish correctly will score a point for his team. Then the next child from each team goes to the board and the same procedure is followed.

The number of points to win the game is dependent on the teacher.

Prefixes and Suffixes**Preparation:** Before this drill, the teacher might review the meaning and usage of some common prefixes (suffixes).

List several prefixes on the board. Opposite them, list words to which the prefixes can be added.

Teams can be formed or this can be used as a classroom drill.

Example:

dis	form
re	count
in	sincere
sub	shore
	merge

Procedure: On the board, you will see a list of prefixes. Opposite them are words to which they may be added.

The instructor will call on a child to come to the board. He will choose a prefix and draw a line from it to a word with which it may be used. He will then pronounce the word and use it in a sentence. If he answers correctly, he may call the next person up. (If teams are used, he would score a point for his team.)

* This can be also used to develop practice in using suffixes.

Applying Phonetic Skills

Phonetic Relay

Preparation: Division of the blackboard into five sections, with each section numbered. In each section place a number of phonetic sounds. (This is dependent on how many members will be on a team or the number of times the teacher desires the children to have. Have a starting line about 10 feet from the board.

Procedure: Have the children count off according to the number of teams there will be. Children will then line up according to team behind the line. The first player is given a piece of chalk. When told to start, the first player will go to the board and any word he can think of for the first sound. He will then return and give the chalk to the next player and he will do the same for the next sound. When a team has written a word for each sound, every person on the team should raise his hand. Then the instructor will know the team is done.

Sequence

Materials: Paper and pencil for each child.

Preparation: The teacher should list on the board a series of words which could be related in the sequence of a story.

Example:

dark road	automobile
flat tire	farmhouse
flickering lights	

Procedures: Read the words on the board with the children. Ask the children the type of story these words suggest.

Have the children begin writing a story, using as many words as possible.

After two minutes, have the child pass his paper to the person on his right; he will receive a paper from the person on his left. When the child receives the paper, he is to read what has been written and then begin adding to the story which has been written.

After exchanging papers five times, have the children read the story they are now holding

* The number of words put on the board dependent on the teacher's discretion and the ability of the group.

Using Diacritical Marks

Marking Vowel Sounds

Materials: Children will need paper and a pencil.

Preparation: Make a list of words on the board containing some long, some short, and some silent vowels.

Example:

open	boat	apple
close	outside	position
sincere	sun	create

Procedure: Have the children copy the words on their paper. They are then to go through all the words marking the vowel sounds long, short, or crossing out the silent vowels.

Dictionary Skills

Materials: Paper and pencil for each child; 5 sets of guide words and word lists of 10 words each.

Example:Guide Words
mist - muscleWord List

money _____
 man _____
 metal _____
 moss _____
 manage _____

manufacture _____
 missile _____
 mitten _____
 moral _____
 murky _____

* Opaque or overhead projector may be used to present guide words and word list.

Procedure: Divide the class into teams. In a moment, I will present to you guide words which you might find on a dictionary page. Below them, you will find a word list. On your paper, you are to write the words from the list you might find on that page. When you have completed your work, raise your hand.

The first person to complete his work correctly will receive five points 2nd person, four points and so on until the fifth person who receives 1 point for his team.

The teacher should write down more than the first five names in case someone's work is incorrect.

The teacher may decide on the number of points necessary to win the game and may prepare supplementary guide words and word lists.

Using Graphs, Tables, and Maps

Materials: Paper and pencil for each child.

Preparation: Place a chart on the board of the class monthly attendance.

Example: March - Membership = 26

<u>Date</u>	<u>Day</u>	<u># Present</u>
March 1	Mon.	23
March 2	Tues.	26
March 3	Wed.	25

Review graphs (bar and line) if necessary

Procedure: From the information given, have the children construct a line or bar graph for the month's attendance.

When this work has been completed, ask or write on the board some questions in reference to the graphs.

Example: 1. On how many days was there perfect attendance?
 2. On what day (days) were the least children present?
 3. On which day of the week were there the most absences?

The teacher can make other variations, such as making a graph for each week of the month or day of the week.

Example: Construct a graph for the Mondays of March's attendance.

USING YOUR COOKBOOK

(Printed originals for in-service teacher training in the use of Recipes for Reading.)

TO THE ADMINISTRATOR:

It is suggested that each teacher be given his or her own copy of the "cookbook" for the proper grade level. Before beginning the narration, teachers should be asked to read page iii (Description of Contents) and page vi (part of Instructions) for themselves as a preview to the transparency presentation. They should then be asked to leave their books open to the Table of Contents for the first unit of their book.

As you proceed through the transparency, teachers will be asked to turn to certain pages as samples of the actual pages represented in the transparency presentation.

NARRATION:

TRANSPARENCY 1

Your Recipes for Reading "cookbook" is designed to assist you in finding materials and suggestions for procedures in prescriptive teaching. Prescriptive instruction will help to promote greater reading proficiency in your pupils

TRANSPARENCY 2:

As we can see by these fictional test results, both "Pierre" and "Abigail" need additional instruction in the perception of vowels and in the comprehension of story sequence. Turn in your "cookbook" to any Diagnostic Grouping Sheet.

TRANSPARENCY 3:

When children's names are filled in on the Diagnostic Grouping Sheet, "Pierre" and "Abigail" (having similar instructional needs) are placed in the same group for corrective work in a short-term remedial program. This program may be as long as a month or as brief as one week, depending on the needs of the children.

Turn to the Skill Code Key of the first unit in your "cookbook."

TRANSPARENCY 4:

A look at the Skill Coding for either of the tests used, or at the Skill Code Key for the grade, tells us that the code number for vowels is IIA and the number for sequence is IVB in our fictionalized program.

Turn to any Corrective Resources page.

TRANSPARENCY 5:

Listed under the proper code numbers on the corrective Resources pages for books available to us, we find the numbers of pages in those books containing appropriate material for corrective instruction.

TRANSPARENCY 6:

It may be that some of the material found listed is more appropriate to the needs of one child than to the needs of another. For example, "Pierre" will fare better using Scout Forest material while "Abigail," having been exposed to the Scout Forest program, will respond more positively to the material from the Eggs and Bakkon series.

Turn to the Supplementary Instructional Materials list in the first unit of your "cookbook."

TRANSPARENCY 7:

Supplementary instructional materials, listed for each unit of your "cookbook," will help to motivate and reinforce learning as corrective or initial instruction is carried on.

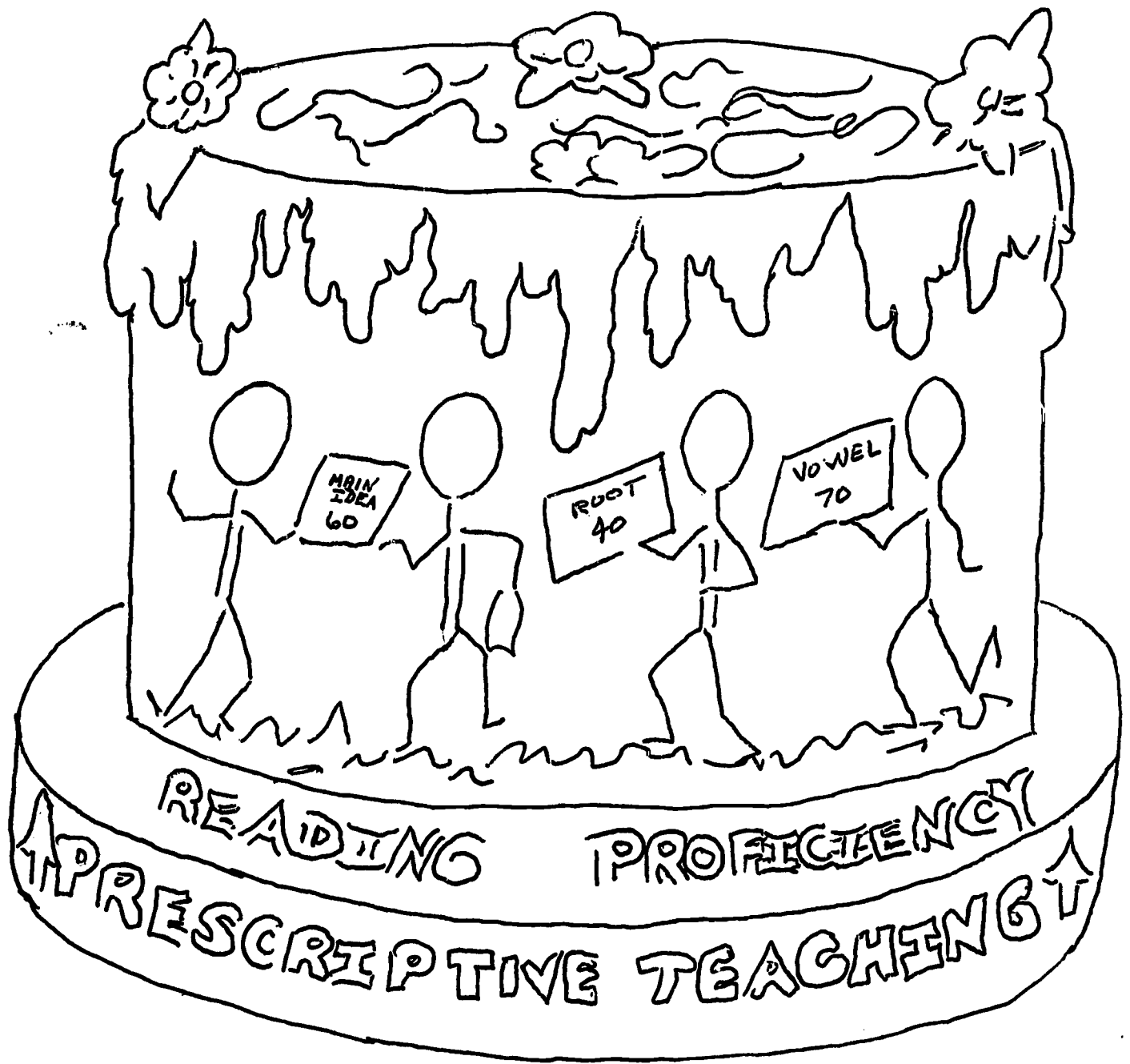
Turn to the Independent Reading List and to the Suggested Games and Activities in the first unit of your "cookbook".

TRANSPARENCY 8:

The "frosting on the cake" of reading proficiency is provided by such games, activities, and independent reading booklists as are provided in each unit of your "cookbook." Independent reading materials listed are one grade below the difficulty level of the grade for which they are listed, to help insure success in recreational reading.

Hopefully, your pupils will fare as well with your diagnostic approach as have Abigail, Pierre, and their classmates. For them, testing found the weaknesses in achievement, diagnostic grouping provided opportunity for individual attention to specific needs. Skill coding made corrective materials available. Additional instructional materials, games, and activities motivated interest in reading and success in independent reading promoted self-confidence. All of these, in combination, have brought Pierre, Abigail, and their classmates to a much higher level of achievement.

Using Your



Cookbook

Transparency One

Recipe Ingredients

First

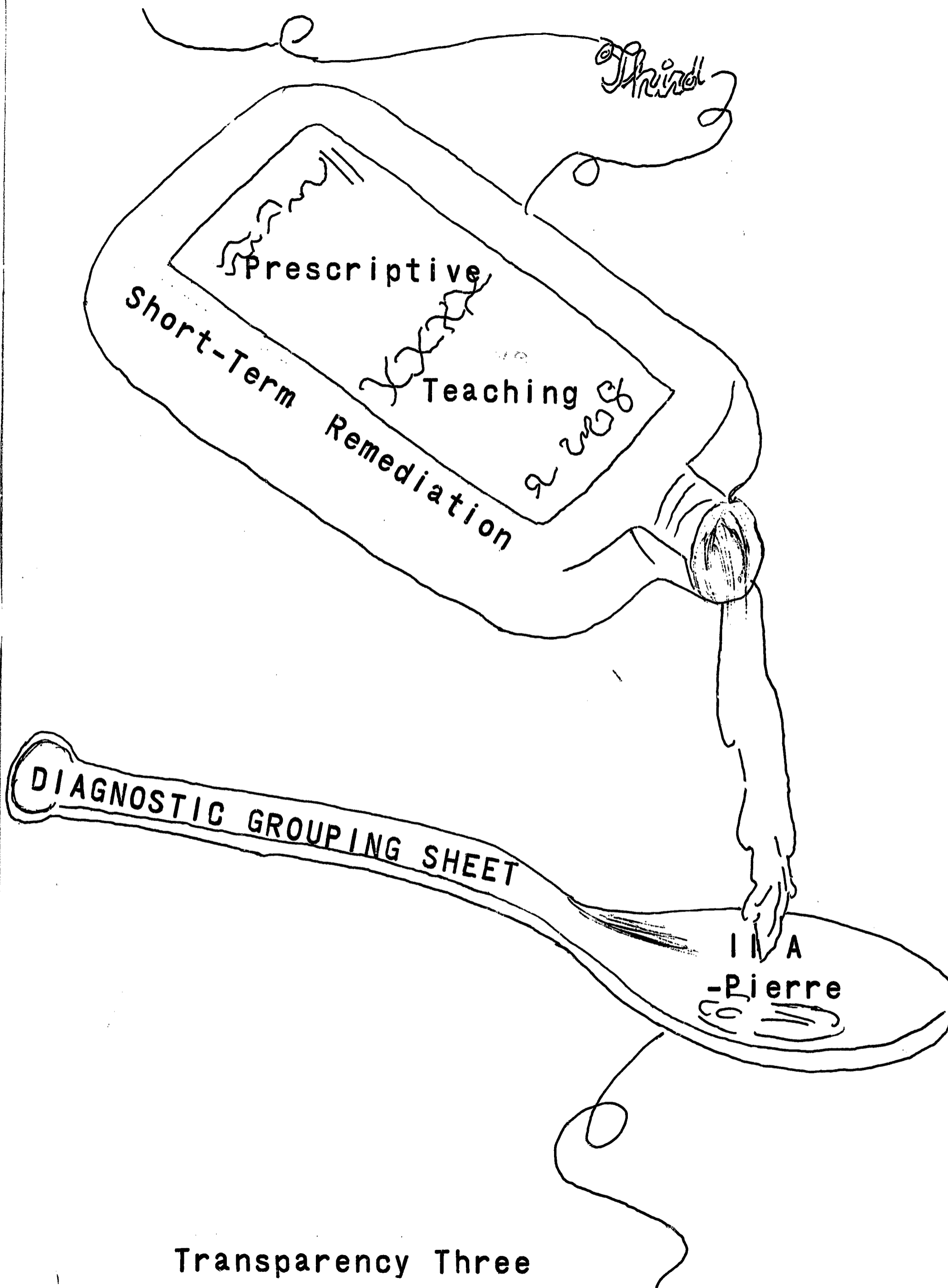
Scot Forest
Readiness
Test

Grade Three

Abigail	Score	Need Help
Word Meaning	20	
Initial Consonant	18	
Syllabication	19	
Vowel Sounds	2	✓
Comprehension		
Main Idea	10	
Sequence	1	✓
Details	9	
Conclusions	7	
Sensory Image	8	

Gunn Achievement
Test
Level 3/1

Pierre	Score	Need Help
Vocabulary	31	
Using Vowels	5	
Prefixes and Suffixes	14	
Syllabication	21	
Dictionary Meanings	19	
Comprehension		
Main Idea	12	
Details	11	
Sequence	3	
Conclusions	9	



Third

Prescriptive

Short-Term Remediation

Teaching

2006

DIAGNOSTIC GROUPING SHEET

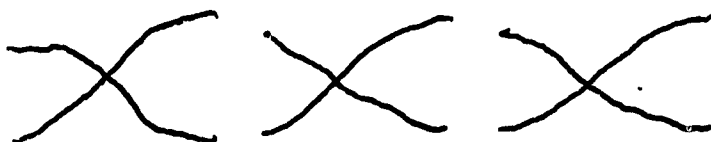
INA -Pierre

Transparency Three

Second

SKILL CODING
For
Scoot Forest

Readiness Test - Grade 3



Word Meaning	IA
Initial Consonants	IIB
Syllabication	IID
Vowel Sounds	IIA
Comprehension	IV
Main Idea	IVA
Sequence	IVB
Details	IVC
Conclusions	IVD
Sensory Images	IVE

Transparency Four

Fourth

CORRECTIVE

RESOURCES

PREFACE

ABIGAIL

Gunn

Manual - IV B-2 6, 8, 27, 44, 98,
101, 217, 263

Workbook-IV B 16, 37, 40, 67-69,
105, 122-113

Hipcount Brice

Manual-IV B 18, 39, 63, 105,
119, 127, 135-136



PIERRE

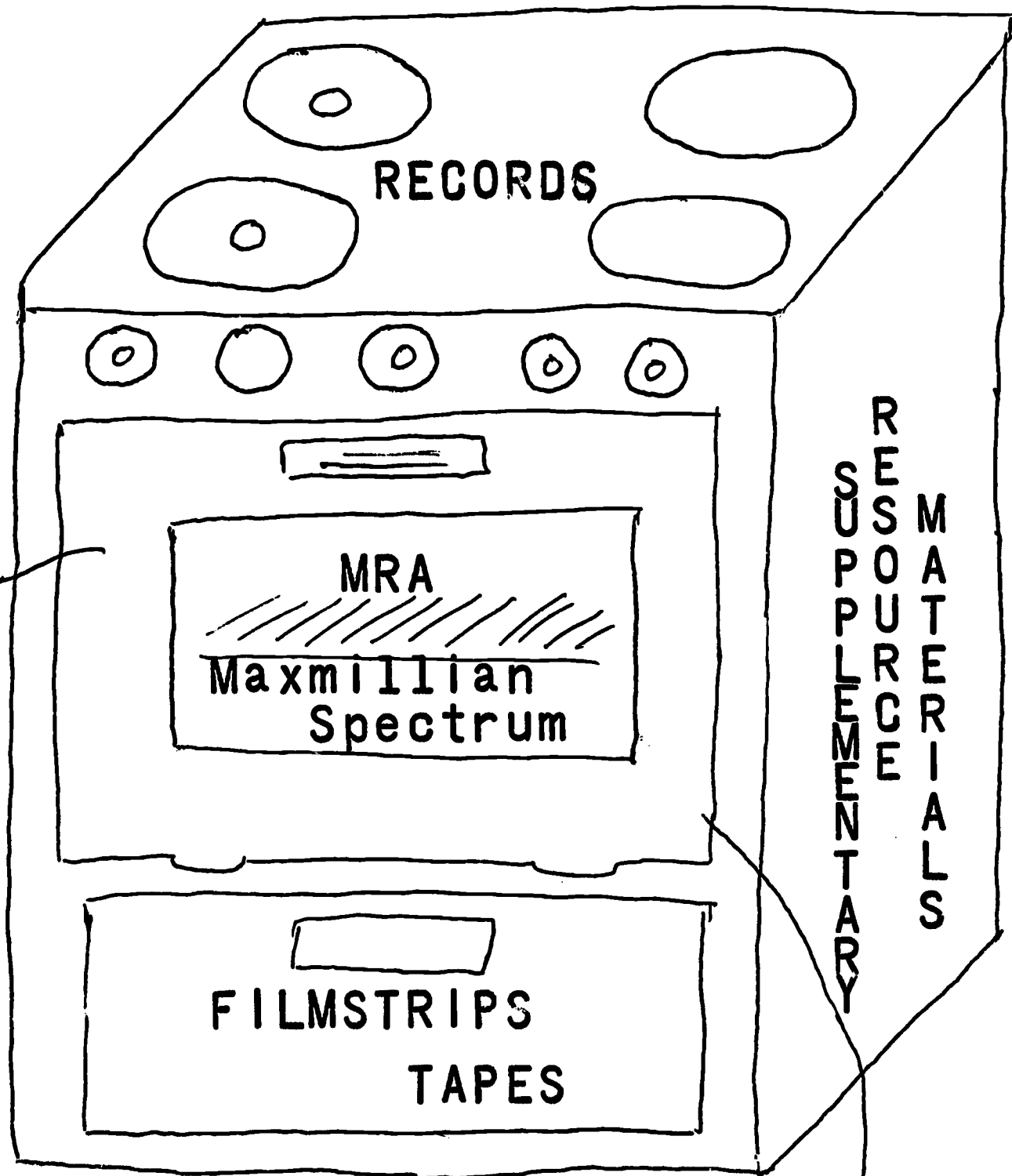
**Scout Forest
Workbook-11A-5-6, 8, 75
87, 152, 217, 345**



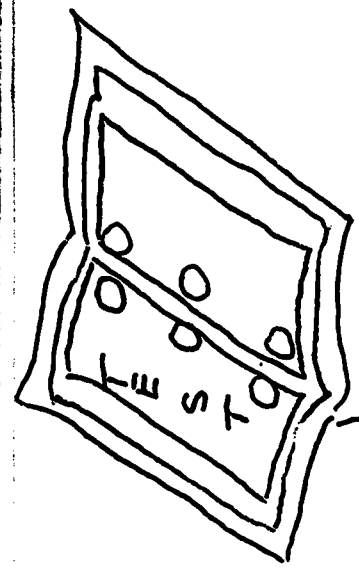
ABIGAIL

**Eggs & Bakkon
Manual-IV B-14, 29, 46, 82,
103, 111, 274, 467.**

Sixth



Transparency Seven



SKILL
XXX
CODING

Group-
ing
Sheet

GROUPING SHEETS

EXERCISES
ACTIVITIES

INDEPENDENT
READING

RESOURCE
MATERIALS

MAIN
IDEA
100

NOW
95

SEQUENCE
100

PRESCRIPTIVE
TEACHING

CORRECTIVE
RESOURCE

PROFICIENT READING
TEACHING