

DOCUMENT RESUME

ED 050 049

SP 007 093

TITLE Developmental Reading Activities, Grades 1-12.  
INSTITUTION Gary City Public School System, Ind.  
PUB DATE 68  
NCTE 286p.

EDRS PRICE MF-\$0.65 HC-\$9.87  
DESCRIPTORS \*Curriculum Guides, \*Elementary School Curriculum,  
Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade  
6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11,  
Grade 12, Intermediate Grades, \*Reading, \*Reading  
Development, \*Secondary Education

ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER:  
Developmental reading activities. ORGANIZATION AND PHYSICAL  
APPEARANCE: The guide is divided into three sections: 1) primary  
skills, 2) intermediate skills, and 3) secondary skills. Each section  
is subdivided into readiness skills, comprehension, word perception,  
and study skills. The material is presented in four columns: basic  
reading skills (general and specific), related skills, and  
developmental activities. An appendix deals with listening skills.  
The guide is mimeographed and spiral bound with a soft cover.  
OBJECTIVES AND ACTIVITIES: The objectives are listed in the columns  
for basic reading skills and related skills. Detailed activities are  
listed in the activities column. INSTRUCTIONAL MATERIALS: No  
instructional material is specified. STUDENT ASSESSMENT: No provision  
is made for evaluation. (MBM)

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DEVELOPMENTAL READING ACTIVITIES  
Grades 1 - 12

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SCHOOL CITY OF GARY  
Gary, Indiana

1968

## FOREWORD

This publication is a revision of DEVELOPMENTAL READING ACTIVITIES which was prepared in 1959 by Gary Individual Developmental Reading Teachers to supplement AN INTEGRATED LANGUAGE SKILLS PROGRAM. Reading activities are suggested for the specific reading skills taught in grades one through nine. Individual Developmental Reading Teachers compiled these activities from their own experiences, from suggestions made by classroom teachers, and from a review of current publications.

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1968

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DEVELOPMENTAL READING ACTIVITIES  
for  
PRIMARY SKILLS

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	<p>a. Associating meaning with written symbols</p> <p>b. Developing language and fact relationship</p> <p>c. Understanding and using likenesses and differences in action (perception of relationship)</p> <p>d. Appreciating the significance of written words</p> <p>e. Learning words</p>	<p>-- Make labels Discuss with the pupils</p> <p>(1) Develop with charts about</p> <p>(2) Allow time for the day of what is</p> <p>-- Direct the (a) fold (b) draw (c) draw two p</p> <p>-- Write the board, with each pupil draw a picture that day. were complete</p> <p>(1) Give each is written. Ask each something thing he e</p> <p>(2) Provide ma Father with word for t</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Language Development	<ul style="list-style-type: none"> <li>a. Associating meaning with written symbols</li> <li>b. Developing language and fact relationship</li> <li>c. Understanding and using likenesses and differences in action (perception of relationship)</li> <li>d. Appreciating the significance of written words</li> <li>e. Learning words</li> </ul>	<ul style="list-style-type: none"> <li>-- Make labels for objects in the classroom. Discuss where the objects are placed. Have the pupils draw pictures of the objects.</li> <li>(1) Develop with the pupils simple experience charts about work done at home.</li> <li>(2) Allow time each day for an exchange of news for the day. Write a brief sentence summary of what is important.</li> <li>-- Direct the pupils to             <ul style="list-style-type: none"> <li>(a) fold a piece of paper in four parts</li> <li>(b) draw the same object in two parts</li> <li>(c) draw different objects in the other two parts</li> </ul> </li> <li>-- Write the plans for the day on the chalkboard, with the help of the pupils. Give each pupil a piece of newsprint. Have him draw a picture of something he plans to do that day. Check later to see if the plans were completed.</li> <li>(1) Give each pupil a sheet of paper on which is written in manuscript the word <u>Father</u>. Ask each pupil to draw a picture of something his father does, or of something he enjoys doing with his father.</li> <li>(2) Provide manuscript copies of the word <u>Father</u> with dashed lines around the word for tracing and blocking.</li> </ul>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	2. Auditory Discrimination	<p>a. Hearing gross sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>b. Hearing fine sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>c. Hearing and saying sounds (not letter sounds) that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>d. Discriminating musical tones (high, middle, and low)</p> <p>e. Using jingles and rhymes</p> <p>f. Imitating such sounds as animals and birds</p>	<p>-- Listen to an object such as: crumpled paper, book, tapping fingers</p> <p>-- Listen to an object with different textures: running, skipping, hands.</p> <p>(1) Listen to an object and say if a sound is high, middle, or low. Repeat with hands four times.</p> <p>(2) Listen to an object heard around the block.</p> <p>-- Send a pupil to the back of the room with his back to the class and listen to him say a word. Have him sing a song with a middle tone.</p> <p>(1) Allow the pupils to sing nursery rhymes and draw the words to the words.</p> <p>(2) Let them draw pictures of the words.</p> <p>(3) Have a guesser draw a picture of the word. Let the class guess.</p> <p>(1) Play the game where the chosen says a word and the others say "I saw a _____ and sounds like _____"</p> <p>(2) Allow the pupils to imitate the noises of animals that they hear.</p>



PRIMARY DEVELOPMENTAL READING ACTIVITIES

PIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ory imina-	<p>a. Hearing gross sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>b. Hearing fine sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>c. Hearing and saying sounds (not letter sounds) that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>d. Discriminating musical tones (high, middle, and low)</p> <p>e. Using jingles and rhymes</p> <p>f. Imitating such sounds as animals and birds</p>	<p>-- Listen to and distinguish classroom sounds, such as: crunching of paper, closing of a book, tapping of a bell.</p> <p>-- Listen to and distinguish the sounds of different types of activities, such as: running, skipping, jumping, clapping of hands.</p> <p>(1) Listen to and tell the number of times a sound is heard, such as clapping of hands four times.</p> <p>(2) Listen to and list different sounds heard around a school or on a walk around the block.</p> <p>-- Send a pupil to the back of the room, with his back to the teacher; have him listen to his name sung in a high tone; have him sing it back. Do the same in a middle tone, then in a low tone.</p> <p>(1) Allow the pupils to say their favorite nursery rhymes with the idea of noting the words that rhyme.</p> <p>(2) Let them dramatize rhymes</p> <p>(3) Have a guessing game. Let the pupils draw a picture of someone in a rhyme. Let the class guess who it is.</p> <p>(1) Play the game "What am I?" The pupil chosen says, "On my way to school today, I saw a _____. (Imitates the action and sounds of an animal.) What am I?"</p> <p>(2) Allow the pupils to draw pictures of animals that the teacher indicates by noises.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>(1) Listen to word sound; for ex</p> <p>(2) Prepare a list of or objects. pupils and sa the name of v pupils ident</p> <p>(3) Give the pup; them cut out begin with c ing.</p> <p>(4) Write a word mouse, can. these and of rhymes with t</p>
	3. Visual Discrimination	<p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p>	<p>-- Make a picture make his own out the pictu booklet.</p> <p>(1) Make a large house. Have Cut out pictu a family. P</p> <p>(2) Make a large house. Make put in a tra children. Di used.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
<p>Discriminating</p>	<p>g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p>	<p>(1) Listen to words that begin with the same sound; for example, Mary, monkey, man.</p> <p>(2) Prepare a large page of pictures of animals or objects. Show it to a small group of pupils and say, "I am thinking of a picture, the name of which rhymes with boat." Have pupils identify the picture.</p> <p>(3) Give the pupils a sheet of newsprint. Have them cut out pictures of objects whose names begin with consonant sounds they are studying.</p> <p>(4) Write a word on the chalkboard, such as; cat, mouse, can. Have the pupils draw pictures of these and of another object the name of which rhymes with the original picture.</p> <p>— Make a picture dictionary. Let each pupil make his own by using old magazines, cutting out the pictures, and pasting them in a booklet.</p> <p>(1) Make a large picture of the inside of a house. Have four or five rooms in the house. Cut out pictures of furniture and members of a family. Place them around the house.</p> <p>(2) Make a large picture of the outside of a house. Make a street in front of the house, put in a traffic light, cars, buses, and children. Discuss the different colors used.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
		<p>c. Learning to discriminate letters in situations which have significance to the learner.</p> <p>d. Discriminating words in meaningful situations</p>	<p>-- Select an initial s in the pic</p> <p>-- Suggest t of one way to his fa or to his to reread.</p>
	4. Following Directions	<p>a. Interpreting and following directions given by teachers and associates</p> <p>b. Learning to give directions to others</p>	<p>(1) Discuss f leave the of the do building door duri</p> <p>(2) Distribut the pupil red, one instructi</p> <p>(1) Make a ma way from</p> <p>(2) Have the on how to office, a</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Following directions	<p>c. Learning to discriminate letters in situations which have significance to the learner</p> <p>d. Discriminating words in meaningful situations</p> <p>a. Interpreting and following directions given by teachers and associates</p> <p>b. Learning to give directions to others</p>	<p>-- Select an appropriate picture. Study the initial sounds in the names of the objects in the picture.</p> <p>-- Suggest that each pupil draw a large picture of one way he has been helpful to his mother, to his father, to other members of his family, or to his pets. Make a chart of the items to reread often. A suggested chart:</p> <p style="text-align: center;">We Help at Home</p> <p style="text-align: center;">We pick up things. We put them away. We take care of ourselves. We take care of our pets.</p> <p>(1) Discuss fire drills and how the pupils are to leave the building. Have them draw a picture of the door they are to use when leaving the building and of themselves walking out the door during the fire drill</p> <p>(2) Distribute large sheets of blank paper. Tell the pupils to draw and color three toys, one red, one blue, and one yellow. Give these instructions only once: do not repeat.</p> <p>(1) Make a map and have each pupil show the safest way from his home to school.</p> <p>(2) Have the pupils give directions to the class on how to get to the library, the post office, and to other familiar places.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	5. Motor Development	a. Achieving rhythmic activities	-- Beat suitable appropriate imitate the (1) A rabbit jump. (2) Mother time to run."
		b. Developing activities with hands, such as coloring, painting, and cutting	-- Distribute pupil in the for their use an orange, color.
	6. Visual Motor Sensory Perception	-- Reproducing a pattern	-- Prepare cut Direct the fully and c
	7. Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Give each p to trace ar first; then with his ri left hand i desk; the r (This will which is r
B. Comprehension	1. Factual Comprehension (Assimilative)	a. Reading for facts	(1) Have each p four senten each pictur Have these that pictur each pupil, give the fa  (2) Select an a sentences i learned fro

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Motor Development	a. Achieving rhythmic activities	-- Beat suitable rhythm on a tom-tom or play appropriate music and suggest that the group imitate the following: (1) A rabbit goes through the field--jump-jump. (2) Mother calls to her children when it is time to get ready for dinner, "Run, run, run."
	b. Developing activities with hands, such as coloring, painting, and cutting	-- Distribute a box of large crayons to each pupil in the group. Give some instructions for their use. Prepare pictures of an apple, an orange, and a banana for the pupils to color.
Visual Motor Sensory Perception	-- Reproducing a pattern	-- Prepare cut-out patterns of blocks and balls. Direct the pupils to trace one of each carefully and color them neatly.
Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Give each pupil two pieces of paper. Tell him to trace around the fingers of the left hand first; then, on the other piece to do the same with his right hand. Place the drawing of the left hand in the upper left hand corner of his desk; the right in the upper right hand corner. (This will help him remember which is left and which is right.)
Factual Comprehension (Assimilative)	a. Reading for facts	(1) Have each pupil make up a story of three or four sentences to tell what story he sees in each picture of a group of unlabeled pictures. Have these stories read to the class for proof that pictures will mean something different to each pupil, and that pictures don't always give the facts of the printed page.
		(2) Select an appropriate story. Have pupils find sentences in the story that tell something not learned from just looking at the pictures.

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Identifying and interpreting characters</p> <p>c. Relating ideas in sequence</p> <p>d. Reading for related facts such as places, action words, animals, and food</p> <p>e. Reading for immediate, delayed, general, and specific recall</p>	<p>-- Direct the pupils to read stories and be sure to identify favorite characters and what character does.</p> <p>-- Have the pupils do the following:</p> <p>(a) Draw a picture showing the color of the clothes about that character.</p> <p>(b) Make four or five story events in the same story.</p> <p>(1) Write on the chart that has just been read write what happened at the incident. (with a picture strip)</p> <p>(2) Write pairs of sentences that pupils have read. One of the two sentences containing the action word. Write on the chart pupils that some of the action words follow though the text. Write on the chart times we can even write with the word <u>b</u> what happened and what happened a happened.</p> <p>-- Write on the chart the answers to the questions of a story. Suggest that they reread the story and can find and re-read the question. After tell the story questions as a</p>



PRIMARY DEVELOPMENTAL READING ACTIVITIES

	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
c.	<p>b. Identifying and interpreting characters</p> <p>c. Relating ideas in sequence</p> <p>d. Reading for related facts such as places, action words, animals, and food</p> <p>e. Reading for immediate, delayed, general, and specific recall</p>	<p>-- Direct the pupils to reread their favorite stories and be ready to portray their favorite characters. Have the class guess what character each pupil imitates.</p> <p>-- Have the pupils</p> <p>(a) Draw a picture of each part of the story; show the correct picture while telling about that particular part.</p> <p>(b) Make four or five sentences relating to story events. Have the pupils put them in the same order as they occurred in the story.</p> <p>(1) Write on the chalkboard an incident in a story that has just been read. Have the pupils write what happened just before and just after the incident. This same procedure may be used with a picture in the story. (time relationship)</p> <p>(2) Write pairs of sentences from a story the pupils have read, and ask them to put the ideas of the two sentences together in one sentence containing the word <u>because</u>. Explain to the pupils that sometimes we can understand why one action follows another in a story, even though the text doesn't tell us why. Sometimes we can even join two sentences together with the word <u>because</u> to show that one tells what happened and the other tells why it happened.</p> <p>-- Write on the chalkboard a series of questions, the answers to which will bring out the main events of a story the pupils have just read. Suggest that the pupils read the questions and reread the story silently to see whether they can find and remember the answer to each question. After silent reading have pupils tell the story from memory, using the questions as a guide.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Finding significant details	-- List sentences a page.
		g. Locating descriptive words and phrases	-- List all the characters in a story to describe the story to describe (This activity requires that you know what describes the story.)
		h. Following directions	-- Write simple directions occasionally as you can follow simple directions as: (a) Write the directions (b) Write all the directions
		i. Following directions	-- After having heard you, hit the drum a lot of noise what. In this word or concept different noises make a list of heard. (Since it is developed)
		j. Identifying the speaker or character spoken to	-- Write on the characters in a story pupils find read
		k. Noting significant details	-- Read aloud the part that action. Have characters are, what take place, and
	2. Critical Comprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Use fairy tales between fact and certain statements

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Critical Comprehen- sion	f. Finding significant details	-- List sentences that refer to the picture on a page.
	g. Locating descriptive words and phrases	-- List all the characters or objects in a story. Make another list of all the words used in the story to describe these characters or objects. (This activity may be done with groups who know what descriptive words and phrases are.)
	h. Following directions	-- Write simple directions on the chalkboard occasionally as a check to see how many pupils can follow simple directions. Use such sentences as: (a) Write the last word in this sentence. (b) Write all the name words on page 4.
	i. Following directions	-- After having the pupils turn their backs to you, hit the desk hard with an object (making a lot of noise). This may startle them somewhat. In this manner you may introduce the word or concept of <u>noise</u> . After making different noises with other objects, have pupils make a list of different noises they have heard. (Since this is an abstract concept, it is developed in a situation.)
	j. Identifying the speaker or character spoken to	-- Write on the chalkboard the names of the characters in a story the class has read. Have pupils find remarks made by each character.
	k. Noting significant details	-- Read aloud the introductory part of a story, the part that often precedes the main story action. Have pupils write who the main characters are, when and where the story will take place, and what the story problem might be.
	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Use fairy tales to help the pupils distinguish between fact and fancy. Let pupils tell why certain statements really cannot happen.

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			(2) Direct the pupils to write something Sally did or something Sally said
		b. Drawing logical conclusions	-- Write the beginning of the story as the pupils write
		c. Comparing and contrasting facts and opinions	-- Make a list of facts and opinions as the pupils do one line under <u>earth is round</u>
		d. Identifying absurdities	-- After reading the story the pupils make a list of pictures to illustrate the absurdities
		e. Drawing inferences	(1) Let the pupils answer the questions and underline the words in the questions. Then let them answer the questions and write the number of the question they answered.  (2) Read the story and draw a picture of the scene before the story begins.
		f. Making judgments	(1) Have the pupils judge certain statements as true or false.  (2) List statements and let the pupils judge the ones that are true or false.
		g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	(1) Read to the pupils the story of Billy Goats Gruff and let them tell what happened first.  (2) Have the pupils draw pictures of the things they were seen on.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>(2) Direct the pupils to draw a picture of something Sally can do and then a picture of something Sally cannot do.</p>
<p>b. Drawing logical conclusions</p>	<p>-- Write the beginning of a story and let the pupils write the ending.</p>
<p>c. Comparing and contrasting facts and opinions</p>	<p>-- Make a list of facts and opinions. Ask the pupils to draw two lines under facts, and one line under opinions. Example: <u>The earth is round.</u> <u>It is going to rain.</u></p>
<p>d. Identifying absurdities</p>	<p>-- After reading a make-believe story, let pupils make a list of the absurdities. Draw pictures to illustrate.</p>
<p>e. Drawing inferences</p>	<p>(1) Let the pupils read a short story and answer the questions about it. Have the pupils underline the part of the story that made them answer the way they did, and put the number of the questions beside it.</p> <p>(2) Read the story to the class. Direct them to draw a picture of what might have happened before the story began.</p>
<p>f. Making judgments</p>	<p>(1) Have the pupils select pictures that illustrate certain stories.</p> <p>(2) List statements on the chalkboard. Tell the pupils to read each sentence and to underline the ones that tell a fact.</p>
<p>g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific</p>	<p>(1) Read to the class a story such as "The Three Billy Goats Gruff." Have pupils tell what happened first, second, third, and fourth.</p> <p>(2) Have pupils make pictures of ten things that were seen on the way to school.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		h. Interpreting riddles i. Making generalizations j. Interpreting facts and feelings k. Predicting outcomes	-- Have the class co tc put in a book -- Have the class cu things to ride. together that are on water. (1) Have each pupil that will make pe (2) Have each pupil Dick was when he -- Read the first pa Direct them to w the end.
		l. Forming associations m. Reading creatively n. Forming sensory images o. Interpreting puzzles	-- Read pupils an in with them variou way they are rel pupils' daily li -- Have the pupils think of ways in be made more inte (1) Direct the pupil that feel cold, appropriate word (2) Prepare a simila by using words-l -- Direct the pupil each will make t mba tik arbe drib gip

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	h. Interpreting riddles	-- Have the class collect and/or make up riddles to put in a booklet for the library table.
	i. Making generalizations	-- Have the class cut out and draw pictures of things to ride. Have the class paste things together that are in the air, on land, and on water.
	j. Interpreting facts and feelings	(1) Have each pupil draw or cut out a picture that will make people feel sad or laugh. (2) Have each pupil draw a picture to show where Dick was when he was skating.
	k. Predicting outcomes	-- Read the first part of a story to the class. Direct them to write what might happen in the end.
	l. Forming associations	-- Read pupils an interesting story. Discuss with them various facts in the story and the way they are related to the story and to pupils' daily life.
	m. Reading creatively	-- Have the pupils read several sentences and think of ways in which the sentences could be made more interesting to read.
	n. Forming sensory images	(1) Direct the pupils to draw pictures of things that feel cold, hot, or wet and write the appropriate word under each picture. (2) Prepare a similar activity emphasizing sound by using words like bang, splash, and swish.
	o. Interpreting puzzles	-- Direct the pupils to rewrite these words so each will make the name of an animal. mbal = lamb tiknet = kitten arbe = bear drib = bird gip = pig

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
C. Word Perception	1. Word Meaning Clues	p. Perceiving analogies	-- Direct the pupils to read Mother's hat and Mother's hat alike and how the
		q to w-- Not used in primary grades	
		a. Forming associations	(1) Read a sentence to pupils to write to mind. (Example: Day. Answer--nut, (2) Direct the pupils to list of words and each box which the
			Billy Mo Sally bi Bob Di
			F Spot Ti pony ma kitten do
			ball eg apple ho doll co
		b. Forming sensory images	(1) Call attention to feel, smell or taste lists of things to taste sweet, and



PRIMARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																																				
Meaning es	<p>p. Perceiving analogies</p> <p>q to w-- Not used in primary grades</p> <p>a. Forming associations</p> <p>b. Forming sensory images</p>	<p>Direct the pupils to draw a picture of Mother's hat and a picture of Sally's hat. Have the pupils explain how the two hats are alike and how the two hats are different.</p> <p>(1) Read a sentence to the class and direct the pupils to write three things that come to mind. (Example: December 25 is Christmas Day. Answer--nuts, candy, Santa Claus)</p> <p>(2) Direct the pupils to read the word above the list of words and underline the words in each box which the top word tells about:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;">BOYS</td> </tr> <tr> <td>Billy</td> <td>Mother</td> <td>Jane</td> </tr> <tr> <td>Sally</td> <td>bird</td> <td>Jack</td> </tr> <tr> <td>Bob</td> <td>Dick</td> <td>funny</td> </tr> <tr> <td colspan="3" style="text-align: center;">PETS</td> </tr> <tr> <td>Spot</td> <td>Tim</td> <td>Sally</td> </tr> <tr> <td>pony</td> <td>man</td> <td>doll</td> </tr> <tr> <td>kitten</td> <td>dog</td> <td>farm</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOYS</td> </tr> <tr> <td>ball</td> <td>egg</td> <td>barn</td> </tr> <tr> <td>apple</td> <td>horn</td> <td>drum</td> </tr> <tr> <td>doll</td> <td>cow</td> <td>book</td> </tr> </table> <p>(1) Call attention to the way things sound or feel, smell or taste. Have the pupils write lists of things that feel cold, things that taste sweet, and similar sensory titles.</p>	BOYS			Billy	Mother	Jane	Sally	bird	Jack	Bob	Dick	funny	PETS			Spot	Tim	Sally	pony	man	doll	kitten	dog	farm	TOYS			ball	egg	barn	apple	horn	drum	doll	cow	book
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PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>c. Understanding new words and new concepts</p>	<p>(2) While the rest of the class let one pupil make a list of distinctive sounds.</p> <ul style="list-style-type: none"> <li>(a) Knock on a table</li> <li>(b) Drop a coin</li> <li>(c) Bang the desk</li> <li>(d) Tap on the floor</li> <li>(e) Pour water</li> <li>(f) Jump up and down</li> <li>(g) Drop a book</li> <li>(h) Walk, run, hop</li> <li>(i) Sharpen pencil</li> <li>(j) Tear some paper</li> <li>(k) Bump into something</li> </ul> <p>Ask the group to identify the sounds and the words that describe them.</p> <p>(3) Play the game of "Hot and Cold" to form vivid images. Let one pupil act as "hot" and let others act as "cold" as apples, oranges, etc.</p> <p>(4) Use other items like paint, pasted paper on another day to show how various items can be used.</p> <p>(1) Discuss and plan a fire. OTHER than the fires.</p> <p>(2) Make sure that there is a safe place to ice skate. area with water. Raise these questions:</p> <ul style="list-style-type: none"> <li>(a) What kind of ice skating equipment is needed?</li> </ul>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

SKILLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>c. Understanding new words and new concepts</p>	<p>(2) While the rest of the pupils close their eyes, let one pupil perform an action which has a distinctive sound, for example:</p> <ul style="list-style-type: none"> <li>(a) Knock on a door</li> <li>(b) Drop a coin</li> <li>(c) Bang the door</li> <li>(d) Tap on the window</li> <li>(e) Pour water into glass</li> <li>(f) Jump up and down</li> <li>(g) Drop a book</li> <li>(h) Walk, run, skip, etc.</li> <li>(i) Sharpen pencil</li> <li>(j) Tear some paper</li> <li>(k) Bump into chair</li> </ul> <p>Ask the group to listen carefully and try to identify the sound. Have the pupils think of the words that best describe each sound.</p> <p>(3) Play the game "My Nose Tells Me" to help them form vivid images of SMELL. Blindfold a pupil and let him try to identify such foods as apples, oranges, and bananas by the smell.</p> <p>(4) Use other items with distinctive smell such as paint, paste, coffee, cheese, and pickles on another day. Ask for words which describe how various items smell or taste.</p> <p>(1) Discuss and point out the duties of firemen OTHER than their usual duty of putting out fires.</p> <p>(2) Make sure that the pupils understand how a place to ice skate may be made by filling an area with water and allowing it to freeze. Raise these questions:</p> <ul style="list-style-type: none"> <li>(a) What kind of places may be chosen for ice skating areas? (parks, playgrounds)</li> </ul>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	
GENERAL	SPECIFIC		
			(b)
			(c)
			(d)
		d. Understanding shifts in meaning of words.	-- Write board tend unde mean tend (a)
			(b)
			(c)
			Dir whic word
		e. Anticipating meanings	-- Wri pup cor (a)
			(b)

PRIMARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>d. Understanding shifts in meaning of words</p>	<p>(b) Why are these areas safer than ponds or lakes? (shallower, less danger of ice breaks)</p> <p>(c) Who might be chosen to make the skating area? (firemen)</p> <p>(d) Why? (They have the necessary hoses for flooding the area.)</p> <p>-- Write the following exercises on the chalkboard. Direct the pupils to read each sentence and look at the definitions for the underlined word. Then have them tell which meaning fits the use of the word in the sentence.</p> <p>(a) club --a heavy stick --some people joined in a group to do something In his <u>club</u> Tom learned to care for animals.</p> <p>(b) fair --a kind of show --honest and right I'm sure John will win a prize at the <u>fair</u>.</p> <p>(c) pen --a place for animals --something used in writing Did Father put Spotty in his <u>pen</u>?</p> <p>Direct the pupils to make other sentences which use other meanings of the underlined words.</p>
	<p>e. Anticipating meanings</p>	<p>-- Write or duplicate similar exercises. Ask the pupils to read the sentences and underline the correct word.</p> <p>(a) If you see birds around, you may listen to their _____. (coming, singing, catching)</p> <p>(b) If you see a bee coming, do not _____ to catch it. (grow, try, swim)</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>f. Extending word meanings--antonyms, homographs, and words with several meanings</p>	<p>(c) If you go across the street and then _____</p> <p>(d) If you see a car coming, you may be _____</p> <p>(e) If you listen to a speaker, he may make you _____</p> <p>(1) Direct the pupils to find the meaning of the following words in the sentences below. In each line find the meaning of the word in the sentence.</p> <p>boy            girl yes            do big            but she            Jan laugh        jump</p> <p>Ask the pupils to complete the meaning of the words in the sentences below.</p> <p>Draw pictures of a chief, and a sweater. I want something warm. I have a cold. It is cold today.</p> <p>Draw eggs, a saw, and a hen. Bill wants to see _____ this _____. Bill saw a hen _____ Bill made something _____.</p> <p>(2) Write pairs of words that are antonyms or homographs. Tell the pupils to write the words on the lines, though they're sure of the meanings. Instruct the pupils to show the meanings of the words in the sentences below.</p> <p>Bill saw pennies _____ <u>walk</u> on the pavement _____</p>

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	<p>f. Extending word meanings--antonyms, homographs, and words with several meanings</p>	<p>(c) If you go across the street first look and then _____. (guess, listen, change)</p> <p>(d) If you see cowboys around town, a show may be _____. (going, nothing, coming)</p> <p>(e) If you listen to a funny story, it may make you _____. (sing, sleep, laugh)</p> <p>(1) Direct the pupils to do the following exercises:</p> <p style="text-align: center;">ANTONYMS</p> <p>In each line find a word that is OPPOSITE in meaning to the first word and underline it.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">boy</td> <td style="padding-right: 20px;">girl</td> <td style="padding-right: 20px;">have</td> <td>pet</td> </tr> <tr> <td>yes</td> <td>do</td> <td>no</td> <td>dog</td> </tr> <tr> <td>big</td> <td>but</td> <td>little</td> <td>ask</td> </tr> <tr> <td>she</td> <td>Jane</td> <td>girl</td> <td>he</td> </tr> <tr> <td>laugh</td> <td>jump</td> <td>cry</td> <td>fun</td> </tr> </table> <p style="text-align: center;">HOMOGRAPHS</p> <p>Ask the pupils to decide which object completes the meaning of each sentence.</p> <p style="text-align: center;">Cold</p> <p>Draw pictures of an ice cream cone, handkerchief, and a sweater.</p> <p>I want something cold. I want an _____.</p> <p>I have a cold. I want a _____.</p> <p>It is cold today. I want a _____.</p> <p style="text-align: center;">Saw</p> <p>Draw eggs, a saw, a plank.</p> <p>Bill wants to saw something. He will saw this _____.</p> <p>Bill saw a hen house. In it he saw _____.</p> <p>Bill made something. He made it with a _____.</p> <p>(2) Write pairs of sentences on the chalkboard. Tell the pupils to note underlined words which, though they're spelled alike, have different meanings. Instruct them to draw pictures to show the meanings:</p> <p>Bill saw pennies on the <u>walk</u>. See Bill <u>walk</u> on the pennies.</p>	boy	girl	have	pet	yes	do	no	dog	big	but	little	ask	she	Jane	girl	he	laugh	jump	cry	fun
boy	girl	have	pet																			
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BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>g. Interpreting meanings from phrase and sentence meanings</p> <p>h. Drawing meaning from context clues</p>	<p>The man will <u>milk</u> the cow's <u>milk</u>. The girls look like <u>another</u> girl.</p> <p>(1) Copy the following passage. List the eight words the pupils to match the correct word.</p> <p>when no one is with a place for many but not light something very nice to want something not the whole thing one time the cake was put in</p> <p>(2) Write this story on pupils to read it silently. Write new words.</p> <p>The children rolled Then they made a snowman on his <u>head</u>. They used nuts for eyes. It was a nice snowman made with what they had</p> <p>(3) Draw and color a landscape scene in (2) above. Write a story. Then discuss the story made.</p> <p>-- Write the following story. Mrs. Hen said, "First (barn, been, The lightning bug _____ (farm, barn) Black Pony wanted (first, fast</p>



PRIMARY DEVELOPMENTAL READING ACTIVITIES

LLS																		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																
	<p>g. Interpreting meanings from phrase and sentence meanings</p> <p>h. Drawing meaning from context clues</p>	<p>The man will <u>milk</u> the cow. The man likes the cow's <u>milk</u>. The girls look like one <u>another</u>: Here comes <u>another</u> girl.</p> <p>(1) Copy the following phrases on the chalkboard. List the eight words beneath the phrases. Ask the pupils to match the phrases with the correct word.</p> <table border="0"> <tr> <td>when no one is with you</td> <td>dark</td> </tr> <tr> <td>a place for many books</td> <td>alone</td> </tr> <tr> <td>not light</td> <td>once</td> </tr> <tr> <td>something very nice</td> <td>wish</td> </tr> <tr> <td>to want something</td> <td>piece</td> </tr> <tr> <td>not the whole thing</td> <td>library</td> </tr> <tr> <td>one time</td> <td>basket</td> </tr> <tr> <td>the cake was put in a</td> <td>pet</td> </tr> </table> <p>(2) Write this story on the chalkboard. Ask the pupils to read it silently to figure out the new words. The children <u>rolled</u> three large snowballs. Then they made a snowman. They put a hat on his <u>head</u>. They put a <u>horn</u> in his mouth. They used nuts for his <u>eyes</u> and <u>ears</u>. He was a nice snowman. The children were happy with what they had <u>done</u>.</p> <p>(3) Draw and color a large picture depicting the scene in (2) above. Have the story read orally. Then discuss the pictures the pupils have made.</p> <p>-- Write the following sentences on the board: Mrs. Hen said, "Feathers <u>      </u> very fast." (barn, been, burn) The lightning bugs held a meeting in the <u>      </u>. (farm, barn, brown) Black Pony wanted to put out the <u>      </u>. (first, fast, fire)</p>	when no one is with you	dark	a place for many books	alone	not light	once	something very nice	wish	to want something	piece	not the whole thing	library	one time	basket	the cake was put in a	pet
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PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		i. Extending word meanings using synonyms and homonyms	Mrs. Hen (mee Spot (big  (1) Have the pu which has a lined word Bill and Mother wa Mrs. Jone Scouts tr Tom sniff I'm almos The door "Not now, clo sai kir cri  (2) Direct the which have differently words in th (Homonyms) I wish To This I knew th Mother Tom threw window. See what We needed gir Mother re See the

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>i. Extending word meanings using synonyms and homonyms</p>	<p>Mrs. Hen said, "I think I smell ____."        (meeting, smoke, most)        Spot ____ not come down at once.        (big, get, did)</p> <p>(1) Have the pupils find a word below the sentences which has about the same meaning as the underlined word in each sentence. (Synonyms)</p> <p>Bill and Pete looked very sad. ____        Mother washed some of our clothes. ____        Mrs. Jones left for a week's vacation. ____        Scouts try to be thoughtful. ____        Tom sniffed because he missed the show. ____        I'm almost finished. ____        The door is shut. ____</p> <p>"Not now," replied the teacher. ____</p> <p>closed            trip        said             unhappy        kind             nearly        cried            dresses</p>
		<p>(2) Direct the pupils to underline the two words which have the same sound but are spelled differently. Use the correct one of these two words in the blank. (Homonyms)</p> <p>I wish Tom <u>would</u> get some more <u>wood</u>.        This ____ burns fast.        I <u>knew</u> that was a <u>new</u> dress.        Mother ____ that Father went to work.        Tom <u>threw</u> a little box <u>through</u> the open window.        See what he ____.        We needed <u>four</u> candles <u>for</u> the birthday cake.        ____ girls came to the birthday party.        Mother <u>read</u> a story from my <u>red</u> book.        See the ____ fire engine.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		j. Interpreting idioms and unusual language	<p>(1) Write the following Mary's eyes <u>dropped</u> teacher scolded her whether it means Mary -- or that Mary look Have the pupils explain underlined words in Her eyes nearly <u>po</u> Dick <u>stood up</u> for If you fall in some <u>your head</u>. I'm so hungry I could When Father came in <u>top</u>. The river <u>ran</u> along <u>road</u>.</p> <p>(2) Prepare exercises with expressions:  forty winks  race your motor  looks like a mill  raining cats and dogs  hold your tongue  playing possum  big cheese  roll out the red carpet  he was all ears  sweet tooth  stopped dead in his tracks  caught in a jam  spill the beans  the real McCoy  in the pink  feel blue  he's yellow  keep an eye on  be on the watch</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>j. Interpreting idioms and unusual language</p>	<p>(1) Write the following sentence on the chalkboard: Mary's eyes <u>dropped to the floor</u> when the teacher scolded her. Have the pupils tell whether it means Mary's eyes fell on the floor -- or that Mary looked down with her eyes. Have the pupils explain the meaning of the underlined words in the following sentences:            Her eyes nearly <u>popped out</u> of her head.            Dick <u>stood up</u> for his friends.            If you fall in some water, try not to <u>lose your head</u>.            I'm so hungry I could <u>eat a horse</u>.            When Father came home late, Mother <u>blew her top</u>.            The river <u>ran</u> along the edge of a <u>winding road</u>.</p>
		<p>(2) Prepare exercises similar to (1), using these expressions:            forty winks            race your motor            looks like a million            raining cats and dogs            hold your tongue            playing possum            big cheese            roll out the red carpet            he was all ears            sweet tooth            stopped dead in his tracks            caught in a jam            spill the beans            the real McCoy            in the pink            feel blue            he's yellow            keep an eye on            be on the watch</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																				
GENERAL	SPECIFIC																						
	2. Context Clues	<p>k to n -- Not used in primary grades</p> <p>a. Using experience clues to recognize words and derive word meanings</p> <p>b. Developing sentence sense</p> <p>c. Acquiring a knowledge of the uses of end punctuation such as periods and questions</p>	<p>-- Direct the pupils to read the equipment, and actors. Use the chalkboard and direct the pupils on a chart such as the one below:</p> <table border="0"> <tr> <td>ANIMALS</td> <td>EQUIPMENT</td> </tr> <tr> <td>lions</td> <td>cameras</td> </tr> <tr> <td>seals</td> <td>whistles</td> </tr> <tr> <td>tigers</td> <td>backdrops</td> </tr> <tr> <td>elephants</td> <td>trunks</td> </tr> <tr> <td>ponies</td> <td>trousers</td> </tr> </table> <p>Pupils may make appropriate drawings.</p> <p>--- Encourage pupils to make up their own news to read, tell news of their own activities, and copy news from newspapers. Print these on cards in the shape of newspaper clippings and give them to the pupils to paste in their scrapbooks.</p> <p>(1) Make a chart such as the one below on the bulletin board.</p> <table border="0"> <tr> <td>Don't forget</td> </tr> <tr> <td>, I am a period</td> </tr> <tr> <td>? I am a question mark</td> </tr> <tr> <td>! I am an exclamation point</td> </tr> <tr> <td>, I am a comma</td> </tr> <tr> <td>" We are quotation marks</td> </tr> <tr> <td>' Apostrophe</td> </tr> <tr> <td>. ? !</td> </tr> </table> <p>(2) Direct the pupils to make up their own news, showing the appropriate punctuation.</p>	ANIMALS	EQUIPMENT	lions	cameras	seals	whistles	tigers	backdrops	elephants	trunks	ponies	trousers	Don't forget	, I am a period	? I am a question mark	! I am an exclamation point	, I am a comma	" We are quotation marks	' Apostrophe	. ? !
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S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																		
text es	<p>k to n -- Not used in primary grades</p> <p>a. Using experience clues to recognize words and derive word meanings</p>	<p>-- Direct the pupils to name circus animals, equipment, and actors. Write the words on the chalkboard and direct pupils to classify them on a chart such as the following:</p> <table border="0" data-bbox="770 1113 1355 1310"> <thead> <tr> <th>ANIMALS</th> <th>EQUIPMENT</th> <th>ACTORS</th> </tr> </thead> <tbody> <tr> <td>lions</td> <td>cage</td> <td>clowns</td> </tr> <tr> <td>seals</td> <td>whip</td> <td>juggler</td> </tr> <tr> <td>tigers</td> <td>band</td> <td>acrobat</td> </tr> <tr> <td>elephants</td> <td>tent</td> <td>dancers</td> </tr> <tr> <td>ponies</td> <td>trapeze</td> <td>ringmaster</td> </tr> </tbody> </table> <p>Pupils may make appropriate illustrations.</p>	ANIMALS	EQUIPMENT	ACTORS	lions	cage	clowns	seals	whip	juggler	tigers	band	acrobat	elephants	tent	dancers	ponies	trapeze	ringmaster
ANIMALS	EQUIPMENT	ACTORS																		
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ponies	trapeze	ringmaster																		
	<p>b. Developing sentence sense</p> <p>c. Acquiring a knowledge of the uses of end punctuation such as periods and questions</p>	<p>-- Encourage pupils to make comments on books read, tell news of the day, present reports on any activities, and compose original stories. Print these on cards in the form of sentences and give them to the pupils to paste in their scrapbooks.</p> <p>(1) Make a chart such as the following to post on the bulletin board.</p> <p style="text-align: center;"><u>Don't forget us!</u></p> <p>. I am a period.  ? I am a question mark.  ! I am an exclamation mark.  , I am a comma.  " We are quotation marks.  ' Apostrophe is my name.</p> <p style="text-align: center;">. ? ! , " '</p> <hr/> <p>(2) Direct the pupils to make a list of sentences showing the appropriate end marks for each.</p>																		

## PRIMARY DEVELOPMENTAL READING ACT

BASIC READING SKILLS		RELATED SKILLS
GENERAL	SPECIFIC	
		d. Acquiring a feeling for paragraph unity
		e. Interpreting the relationship between illustrations and the printed word
		f. Identifying words and their general meanings by inferences and generalizations



PRIMARY DEVELOPMENTAL READING ACTIVITIES

SKILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>d. Acquiring a feeling for paragraph unity</p>	<p>-- Read to the class the following (or similar) paragraph:                      The circus tent was crowded. Men, women, and children were very much excited. They were talking, laughing, and shouting. Peanut shells cracked and fell and paper bags rattled as the people waited for the fun to begin.                      Ask the pupils to select the BEST title for the above paragraph from the following titles:                      The Children's Visit                      Noise at the Circus                      The Circus Starts                      Waiting for the Circus to Begin                      Let them discuss why the others are not appropriate.</p>
	<p>e. Interpreting the relationship between illustrations and the printed word</p>	<p>(1) Sketch a figure performing some act such as running, throwing, or sitting. Beside the figure, print three words, ONE of which describes the action or illustration. Direct the pupils to circle or underline the word which "tells" about the picture.                      (2) Prepare other exercises to illustrate the following:                      over                      under                      left                        right                      smallest                  largest                      most                        least                      many                       few                      on                           middle                      queer</p>
	<p>f. Identifying words and their general meanings by inferences and generalizations</p>	<p>-- Direct the class to read this riddle and find the answer from the three words at the bottom and to print the answer on the line at the end of the riddle.                      (a) I live in the water. When you want to catch me, I wiggle my tail and hurry away. I can go very fast, but I have no feet.                      What am I? _____ (rabbit, fish, snail)</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL AC
GENERAL	SPECIFIC		
	3. Configuration Clues	<p>g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection</p> <p>h to n--Not used in primary grades</p> <p>a. Analyzing general shape, length, height, and vertical characteristics of words</p>	<p>(b) The grocer sells s of wheat and is ke It is _____. (mil</p> <p>-- Direct the pupils to re fully noticing the word underlined, and from th one which they may use lined ones. (Each word rolls crow fli Mother baked <u>little thi bread.</u> Andy saw a <u>bird</u> eating Ben was buying some pla Every day a plane <u>goes</u> The rooster began to ma The puppy <u>turns over an</u> There were many <u>bugs an</u> There was a <u>loud noise</u> engine. The squirrels will <u>put</u></p> <p>(1) Prepare word cards for studying and colored "f with the shape of the w Frame for the word</p> <p>Same frame would serve Put an assortment of w frames in each of severa pupils to match frames a</p>

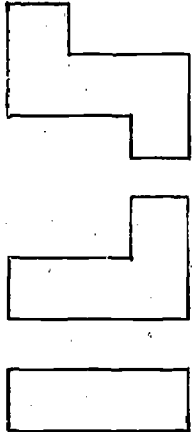
PRIMARY DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection</p>	<p>(b) The grocer sells something that is made of wheat and is kept in a big white bag. It is _____. (milk, ice cream, flour)</p> <p>-- Direct the pupils to read each sentence carefully noticing the word or words that are underlined, and from the words listed select one which they may use in place of the underlined ones. (Each word will be used twice.)</p> <p>rolls crow flies roar store</p> <p>Mother baked <u>little things that looked like bread</u>.</p> <p>Andy saw a <u>bird</u> eating some corn.</p> <p>Ben was buying some plants at a flower <u>shop</u>.</p> <p>Every day a plane <u>goes</u> over our school.</p> <p>The rooster began to make a <u>loud noise</u>.</p> <p>The puppy <u>turns over and over</u> in the leaves.</p> <p>There were many <u>bugs</u> around the picnic grounds.</p> <p>There was a <u>loud noise</u> when he started the engine.</p> <p>The squirrels will <u>put away</u> nuts for the winter.</p>
gura-Clues	<p>h to n--Not used in primary grades</p> <p>a. Analyzing general shape, length, height, and vertical characteristics of words</p>	<p>(1) Prepare word cards for words pupils have been studying and colored "frames" the same size, with the shape of the word cut out. Example:</p> <p>Frame for the word "look"</p> <div data-bbox="953 1793 1208 1917" data-label="Image"> </div> <p>Same frame would serve for bird, took, duck. Put an assortment of word cards and matching frames in each of several envelopes. Direct pupils to match frames and words. Example:</p> <div data-bbox="832 2070 1031 2168" data-label="Image"> </div> <p>- pony</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>b. Observing title and context words</p> <p>c. Observing the same words printed in large and small type, in the same size type</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <p>-- Read short interesting articles to the class. Ask them to read each article.</p> <p>(1) Write words with capital initial letter forms in columns. Have pupils write in the next column to the next, in the same sized form with the capital letter.</p> <p style="margin-left: 40px;">Boy Girl Down Park Grass</p> <p>(2) Use the same type of titles, and sentences.</p> <p>(3) Direct the pupils to read magazines which are like story, cut the words from drawing paper.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ALLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES										
		 <p>- keep</p> <p>- nest</p> <p>- more</p>										
	<p>b. Observing title and context words</p> <p>c. Observing the same words printed in large and small type, in the same size type</p>	<p>-- Read short interesting newspaper articles to the class. Ask them to write a good title for each article.</p> <p>(1) Write words with capitalized and uncapitalized initial letter forms in mixed order in two columns. Have pupils draw lines from one column to the next, connecting the uncapitalized form with the capitalized one. Example:</p> <table data-bbox="889 1649 1141 1800"> <tr> <td>Boy</td> <td>down</td> </tr> <tr> <td>Girl</td> <td>grass</td> </tr> <tr> <td>Down</td> <td>girl</td> </tr> <tr> <td>Park</td> <td>boy</td> </tr> <tr> <td>Grass</td> <td>park</td> </tr> </table> <p>(2) Use the same type of exercise to teach phrases, titles, and sentences when the class is ready.</p> <p>(3) Direct the pupils to look for words in magazines which are like the words in a certain story, cut the words out, and paste them on drawing paper.</p>	Boy	down	Girl	grass	Down	girl	Park	boy	Grass	park
Boy	down											
Girl	grass											
Down	girl											
Park	boy											
Grass	park											

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		d. Identifying correct word in a sentence, in isolation	<p>(1) Direct the pupils to read and fill the blanks with words making the sentence clear. Use the illustrations indicated.</p> <p>We sit in a _____.</p> <p>You write with a _____.</p> <p>Johnny can run very _____.</p> <p>(2) Direct the pupils to use the words to name something:</p> <p>run            ball</p> <p>barn          house</p> <p>with          find</p> <p>horse        school</p>
		e. Identifying and matching by superimposition	<p>(1) Work out a class story using picture cards (with words, phrases) which, when together, form a story. Ask pupils to find the picture which matches a particular part of the story they have completed and to put together their story on the board.</p> <p>(2) Direct a pupil to use a picture to trace a sentence from the picture to superimpose the picture on sentences by using the picture.</p>
	4. Picture Clues	a. Learning to use the interest values in pictures and illustrations	<p>(1) Encourage pupils to make up stories in connection with the pictures. The pictures may be used as motivation for original stories or poems.</p> <p>(2) Suggest that the pupil write a story themselves in their favorite genre. The story they have read. The name of the story and the main action in the story.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

ILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES												
	<p>d. Identifying correct word in a sentence, in isolation</p>	<p>(1) Direct the pupils to read each sentence and fill the blanks with words that make the meaning clear. Use the initial and ending sounds indicated.</p> <p>We sit in a _____. ch_r  You write with a _____. p_n  Johnny can run very _____. f_t</p> <p>(2) Direct the pupils to underline all words which <u>name</u> something:</p> <table data-bbox="847 1164 1232 1304"> <tr> <td>run</td> <td>ball</td> <td>jump</td> </tr> <tr> <td>barn</td> <td>house</td> <td>large</td> </tr> <tr> <td>with</td> <td>find</td> <td>bird</td> </tr> <tr> <td>horse</td> <td>school</td> <td>again</td> </tr> </table>	run	ball	jump	barn	house	large	with	find	bird	horse	school	again
run	ball	jump												
barn	house	large												
with	find	bird												
horse	school	again												
Picture Clues	<p>e. Identifying and matching by superimposition</p> <p>a. Learning to use the interest values in pictures and illustrations</p>	<p>(1) Work out a class story on the chalkboard. Make cards (with words, phrases, or sentences) which, when together, make the whole story. Ask pupils to find the card or cards which match a particular part of the story. When they have completed the matching, they may wish to put together their card story on the bulletin board.</p> <p>(2) Direct a pupil to use transparent paper to trace a sentence from a chart story. Direct the pupil to superimpose the words, phrases, or sentences by using his transparent parts.</p> <p>(1) Encourage pupils to make scrapbooks of specific units in connection with their reading activities. The pictures may provide for additional motivation for original stories, riddles, and poems.</p> <p>(2) Suggest that the pupils make pictures showing themselves in their favorite place in any story they have read. Let the others guess the name of the story depicted and the situation in the story.</p>												

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			<p>(3) Direct pupils to draw kinds of pets that come by children in the city. Make a list of things.</p> <p>(4) Direct pupils to look for pictures of people of work in a city. Draw out the pictures, label for a bulletin board.</p> <p>(5) Select a page in the text to draw pictures of words same sound as the ones of Sally, dog, cat, and...</p>
		<p>b. Using the pictures and illustrations to clarify and enrich new concepts and new words</p>	<p>(1) Select a page in the text. Print a list of words which are associated with the pictures for the pupils to read the words with the specific objects.</p> <p>(2) Select a page in the text to write all of the words name things in the pictures.</p>
		<p>c. Using the <u>action</u> in pictures and illustrations to aid in interpreting the action of the verbal text</p>	<p>(1) Show the class a picture in action. Ask the pupils to look carefully and imagine the events. Then re-enact the details with puppets.</p> <p>(2) Have the pupils pantomime: stomp around, strut about, dodge quickly, spin around, tug, lean over, skip lightly.</p>



PRIMARY DEVELOPMENTAL READING ACTIVITIES

GENERAL	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>b. Using the pictures and illustrations to clarify and enrich new concepts and new words</p> <p>c. Using the <u>action</u> in pictures and illustrations to aid in interpreting the action of the verbal text</p>	<p>(3) Direct pupils to draw pictures of different kinds of pets that could be cared for easily by children in the city. Under each picture make a list of things each pet needs.</p> <p>(4) Direct pupils to look through old magazines for pictures of people who do different kinds of work in a city. Direct the pupils to cut out the pictures, label them, and mount them for a bulletin board display.</p> <p>(5) Select a page in the text. Direct the pupils to draw pictures of words that begin with the same sound as the ones heard at the beginning of Sally, dog, cat, and Mother.</p> <p>(1) Select a page in the reader with a picture on it. Print a list of words on the chalkboard which are associated with the picture. Direct the pupils to read the words and match them with the specific objects.</p> <p>(2) Select a page in the text. Direct the pupils to write all of the words on the page that name things in the picture.</p> <p>(1) Show the class a picture of animals or humans in action. Ask the pupils to study the picture carefully and imagine they are taking part in the events. Then remove the picture and discuss the details with the pupils.</p> <p>(2) Have the pupils pantomime such actions as:          stomp around          strut about          dodge quickly          spin around          tug          lean over          skip lightly</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
	5. Phonetic Analysis	<p>a. Developing auditory discrimination of initial and final consonants</p> <p>b. Using words that rhyme</p> <p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>y</u>, <u>f</u>, <u>h</u>, <u>i</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p> <p>d. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u></p> <p>e. Perceiving initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u></p> <p>f. Perceiving initial consonant blends such as <u>br</u>, <u>dr</u>, <u>pl</u>, <u>fr</u>, <u>gr</u>, <u>pr</u>, <u>tr</u>, <u>bl</u>, <u>cl</u>, <u>fl</u>, <u>gl</u></p> <p>g. Understanding and using final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p>	<p>-- Print "mother" and "n. Pronounce five other consonant sound. The ing one with a differ Have pupils select a</p> <p>-- Direct the pupils to story and to draw a rhymes with each word</p> <p>-- Direct the pupils to eight sections, draw begin like the word ture in each section.</p> <p>-- Direct the pupils to story that end like t</p> <p>(1) Direct the pupils to whose names end like</p> <p>(2) Direct the pupils to of words that begin shoe. Paste words th one column and those the other column.</p> <p>-- List on the chalkboard same beginning sound names them. Direct t the words in sentence word in each sentence</p> <p>-- Direct the pupils to that end like the wor those ending in <u>nt</u> un</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

S SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Phonetic analysis	<p>a. Developing auditory discrimination of initial and final consonants</p> <p>b. Using words that rhyme</p> <p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>y</u>, <u>f</u>, <u>h</u>, <u>i</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p> <p>d. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u></p> <p>e. Perceiving initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u></p> <p>f. Perceiving initial consonant blends such as <u>br</u>, <u>dr</u>, <u>pl</u>, <u>fr</u>, <u>gr</u>, <u>pr</u>, <u>tr</u>, <u>bl</u>, <u>cl</u>, <u>fl</u>, <u>gl</u></p> <p>g. Understanding and using final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p>	<p>-- Print "mother" and "month" on the chalkboard. Pronounce five other words using this initial consonant sound. Then say five words, including one with a different consonant sound. Have pupils select a word that is different.</p> <p>-- Direct the pupils to write five words from a story and to draw a picture of a word which rhymes with each word selected.</p> <p>-- Direct the pupils to fold 9 by 12 paper into eight sections, draw pictures of words that begin like the word <u>ball</u>, and place one picture in each section.</p> <p>-- Direct the pupils to write all words from the story that end like the word <u>boat</u>.</p> <p>(1) Direct the pupils to draw pictures of words whose names end like the word <u>dish</u>.</p> <p>(2) Direct the pupils to draw or cut out pictures of words that begin like the words <u>chair</u> and <u>shoe</u>. Paste words that begin like <u>chair</u> in one column and those that begin like <u>shoe</u> in the other column.</p> <p>-- List on the chalkboard words that have the same beginning sound as <u>bread</u> as the class names them. Direct the pupils to use six of the words in sentences and to underline the word in each sentence.</p> <p>-- Direct the pupils to find words in the story that end like the words <u>find</u> and <u>want</u>; write those ending in <u>nt</u> under the word <u>want</u>.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		h. Understanding and using initial consonant blends such as <u>cl</u> , <u>cr</u> , <u>st</u> , <u>tw</u> , <u>wr</u>	-- Direct the pupils which begin like t Use these words in
		i. Understanding and using variable vowel sounds such as <u>oo</u> in boots and school	-- Direct the pupils that have the vowel write sentences at underline the word
		j. Perceiving vowel digraphs such as <u>ai</u> , <u>ea</u> , and <u>ei</u>	-- Direct the pupils (a) Find words in of <u>ai</u> , <u>ea</u> , at (b) Write down the (c) Cross out the (d) On similar s vowel letter (e) Paste each v which it is
		k. Perceiving long vowel in final <u>e</u> words	-- Direct the pupils the words which h the words and and
		l. Perceiving the long and short <u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u> , vowel sounds	-- Direct the pupils (a) Hunt picture <u>a</u> sound like <u>cake</u> (b) Paste these under each p (c) Make booklet other vowels
		m. Perceiving vowel digraphs such as <u>oa</u> , <u>au</u> , <u>aw</u> , <u>ou</u>	-- Direct the pupils story that have t heard in boat, sa

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>h. Understanding and using initial consonant blends such as <u>cl</u>, <u>cr</u>, <u>st</u>, <u>tw</u>, <u>wr</u></p> <p>i. Understanding and using variable vowel sounds such as <u>oo</u> in boots and school</p> <p>j. Perceiving vowel digraphs such as <u>ai</u>, <u>ea</u>, and <u>ei</u></p> <p>k. Perceiving long vowel in final <u>e</u> words</p> <p>l. Perceiving the long and short <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u>, vowel sounds</p> <p>m. Perceiving vowel digraphs such as <u>oa</u>, <u>au</u>, <u>aw</u>, <u>ou</u></p>	<p>-- Direct the pupils to find words in the story which begin like the words <u>clay</u> and <u>crayon</u>. Use these words in sentences.</p> <p>-- Direct the pupils to hunt pictures of words that have the vowel sound of <u>oo</u> as in school; write sentences about the pictures, and underline the words which contain this sound.</p> <p>-- Direct the pupils to:</p> <ul style="list-style-type: none"> <li>(a) Find words in the story with combinations of <u>ai</u>, <u>ea</u>, and <u>ei</u></li> <li>(b) Write down the words</li> <li>(c) Cross out the vowels that are silent</li> <li>(d) On similar scraps of paper print the vowel letters heard in the words</li> <li>(e) Paste each vowel beside the word in which it is heard</li> </ul> <p>-- Direct the pupils to select from a story all the words which have a silent <u>e</u> at the end of the words and another vowel that is long.</p> <p>-- Direct the pupils to:</p> <ul style="list-style-type: none"> <li>(a) Hunt pictures of words that have the short <u>a</u> sound like <u>hat</u> and the long <u>a</u> sound like <u>cake</u></li> <li>(b) Paste these on paper and write a sentence under each picture</li> <li>(c) Make booklets by adding similar pages as other vowels are studied</li> </ul> <p>-- Direct the pupils to find all the words in a story that have the same vowel sounds as those heard in boat, saw, out, and caught.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACT
GENERAL	SPECIFIC		
		<p>n. Perceiving vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p> <p>o. Perceiving variable vowel sounds such as                      (1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u>                      (2) <u>a</u> followed by <u>w</u>, <u>v</u>, and <u>l</u>                      (3) Long and short <u>oo</u></p> <p>p. Perceiving variable consonant sounds such as:                      (1) Hard and soft <u>c</u>                      (2) Hard and soft <u>g</u></p> <p>q. Perceiving vowel principles such as:                      (1) Long vowel at end of a word or syllable                      (2) Long vowel before silent <u>e</u>                      (3) Two vowels of a word are together, the first is <u>usually</u> long                      (4) One vowel in a word or syllable and followed by a consonant, the vowel is <u>usually</u> short</p>	<p>-- Write on the chalkboard containing these diphthongs and classify the words so the same diphthong are</p> <p>-- Direct the pupils to moon using rhyming words room, and soon.</p> <p>-- Direct the pupils to how meat goes from the to use these words in characters: city, cut</p> <p>-- Direct the pupils to words that illustrate</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

ALLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>n. Perceiving vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p> <p>o. Perceiving variable vowel sounds such as            (1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u>            (2) <u>a</u> followed by <u>w</u>, <u>v</u>, and <u>l</u>            (3) Long and short <u>oo</u></p> <p>p. Perceiving variable consonant sounds such as:            (1) Hard and soft <u>c</u>            (2) Hard and soft <u>g</u></p> <p>q. Perceiving vowel principles such as:            (1) Long vowel at end of a word or syllable            (2) Long vowel before silent <u>e</u>            (3) Two vowels of a word are together, the first is <u>usually</u> long            (4) One vowel in a word or syllable and followed by a consonant, the vowel is <u>usually</u> short.</p>	<p>-- Write on the chalkboard a list of words containing these diphthongs. Have the pupils classify the words so that those containing the same diphthong are listed together.</p> <p>-- Direct the pupils to write a poem about the moon using rhyming words such as moon, spoon, room, and soon.</p> <p>-- Direct the pupils to draw a cartoon showing how meat goes from the farm to the city and to use these words in the conversation of the characters: city, cut, slice, cow, cart.</p> <p>-- Direct the pupils to select from a story two words that illustrate each vowel principle.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
	6. Structural Analysis	<p>r. Perceiving that the final <u>y</u> in words of more than one syllable is usually a vowel</p> <p>a. Observing inflectional endings such as:            (1) Nouns ending with <u>s</u>            (2) Verbs endings with <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, <u>ing</u></p> <p>c. Perceiving possessives with '<u>s</u> endings</p> <p>d. Perceiving compound words made up of two familiar words</p> <p>e. Using contractions such as: <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>he's</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u></p> <p>f. Understanding comparatives such as:  <u>smaller</u> - <u>bigger</u>  <u>faster</u> - <u>slower</u></p>	<p>-- List on the chalkboard the class names and write a short story used.</p> <p>-- Direct the pupils:            (a) Write all the words in <u>s</u>            (b) Write the root words</p> <p>-- Direct the pupils:            (a) Fold paper in half            (b) Head the column            (c) Write these words with root: bake, thank.            (d) Add the endings to them in the column            (e) Choose one root word and each of its derivatives</p> <p>-- Direct the pupils to write '<u>s</u> endings and be sure they mean. Example: man's coat</p> <p>-- Direct the pupils to find compound words in the story and write up each compound word</p> <p>-- Direct the pupils to find contractions in the story and write up the two words that stand instead of the contraction</p> <p>-- Discuss with the pupils or smaller, animal and lessons that</p>



PRIMARY DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Structural Analysis	<p>r. Perceiving that the final <u>y</u> in words of more than one syllable is usually a vowel</p> <p>a. Observing inflectional endings such as: (1) Nouns ending with <u>s</u> (2) Verbs endings with <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, <u>ing</u></p> <p>c. Perceiving possessives with '<u>s</u> endings</p> <p>d. Perceiving compound words made up of two familiar words</p> <p>e. Using contractions such as: <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>he's</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u></p> <p>f. Understanding comparatives such as: <u>smaller</u> - <u>bigger</u> <u>faster</u> - <u>slower</u></p>	<p>-- List on the chalkboard words with final <u>y</u> as the class names them. Direct each pupil to write a short story in which these words are used.</p> <p>-- Direct the pupils to: (a) Write all the words in the story that end in <u>s</u> (b) Write the root word beside each word</p> <p>-- Direct the pupils to: (a) Fold paper in four columns (b) Head the columns <u>root</u>, <u>s</u>, <u>ed</u>, and <u>ing</u> (c) Write these words in the column labeled root: bake, live, walk, look, jump, thank. (d) Add the endings to each word and write them in the correct column (e) Choose one root word; use that word and each of its variations in sentences.</p> <p>-- Direct the pupils to write all the words with '<u>s</u> endings and beside each write what it means. Example: man's coat      the coat belongs to the man</p> <p>-- Direct the pupils to find the compound words in the story and write the two words that make up each compound word.</p> <p>-- Direct the pupils to find all the contractions in the story and rewrite the sentences putting in the two words for which the contraction stands instead of the contraction itself.</p> <p>-- Discuss with the class objects that are larger or smaller, animals that are faster or slower, and lessons that are easier or harder.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>g. Using inflectional endings with such variants as:                      (1) Verbs which double the final letter before <u>ed</u>, <u>ing</u></p> <p>h. Estimating (by hearing and seeing) number of syllables in words</p> <p>i. Using inflectional endings by:                      (1) Changing <u>f</u> to <u>y</u> and adding <u>es</u>                      (2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p> <p>j to m --- Not used in primary grades</p>	<p>-- Direct the class to                      (a) Use the word <u>run</u> to <u>run</u> and use same with these                      (b) Use the word <u>give</u> to <u>give</u> and use Do the same with come, leave.</p> <p>-- Direct the pupils to words and o three-syll</p> <p>-- Direct the pupils to both the singular and following words: w</p>
	7. Dictionary Usage	<p>a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)</p> <p>b. and c. -- Not used in primary grades</p>	<p>-- Have the pupils make the week's spelling of the spelling word year.</p>
D. Study Skills	1. Organization Skills	<p>a. Interpreting simple charts and maps</p>	<p>(1) Direct the pupils to about how to go to the pupils exchange                      (2) Draw a map of the ne</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

EFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>g. Using inflectional endings with such variants as:</p> <p>(1) Verbs which double the final letter before <u>ed</u>, <u>ing</u></p> <p>h. Estimating (by hearing and seeing) number of syllables in words</p> <p>i. Using inflectional endings by:</p> <p>(1) Changing <u>f</u> to <u>v</u> and adding <u>es</u></p> <p>(2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p> <p>j to m -- Not used in primary grades</p>	<p>-- Direct the class to:</p> <p>(a) Use the word <u>run</u> in a sentence. Add <u>ing</u> to <u>run</u> and use in a sentence. Do the same with these words: stop, hit, dig.</p> <p>(b) Use the word <u>give</u> in a sentence. Add <u>ing</u> to <u>give</u> and use the new word in a sentence. Do the same with these words: make, come, leave.</p> <p>-- Direct the pupils to find 6 two-syllable words and 6 three-syllable words in the story.</p> <p>-- Direct the pupils to use in good sentences both the singular and plural form of the following words: wolf, elf, leaf, wife, knife.</p>
Dictionary ge	<p>a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)</p> <p>b. and c. -- Not used in primary grades</p>	<p>-- Have the pupils make an alphabetical list of the week's spelling words and a running file of the spelling words learned throughout the year.</p>
Organiza- n Skills	<p>a. Interpreting simple charts and maps</p>	<p>(1) Direct the pupils to draw specific directions about how to go to the public library. Have the pupils exchange maps and evaluate them.</p> <p>(2) Draw a map of the neighborhood, showing the</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

EASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Observing the sequence of ideas in a story</p> <p>c. Learning to classify ideas</p> <p>d. Using titling as a means of organization</p> <p>e. Recording information in the form of a language experience chart or class-dictated composition</p>	<p>pupils' homes, of interest.</p> <p>-- Direct the pupils and draw pictures in the order in which they occur.</p> <p>(1) Direct the pupils to list things one can see and feel.</p> <p>(2) Ask the pupils to make a general classification of the list below:</p> <p style="padding-left: 40px;">apples pears peaches plums grapes</p> <p>-- Direct pupils to:</p> <p>(1) Write a good picture.</p> <p>(2) Find a key word and make a good picture.</p> <p>(3) Find magazine pictures and make a story.</p> <p>-- Record an original newsprint as the pupils tell a story on an easel and read it from the easel.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

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SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES										
	<p>b. Observing the sequence of ideas in a story</p> <p>c. Learning to classify ideas</p> <p>d. Using titling as a means of organization</p> <p>e. Recording information in the form of a language experience chart or class-dictated composition</p>	<p>pupils' homes, the school, and other places of interest.</p> <p>-- Direct the pupils to fold paper in fourths and draw pictures to illustrate the story in the order in which it happened.</p> <p>(1) Direct the pupils to select or draw pictures of things one can taste, smell, hear, see, and feel.</p> <p>(2) Ask the pupils to write on the line the general classification to which each word in the list belongs.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>apples</td> <td>trains</td> </tr> <tr> <td>pears</td> <td>automobiles</td> </tr> <tr> <td>peaches</td> <td>airplanes</td> </tr> <tr> <td>plums</td> <td>wagons</td> </tr> <tr> <td>grapes</td> <td>carriages</td> </tr> </table> <p>-- Direct pupils to:</p> <p>(1) Write a good title for an interesting picture.</p> <p>(2) Find a key word in a story that would make a good title.</p> <p>(3) Find magazine pictures to illustrate a story.</p> <p>-- Record an original story on a large sheet of newsprint as the class dictates. Display the story on an easel and let pupils refer to it and read it from time to time.</p>	apples	trains	pears	automobiles	peaches	airplanes	plums	wagons	grapes	carriages
apples	trains											
pears	automobiles											
peaches	airplanes											
plums	wagons											
grapes	carriages											

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Identifying "big" ideas and "little" ideas	-- Have pupils see comparative size man, a big building, a big house and
		g. Identifying main ideas	-- Direct pupils to one sentence to about, and rewrite language.
		h. Developing picture main ideas	-- Cut into separate story. Have pupils are really need
		i. Listing answers to questions	-- Write factual questions ask pupils to question.
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- Have pupils plan unit of class work
		k. Listing a sequence of ideas in pictures	-- Cut into separate story and have order.
		l. Using creative dramatization to summarize information	-- Help the pupils culminating act
		m. Developing word main ideas lines	-- Have the pupils of three person under each noun that noun.

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	f. Identifying "big" ideas and "little" ideas	-- Have pupils select pictures that show the comparative size of a big man and a little man, a big building and a little building, and a big house and a little house.
	g. Identifying main ideas	-- Direct pupils to read a short story, select one sentence that best tells what the story is about, and rewrite the sentence in simpler language.
	h. Developing picture main ideas	-- Cut into separate pictures a short comic book story. Have pupils select the pictures which are really needed to tell the story.
	i. Listing answers to questions	-- Write factual questions on the chalkboard and ask pupils to draw a picture to answer each question.
	j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- Have pupils plan and draw a mural about a unit of class work.
	k. Listing a sequence of ideas in pictures	-- Cut into separate pictures a short comic book story and have pupils put the pictures in order.
	l. Using creative dramatization to summarize information	-- Help the pupils dramatize a story for the culminating activity of a unit of study.
	m. Developing word main ideas lines	-- Have the pupils read a story, write the names of three persons or things in the story, and under each noun write two words describing that noun.

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		n. Preparing one point outlines	-- Select a short story and write the story and write facts learned from it.
		o. Developing simple summaries	-- Read a story to pupils to draw a thing that happens.
		p. Listing a sequence of ideas in words	-- Show pupils how to tell a story, and present class until they can tell in words.
		q. Developing sentence and phrase main ideas	-- Ask the pupils to write what they have read and tell what that make it interesting.
		r. Listing a sequence of ideas in sentences and phrases	-- Select a story and tell the main sentences on the story. Instruct the pupils to tell in order.
		s to w -- Not used in primary grades	
	2. Reading Study Skills	a. Locating source of information	(1) Have the pupils read a <u>Table of Contents</u> about a certain book. (2) Direct the pupils to find information available about the book. Let them make notes.
		b. Skimming by identifying "key words"	(1) Direct the pupils to select the word key words in the paragraph of the paragraph. (2) Let pupils pick up the key words and let them tell what the paragraph is about.



PRIMARY DEVELOPMENTAL READING ACTIVITIES

ALLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Reading Study Skills	n. Preparing one point outlines	-- Select a short story. Have the pupils read the story and write the three most important facts learned from the story.
	o. Developing simple summaries	-- Read a story to the class and direct the pupils to draw a picture to show the best thing that happened in the story.
	p. Listing a sequence of ideas in words	-- Show pupils how to select key words that tell a story, and practice this skill with the class until they can list a sequence of ideas in words.
	q. Developing sentence and phrase main ideas	-- Ask the pupils to select a book or story they have read and to tell four important ideas that make it interesting.
	r. Listing a sequence of ideas in sentences and phrases	-- Select a story and prepare four sentences telling the main ideas briefly. Write the sentences on the chalkboard out of order and instruct the pupils to rewrite them in logical order.
	s to w -- Not used in primary grades	
	a. Locating source of information	(1) Have the pupils survey all the stories in the <u>Table of Contents</u> and list all the stories about a certain subject.
b. Skimming by identifying "key words"	(2) Direct the pupils to find out all the facts available about a particular animal. Have them make notes for later discussion.  (1) Direct the pupils to read the paragraph and select the word which best expresses the feeling of the paragraph. (2) Let pupils pick out key words on pages. Then let them tell what they think the story will be about.	

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		c. Becoming familiar with the parts of a book: cover, title, table of contents	(1) Discuss with pupils how the parts of a book are found. (2) Let pupils make a table of contents. Tell them this is the title, and a table of contents, and how to include it.
		d. Being able to follow directions	-- Write on the chart a drawing and color it. Write a story and ask pupils to follow directions.
		e. Reading to find answers for specific information	-- Write a short paragraph. Under the paragraph, write questions. Tell the pupils to find the answers to the questions.
		f. Perceiving new concepts and new words	-- Teach the new words. Have pupils draw pictures and label each picture.
		g. Interpreting simple maps and globes	-- Take the class to a map. Help the class find their own school around the school. Have pupils make maps of their own.
		h. Arranging names in alphabetical order	-- Have each pupil write a name. Arrange the names in alphabetical order.
		i. Using a telephone book	(1) Bring an old telephone book. Let the pupils find the names of their 'mates', and their addresses. (2) Let the pupils find the numbers of all the names in alphabetical order.

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

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SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>c. Becoming familiar with the parts of a book: cover, title, table of contents</p> <p>d. Being able to follow directions</p> <p>e. Reading to find answers for specific information</p> <p>f. Perceiving new concepts and new words</p> <p>g. Interpreting simple maps and globes</p> <p>h. Arranging names in alphabetical order</p> <p>i. Using a telephone book</p>	<p>(1) Discuss with pupils where the parts of the book are found.</p> <p>(2) Let pupils make a book of creative stories. Tell them this book should have a cover, a title, and a table of contents and show them how to include them.</p> <p>-- Write on the chalkboard simple directions for drawing and coloring a picture to illustrate a story and ask the pupils to follow these directions.</p> <p>-- Write a short paragraph on the chalkboard. Under the paragraph list five questions. Tell the pupils to read to find the answers to the questions.</p> <p>-- Teach the new words in context. Direct the pupils to draw pictures of these new words and label each picture.</p> <p>-- Take the class for a walk around the school. Help the class make a simple map of the block around the school. Direct the pupils to make maps of their own homes and yards.</p> <p>-- Have each pupil make a class directory containing the names, addresses, and telephone numbers of all the pupils in the class in alphabetical order.</p> <p>(1) Bring an old telephone book to school, and let the pupils find their own, their school-mates', and their friends' names listed in it.</p> <p>(2) Let the pupils use a toy phone, look up numbers, and make calls.</p>

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		<p>j. Understanding parts of a book: cover, title, title page, table of contents</p> <p>k. Using a book list and classifying books in the class library</p> <p>l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming</p> <p>m. Using encyclopedias and reference materials in a simplified manner</p> <p>n to z -- Not used in primary grades</p>	<p>-- Select a book to examine the book about it.</p> <p>What is the c What do you t How does the fit the Look at the t story th does the</p> <p>-- Make a wall cha pocket for each library. Label pupils to write each book read. tences about th in the right po</p> <p>-- Direct the clas find the charac</p> <p>-- Have the pupils give additional Help them find</p>
	3. Purposeful Oral Reading Skills	a. Desiring to share reading materials with others	-- Direct pupils t al reading inte class.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
purposeful Reading Skills	<p>j. Understanding parts of a book: cover, title, title page, table of contents</p> <p>k. Using a book list and classifying books in the class library</p> <p>l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming</p> <p>m. Using encyclopedias and reference materials in a simplified manner</p> <p>n to z -- Not used in primary grades</p> <p>a. Desiring to share reading materials with others</p>	<p>-- Select a book the pupils have read. Have them examine the book and answer these questions about it.</p> <p style="padding-left: 40px;">What is the color of your book? What do you think about the pictures? How does the title or name of your book fit the stories in it? Look at the table of contents and find the story that you like. On what page does the story begin?</p> <p>-- Make a wall chart with a different colored pocket for each type of book in the class library. Label each pocket. Direct the pupils to write on index cards the title of each book read, the author, and three sentences about the book. Then deposit the card in the right pocket.</p> <p>-- Direct the class to skim through a story to find the characters.</p> <p>-- Have the pupils select books and stories that give additional information about the lesson. Help them find material in reference books.</p> <p>-- Direct pupils to select from their recreational reading interesting passages to read to the class.</p>

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTS
GENERAL	SPECIFIC		
		b. Having a purpose for reading orally	-- Prepare questions aloud the paragraph questions.
		c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Select a play and the characters would
		d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Record pupils' reading. Allow pupils to critique and practice toward
		e. Being relaxed	-- Provide interesting level of reading
		f. Using good posture	-- Instruct pupils to as they read a fact
		g. Having complete understanding of the selection being read	-- Direct pupils to only what they read
		h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Provide a relaxed pupils to listen read so others can

## PRIMARY DEVELOPMENTAL READING ACTIVITIES

GENERAL SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	b. Having a purpose for reading orally	-- Prepare questions and direct pupils to read aloud the paragraphs that answer the questions.
	c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Select a play and have the pupils read it as the characters would express themselves.
	d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Record pupils' reading on a tape recorder. Allow pupils to criticize their own voices and practice toward improvement.
	e. Being relaxed	-- Provide interesting material at the correct level of reading difficulty.
	f. Using good posture	-- Instruct pupils to demonstrate correct posture as they read a favorite poem.
	g. Having complete understanding of the selection being read	-- Direct pupils to read a story, then tell briefly what they read.
	h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Provide a relaxed classroom atmosphere. Teach pupils to listen when others read, and to read so others can understand when they read.

DEVELOPMENTAL READING ACTIVITIES  
for  
INTERMEDIATE SKILLS



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	<p>a. Associating meaning with written symbols</p> <p>b. Developing language and fact relationship</p> <p>c. Understanding and using likenesses and differences in action (perception of relationship)</p> <p>d. Appreciating the significance of written words</p> <p>e. Learning words</p>	<p>-- Teach sight words and understanding of them.</p> <p>-- List four words all except one. Have one that does not have the same meaning as the others.</p> <p>-- Have the pupils feel pieces of cloth to see if they are "rough as bark." Use phrases used in the text to make up similar phrases.</p> <p>-- Select a poem, read it, and discuss how words are used of the author.</p> <p>(1) Teach new words with experiences. Use familiar people to make meanings.</p> <p>(2) Have pupils express meanings of different words.</p>
	2. Auditory Discrimination	<p>a. Hearing gross sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>-- Have pupils close their eyes and perform the following activities:</p> <ul style="list-style-type: none"> <li>- Drop a pen</li> <li>- Flip pages</li> <li>- Strike two</li> <li>- Sharpen a pencil</li> <li>- Tear paper</li> </ul> <p>Ask pupils to identify the sounds and determine which sounds are <u>similar</u>.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Language development	<p>a. Associating meaning with written symbols</p> <p>b. Developing language and fact relationship</p> <p>c. Understanding and using likenesses and differences in action (perception of relationship)</p> <p>d. Appreciating the significance of written words</p> <p>e. Learning words</p>	<p>-- Teach sight words and check on pupils' understanding of them.</p> <p>-- List four words all of which are synonyms except one. Have the pupils cross out the one that does not belong and add a word with the same meaning as the three synonyms.</p> <p>-- Have the pupils feel the differences in two pieces of cloth to illustrate "smooth as silk" or "rough as bark." Have the pupils find phrases used in the same way. Have pupils make up similar phrases.</p> <p>-- Select a poem, read it to the class and discuss how words are used to express the thoughts of the author.</p> <p>(1) Teach new words with pictures and actual experiences. Use field trips and resource people to make meanings clear.</p> <p>(2) Have pupils express their thoughts using different words.</p>
Auditory Discrimination	<p>a. Hearing gross sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>-- Have pupils close their eyes while each of the following activities are performed:</p> <ul style="list-style-type: none"> <li>- Drop a pencil on the floor.</li> <li>- Flip pages in a book.</li> <li>- Strike two rulers together.</li> <li>- Sharpen a pencil.</li> <li>- Tear paper.</li> </ul> <p>Ask pupils to identify each sound and to determine which sounds are <u>alike</u>, <u>unlike</u>, and <u>similar</u>.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Hearing fine sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>c. Hearing and saying sounds, not letter sounds, that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>d. Discriminating musical tones (high, middle, and low tones)</p> <p>e. Using jingles and rhymes</p> <p>f. Imitating such sounds as animals and birds</p> <p>g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>-- Pronounce a key word, pronounce other words going, get, gather.</p> <p>-- Tap your finger lightly on the foot gently on the floor, similar taps in the room.</p> <p>-- Select songs to illustrate high, middle, and low tones. Discuss songs sung by the class.</p> <p>-- Direct the pupils to identify the hero in a story.</p> <p>-- Let each pupil imitate a sound, allow the class to guess the sound or animal.</p> <p>-- Ask the pupils to supply the initial consonant in the new words:  keep  him  dagger</p>
	3. Visual Discrimination	<p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p>	<p>-- Have the pupils draw pictures to illustrate the following words:  bay  river  isthmus</p> <p>-- Have the pupils find adjectives in the story.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Hearing fine sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>c. Hearing and saying sounds, not letter sounds, that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>d. Discriminating musical tones (high, middle, and low tones)</p> <p>e. Using jingles and rhymes</p> <p>f. Imitating such sounds as animals and birds</p> <p>g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>-- Pronounce a key word, <u>go</u>. Have pupils pronounce other words that begin like <u>go</u>, such as going, get, gather.</p> <p>-- Tap your finger lightly on the desk. Tap your foot gently on the floor. Have the pupils make similar taps in the same rhythm.</p> <p>-- Select songs to illustrate high, middle, and low tones. Discuss various tones in the songs sung by the class.</p> <p>-- Direct the pupils to write rhymes about the hero in a story.</p> <p>-- Let each pupil imitate a bird or animal and allow the class to guess the name of the bird or animal.</p> <p>-- Ask the pupils to substitute <u>sw</u> for the initial consonant in each word below and say the words:                            keep                    loop                            him                     meet                            dagger</p>
<p>ual crimi- tion</p>	<p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p>	<p>-- Have the pupils draw or select pictures that illustrate the following:                            bay                     lake                            river                island                            isthmus               mountain</p> <p>-- Have the pupils find the color words used as adjectives in the story.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	4. Following Directions	<p>c. Learning to discriminate letters in situations which have significance to the learner</p> <p>d. Discriminating words in meaningful situations</p> <p>a. Interpreting and following directions given by teachers and associates</p> <p>b. Learning to give directions to others</p>	<p>-- Provide an opportunity for writing and recognizing words which are difficult for them.</p> <p>-- Write ten simple sentences. Have the class imitate. Substitute more expressions.</p> <p>-- Provide practice so that they can follow oral directions.</p> <p>(1) Give directions to a classmate and allow him to give directions to another. Rotate chairmen so that all have a chance.</p> <p>(2) Have pupils to give directions to another for one location to another for making a kite.</p>
	5. Motor Development	<p>a. Achieving rhythmic activities</p> <p>b. Developing activities with hands such as coloring, painting, and cutting</p>	<p>-- Have the pupils sing songs which have been studied in Social Studies for rhythm.</p> <p>-- Have the pupils prepare a dramatization of a story.</p>
	6. Visual Motor Perception	-- Reproducing a pattern	<p>(1) Provide practice in drawing and prepare holiday decorations.</p> <p>(2) Have the pupils draw a picture illustrating an illustration of a story. Pay attention to similar details.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

GENERAL SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Following directions	<p>c. Learning to discriminate letters in situations which have significance to the learner</p> <p>d. Discriminating words in meaningful situations</p> <p>a. Interpreting and following directions given by teachers and associates</p> <p>b. Learning to give directions to others</p>	<p>-- Provide an opportunity for pupils to practice writing and recognizing letters that are difficult for them.</p> <p>-- Write ten simple sentences on the chalkboard. Have the class improve the sentences by substituting more expressive words.</p> <p>-- Provide practice so the pupils can learn to follow oral directions and written directions.</p> <p>(1) Give directions to the chairman of a group and allow him to give directions to others. Rotate chairmen so that all have the experience.</p> <p>(2) Have pupils to give directions for going from one location to another, for playing games, for making a kite.</p>
Motor development	<p>a. Achieving rhythmic activities</p> <p>b. Developing activities with hands such as coloring, painting, and cutting</p>	<p>-- Have the pupils sing songs of the countries studied in Social Studies and notice the rhythm.</p> <p>-- Have the pupils prepare scenery and costumes for a dramatization.</p>
Visual Motor perception	<p>-- Reproducing a pattern</p>	<p>(1) Provide practice in tracing patterns to prepare holiday decorations.</p> <p>(2) Have the pupils draw a picture similar to the illustration of a story and pay particular attention to similar spacing and perspective.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
B. Comprehension	7. Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Help the pupils describe the form of a time mural
	1. Factual Comprehension (Assimilative)	a. Reading for facts	-- Choose a number of puppets for characterizing or interesting
		b. Identifying and interpreting characters	-- Have the pupils make wrapping paper to describe the story in sequence
		c. Relating ideas in sequence	-- Choose a story and list of all animals mentioned
		d. Reading for related facts such as places, action words, animals, and food	-- Have the pupils name similar characters
		e. Reading for immediate, delayed, general, and specific recall	-- Have pupils analyze and decide why their friend or would not
		f. Finding significant details	(1) Have the pupils draw certain scene details as described
g. Locating descriptive words and phrases	(2) Help the class choose them as a basis for a story.		

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Left-to-Right Progression  Actual Comprehension (Assimilative)	-- Developing left-to-right progression, using pictures and words  a. Reading for facts  b. Identifying and interpreting characters  c. Relating ideas in sequence  d. Reading for related facts such as places, action words, animals, and food  e. Reading for immediate, delayed, general, and specific recall  f. Finding significant details  g. Locating descriptive words and phrases	-- Help the pupils design a time sequence in the form of a time mural or a time line.  -- Choose a number of paragraphs and ask the pupils to tell the main idea of each paragraph in a sentence.  -- Choose a story. Have the pupils make sack puppets for characters and dramatize some exciting or interesting part of the story.  -- Have the pupils make a time mural on brown wrapping paper to depict the time and ideas of the story in sequence.  -- Choose a story and have pupils list the names of all animals mentioned in the story.  -- Have the pupils name stories read which have similar characters or similar plots.  -- Have pupils analyze a character in a story and decide why this person would make a good friend or would not make a good friend.  (1) Have the pupils draw a picture depicting a certain scene described in a story and include the details as described in the story.  (2) Help the class choose descriptive words and use them as a basis for a poem with same plot as a story.



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		h. Following directions	(1) Have the pupils draw maps of places in a story. (2) Choose story with a cliffhanger. Have the pupils guess how the story will get there.
		i. Developing new concepts and new words	-- Show the class that words may have different meanings for different people.
		j. Identifying the speaker or character spoken to	-- Let pupils choose a story and act it out as the group attempts to solve the problem.
		k. Noting significant details	-- Find clues to the meaning of the interesting part of the story. Use words and descriptive details to guess the climax.
	2. Critical Comprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	-- Select statements from a story that appear to show fancy. Have pupils show facts that support the statement.
		b. Drawing logical conclusions	-- Read part of a story and have pupils write a logical conclusion.
		c. Comparing and contrasting facts and opinions	-- Have pupils discuss a story and compare feelings and actions.
		d. Identifying absurdities	(1) Select story parts and discuss occurrences, or events, and determine whether they are possible, or the impossible, or ridiculous.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Critical Comprehension	h. Following directions	(1) Have the pupils draw a map to show the location of places in a story.
		(2) Choose story with background some distance away. Have the pupils draw a map of route to get there.
	i. Developing new concepts and new words	-- Show the class that words spelled the same way may have different meanings by substituting the meanings for the words as the story is read.
	j. Identifying the speaker or character spoken to	-- Let pupils choose characters and portray them as the group attempts to guess their identity.
	k. Noting significant details	-- Find clues to the climax or some very interesting part of the story by listing action words and descriptive words that tell something is about to happen and ask the children to guess the climax.
	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	-- Select statements from a story or poem which appear to show fanciful imagination and have pupils show facts which prove the generalization that such statements are actually true or untrue.
	b. Drawing logical conclusions	-- Read part of a story to pupils and have each write a logical conclusion.
	c. Comparing and contrasting facts and opinions	-- Have pupils discuss and record on charts the feelings and actions of the characters in a story.
d. Identifying absurdities	(1) Select story parts consisting of situations, occurrences, or events and have the pupils determine whether these represent the possible or the impossible, the realistic or the ridiculous.	

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>e. Drawing inferences</p> <p>f. Making judgments</p>	<p>(2) Write ten sentences true and some untrue the sentences that a</p> <p>(1) Give the pupils a paragraph, list choice answers which</p> <p>(2) Direct the pupils to pare questions. Have questions.</p> <p>(1) Have pupils read a s more characters, tel is by locating the d or events that lead judgments.</p> <p>(2) Have the pupils pick in a story and write what kind of person</p>
		<p>g. Perceiving relationships such as class, place, time, quantity, sequence, cause and effect, general and specific</p>	<p>-- Check understandings that fall under gene have read about as a (Such an activity co interest project as stories, or a book</p> <p>Example:</p> <p style="text-align: right;"><u>Unscram</u></p> <p>Unscramble the terms sport each represent</p> <p style="text-align: right;">1. 2. 3.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>e. Drawing inferences</p> <p>f. Making judgments</p> <p>g. Perceiving relationships such as class, place, time, quantity, sequence, cause and effect, general and specific</p>	<p>(2) Write ten sentences on the chalkboard, some true and some untrue. Have the pupils identify the sentences that are true.</p> <p>(1) Give the pupils a paragraph to read. Following the paragraph, list questions with multiple choice answers which is closest to being true.</p> <p>(2) Direct the pupils to read a paragraph. Prepare questions. Have the pupils answer the questions.</p> <p>(1) Have pupils read a selection, pick out two or more characters, tell what kind of person each is by locating the description, conversation, or events that lead them to make these judgments.</p> <p>(2) Have the pupils pick out a particular character in a story and write three statements telling what kind of person the character is.</p> <p>-- Check understandings of related classifications that fall under general categories which pupils have read about as an individual interest. (Such an activity could follow a special reading interest project as reading baseball articles, stories, or a book featuring a baseball star.)</p> <p>Example:</p> <p style="text-align: center;"><u>Unscramble the Terms</u></p> <p>Unscramble the terms by listing them under the sport each represents.</p> <p style="text-align: center;">(Sports)</p> <ol style="list-style-type: none"> <li>1. Golf</li> <li>2. Boxing</li> <li>3. Wrestling</li> </ol>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>glove pi  ball he  timing bu  safe kn  guard to  swing pu  togs ju  slice ba  bat fo  center bo  hoop bl  bell le  counts</p> <p>h. Interpreting riddles</p>	<p>(1) Word problem t  thinking from  individuals or  Example:  A ship an  sailors toss  The ladder w  rung touched  by it. The  apart.</p> <p>If the ti  per hour, ho  end of four</p> <p>Answer: Non  ship would i</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS																																									
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																																							
	<p>h. Interpreting riddles</p>	<p>4. Football 5. Baseball 6. Basketball</p> <p>(Terms)</p> <table border="0"> <tr> <td>glove</td> <td>pitcher</td> <td>sweat shirt</td> </tr> <tr> <td>ball</td> <td>helmet</td> <td>open field running</td> </tr> <tr> <td>timing</td> <td>bunting</td> <td>second base</td> </tr> <tr> <td>safe</td> <td>knockout</td> <td>block punch</td> </tr> <tr> <td>guard</td> <td>toe hold</td> <td>golf balls</td> </tr> <tr> <td>swing</td> <td>putting</td> <td>golf clubs</td> </tr> <tr> <td>togs</td> <td>jujitsu</td> <td>third base</td> </tr> <tr> <td>slice</td> <td>basket</td> <td>strike out</td> </tr> <tr> <td>bat</td> <td>football</td> <td>free throw</td> </tr> <tr> <td>center</td> <td>body slam</td> <td>home plate</td> </tr> <tr> <td>hoop</td> <td>blocking</td> <td>drop-kick</td> </tr> <tr> <td>bell</td> <td>left hook</td> <td>dribbling</td> </tr> <tr> <td>counts</td> <td></td> <td></td> </tr> </table> <p>(1) Word problem type riddles to stimulate alert thinking from reading content at hand with individuals or groups.</p> <p>Example:</p> <p>A ship anchored in the harbor, and the sailors tossed a rope ladder over the side. The ladder was ten feet long, and the bottom rung touched the water but was not covered by it. The rungs of the ladder were a foot apart.</p> <p>If the tide rose at the rate of one foot per hour, how many rungs were covered at the end of four and a half hours?</p> <p>Answer: None would be covered, because the ship would rise with the tide.</p>	glove	pitcher	sweat shirt	ball	helmet	open field running	timing	bunting	second base	safe	knockout	block punch	guard	toe hold	golf balls	swing	putting	golf clubs	togs	jujitsu	third base	slice	basket	strike out	bat	football	free throw	center	body slam	home plate	hoop	blocking	drop-kick	bell	left hook	dribbling	counts		
glove	pitcher	sweat shirt																																							
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bell	left hook	dribbling																																							
counts																																									

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL A
GENERAL	SPECIFIC		
			<p>(2) Apply information gain interests and sources arouse curiosity.</p> <p>Example: <u>How Did These</u></p> <p style="text-align: center;">Daisy</p> <p>Did you ever know their name? Every morning they picked their petals and ate them.</p> <p>A long time ago, that they acted like them day's eyes. One day the name was so good that they called them day's eyes, too. The name was changed to Daisy because that word was easier to say.</p> <p>You have probably heard of jeeps but have you ever worked on one called jeeps?</p> <p>During the Second World War the U. S. Army asked auto makers to build a car which could be used in rough country and be a general purpose car. That car was built for many purposes. The car was built, was called a general purpose car. It was called easily the name G. P. Car. It was to the one word jeep.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		<p>(2) Apply information gained from various reading interests and sources to form question which arouse curiosity.</p> <p>Example: <u>How Did These Names Come Into Use?</u></p> <p style="text-align: center;">Daisy                      Jeep</p> <p>Did you ever know how daisies got their name? Every morning they open their petals and at night they close them.</p> <p>A long time ago, someone thought that they acted like eyes, so he called them day's eyes. Other people thought the name was so good that they called them day's eyes, too. As time went on, the name was changed to daisies because that word was easier to say.</p> <p>You have probably seen many jeeps, but have you ever wondered why they are called jeeps?</p> <p>During the Second World War, the U. S. Army asked automobile makers to build a car which could be driven over rough country and be used as a general purpose car. That is, it could be used for many purposes. The car, when it was built, was called a G. P., which is short for general purpose. You can see how easily the name G. P. could be shortened to the one word jeep.</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>i. Making generalizations</p>	<p>(3) Have the class use a simple riddle to demonstrate the use of a specific skill.</p> <p>Example:</p> <p>When is a door not ajar.)</p> <p>(1) Have the pupils work in pairs to figure out the meaning of words from the context of the following sentences.</p> <p>Name the meaning for each word by using the context.</p> <p>dejected</p> <p>a. dumb b. sad c. puzzled</p> <p>(2) Present the following to the class:</p> <p>Boxing is a sport. Boxing is a fight. Is fighting a sport?</p> <p>Have the class discuss the generalization.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

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SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES											
	<p>i. Making generalizations</p>	<p>(3) Have the class originate questions which are simple riddles that require in the answer the use of a special key word.</p> <p>Example:</p> <p style="padding-left: 40px;">When is a door not a door? (When it is ajar.)</p> <p>(1) Have the pupils examine a reading selection to figure out the meaning of words or terms from the context. Prepare an exercise like the following to go with the story:</p> <p style="padding-left: 40px;">Name the following words and the meaning for each that you figured out by using the context of the story:</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 40px;">dejected</td> <td>depleted</td> </tr> <tr> <td style="padding-right: 40px;">a. dumb</td> <td>a. used up</td> </tr> <tr> <td style="padding-right: 40px;">b. sad</td> <td>b. no good</td> </tr> <tr> <td style="padding-right: 40px;">c. puzzled</td> <td>c. lost</td> </tr> </table> <p style="padding-left: 40px;">renovate</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 40px;">a. tear down</td> </tr> <tr> <td style="padding-right: 40px;">b. make like new</td> </tr> <tr> <td style="padding-right: 40px;">c. change</td> </tr> </table> <p>(2) Present the following false generalization to the class:</p> <p style="padding-left: 40px;">Boxing is a sport. Boxing is a form of fighting. Is fighting a sport?</p> <p>Have the class form similar ones or true generalizations.</p>	dejected	depleted	a. dumb	a. used up	b. sad	b. no good	c. puzzled	c. lost	a. tear down	b. make like new	c. change
dejected	depleted												
a. dumb	a. used up												
b. sad	b. no good												
c. puzzled	c. lost												
a. tear down													
b. make like new													
c. change													

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACT
GENERAL	SPECIFIC		
		j. Interpreting facts and feelings	(1) Increase interpretation pupils to list descriptions of characters and to give feelings.  (2) Write a paragraph pupils to tell how they felt.
		k. Predicting outcomes	(1) Have the pupils read paragraphs or stories and predict the outcome.  (2) Have the pupils read and find specific parts of the story that lead to the outcome.  (3) Let the pupils read and try to predict the outcome.
		l. Forming associations	-- Help the pupils to find associations between various parts of the story and the author's intentions.
		m. Reading creatively	(1) Select unusual expressions and ask the pupils to interpret them.  (2) Have the pupils find expressions in a selection and write their own expressions.  (3) Have the pupils write based on topics selected in class.
		n. Forming sensory images	-- Have the pupils bring to show to the class how his item was used.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>j. Interpreting facts and feelings</p> <p>k. Predicting outcomes</p> <p>l. Forming associations</p> <p>m. Reading creatively</p> <p>n. Forming sensory images</p>	<p>(1) Increase interpretative ability by asking pupils to list descriptive or action of characters and to give the mood.</p> <p>(2) Write a paragraph on the chalkboard. Ask the pupils to tell how each person in the paragraph felt.</p> <p>(1) Have the pupils read a series of different paragraphs or stories and give titles for them.</p> <p>(2) Have the pupils reread a story carefully to find specific parts that helped them predict the outcome.</p> <p>(3) Let the pupils read part of a story. Then try to predict the outcome.</p> <p>-- Help the pupils to gain the implied meanings of various parts of a story by noting the way the author gives certain impressions.</p> <p>(1) Select unusual expressions found in a story and ask the pupils to explain them.</p> <p>(2) Have the pupils find and list unusual expressions in a selection and paraphrase the expressions.</p> <p>(3) Have the pupils write original stories or poems based on topics similar to those studied in class.</p> <p>-- Have the pupils bring to school unusual objects to show to the class. Let each pupil explain how his item was obtained and how it is used.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		o. Interpreting puzzles	-- Make up a simple answers on another attempt to fill at the answer s
		p. Perceiving analogies	-- Explain analogies trate analogies Example: The d the s
		q. Distinguishing between fact and opinion	(1) Prepare sentences stating opinion (2) Have pupils write state facts and (3) Have the class which is fact a these paragraphs (4) Have the pupils information and and opinion.
		r. Interpreting author's meaning	(1) Have the pupils that carry out (2) Have the pupils the author and stories the aut (3) Help the class
		s. Visualizing characters, action, and setting of story	(1) Direct the pupils the main charac the descriptive

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>o. Interpreting puzzles</p> <p>p. Perceiving analogies</p> <p>q. Distinguishing between fact and opinion</p> <p>r. Interpreting author's meaning</p> <p>s. Visualizing characters, action, and setting of story</p>	<p>-- Make up a simple crossword puzzle. Put the answers on another paper and tell the pupils to attempt to fill all the blanks before they look at the answer sheet.</p> <p>-- Explain analogies to the pupils. Have them illustrate analogies taken from reading selections. Example: The clouds are birds that nest among the stars.</p> <p>(1) Prepare sentences stating facts and others stating opinions. Discuss them with the pupils.</p> <p>(2) Have pupils write examples of sentences that state facts and of others that state opinions.</p> <p>(3) Have the class read two paragraphs - one of which is fact and the other, opinion. Discuss these paragraphs with the class.</p> <p>(4) Have the pupils find newspaper articles giving information and editorials giving information and opinion.</p> <p>(1) Have the pupils write the parts of the story that carry out the idea in the title.</p> <p>(2) Have the pupils read about the background of the author and how it determines the type of stories the author writes.</p> <p>(3) Help the class find the climax of a story.</p> <p>(1) Direct the pupils to draw a picture showing the main characters and setting according to the descriptive words given by the author.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			(2) Have the pupils make likes of the characters  (3) Read to the class a country in which the the pupils discuss
		t. Interpreting poetry	-- Have pupils close a poem. Have pupils could see as poem
		u. Interpreting feelings of characters	-- Have the pupils tell characters in a story
		v. Interpreting author's purpose	-- Have pupils read poem what they think the pupils write what purpose was.
		w. Perceiving relationship between ideas, between pictures and written description	(1) Call attention to and have pupils compare  (2) Show pictures and or sentences.  (3) Read selections and to illustrate.
C. Word Perception	1. Word Meaning Clues	a. Forming associations	-- Prepare simple riddles them and write riddles the following:  We are giant woody trunks:  We are green. What are we?

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Word Meaning ues	<p>t. Interpreting poetry</p> <p>u. Interpreting feelings of characters</p> <p>v. Interpreting author's purpose</p> <p>w. Perceiving relationship between ideas, between pictures and written description</p> <p>a. Forming associations</p>	<p>(2) Have the pupils make a list of likes and dislikes of the characters in the story.</p> <p>(3) Read to the class a description of the area or country in which the story takes place. Have the pupils discuss the background.</p> <p>-- Have pupils close their eyes as teacher reads a poem. Have pupils describe pictures they could see as poem was read.</p> <p>-- Have the pupils tell how they think certain characters in a story felt.</p> <p>-- Have pupils read poem. Let pupils discuss what they think the author had in mind. Have pupils write what they think the author's purpose was.</p> <p>(1) Call attention to previous poems or selections and have pupils compare ideas.</p> <p>(2) Show pictures and have pupils read the phrases or sentences.</p> <p>(3) Read selections and have pupils draw pictures to illustrate.</p> <p>-- Prepare simple riddles. Have the pupils answer them and write riddles of their own similar to the following:</p> <p style="padding-left: 40px;">We are giant plants. Our stems are woody trunks. What are we? (trees)</p> <p style="padding-left: 40px;">We are green. We grow on plants. What are we? (leaves)</p>



INTERMEDIATE DEVELOPMENTAL ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		b. Forming sensory images	-- Direct pupils that tell how
		c. Understanding new words and new concepts	-- Introduce new pictures and broaden concepts side the class
		d. Understanding shifts in meanings of words	-- Prepare exercises Direct pupils explains the <u>The boat plot</u> --The boat the water --The boat harbor. --The boat was a plot
		e. Anticipating meanings	-- Have pupils read them to write might happen
		f. Extending word meanings--antonyms, homographs, and words with several meanings	-- Write a list Direct pupils antonyms in antonyms and
		g. Interpreting meanings from phrase and sentence meanings	-- Select phrases Direct pupils them.
		h. Drawing meaning from context clues	-- Prepare a paragraph to be taught words under to select the context

## INTERMEDIATE DEVELOPMENTAL ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	b. Forming sensory images	-- Direct pupils to select phrases from the story that tell how each character felt.
	c. Understanding new words and new concepts	-- Introduce new words and new concepts by using pictures and experience charts. Continue to broaden concepts by research inside and outside the classroom.
	d. Understanding shifts in meanings of words	<p>-- Prepare exercises similar to the example below. Direct pupils to select the sentence that best explains the underlined statement.</p> <p style="padding-left: 40px;"><u>The boat plowed its way up the harbor.</u></p> <p style="padding-left: 40px;">--The boat looked as if it were plowing the water as it went up the harbor.</p> <p style="padding-left: 40px;">--The boat plowed up the bottom of the harbor.</p> <p style="padding-left: 40px;">--The boat sailed up the harbor and there was a plow on it.</p>
	e. Anticipating meanings	-- Have pupils read part of a story and direct them to write five sentences telling what might happen next.
	f. Extending word meanings--antonyms, homographs, and words with several meanings	-- Write a list of antonyms on the chalkboard. Direct pupils to use one of each pair of antonyms in a sentence, then substitute antonyms and notice the change in meaning.
	g. Interpreting meanings from phrase and sentence meanings	-- Select phrases and sentences from a story. Direct pupils to draw pictures to illustrate them.
	h. Drawing meaning from context clues	-- Prepare a paragraph containing the new words to be taught. List the meanings of the new words under the paragraph. Ask pupils to select the correct meaning for each word.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		i. Extending word meanings using synonyms and homonyms	-- Have pupils keep a list of synonyms to the list as new words and their meanings are frequently.
		j. Interpreting idioms and unusual language	-- Have pupils read sentences and make an effort to determine the meaning by the writer. Have them select the best explanation of the meaning. The bang of the <u>splitting head</u> A bad pain A crack
		k. Extending word meanings using contrasts and comparisons, descriptive words and phrases as well as parts of speech	-- Write sentences on cards for pupils to make the descriptive words.
		l. Using punctuation as a guide to meaning such as commas, semi-colons, exclamation marks, and quotation marks	(1) Introduce each mark with examples of how to use it. (2) Prepare sentences with punctuation marks being studied. Have pupils underline the sentences and explain how the marks are used.
		m. Using the dictionary to determine word meanings	-- Direct pupils to (a) Locate a word in the dictionary and give its definition. (b) Select the correct meaning from the context. (c) List the words and their meanings. (d) Use it from a sentence and conversation. (e) Make sentences using the words.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>i. Extending word meanings using synonyms and homonyms</p> <p>j. Interpreting idioms and unusual language</p> <p>k. Extending word meanings using contrasts and comparisons, descriptive words and phrases as well as parts of speech</p> <p>l. Using punctuation as a guide to meaning such as commas, semi-colons, exclamation marks, and quotation marks</p> <p>m. Using the dictionary to determine word meanings</p>	<p>-- Have pupils keep a list of homonyms and synonyms in their vocabulary notebook and add to the list as new words are studied. Review the words and their meanings with pupils frequently.</p> <p>-- Have pupils read sentences carefully in an effort to determine the meaning to be conveyed by the writer. Have pupils decide which phrase best explains the underlined words. Example:  The bang of the big gun gave Sally a <u>splitting headache</u>.  A bad pain in her head  A crack on the head</p> <p>-- Write sentences on the chalkboard and direct pupils to make them more meaningful by adding descriptive words.</p> <p>(1) Introduce each mark of punctuation and give examples of how to interpret each.</p> <p>(2) Prepare sentences containing the punctuation marks being studied. Direct pupils to study the sentences and then to write them correctly as sentences are dictated.</p> <p>-- Direct pupils to</p> <p>(a) Locate a word in dictionary, read each definition given.</p> <p>(b) Select the one best suited to the context.</p> <p>(c) List the word in the card file.</p> <p>(d) Use it from time to time in sentences and conversations.</p> <p>(e) Make sentences with each meaning.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	2. Context Clues	<p>n. Observing accent marks as they affect meanings</p> <p>a. Using experience clues to recognize words and derive word meanings</p> <p>b. Developing sentence sense</p> <p>c. Acquiring a knowledge of the uses of end punctuation such as periods and questions</p> <p>d. Acquiring a feeling for paragraph unity</p> <p>e. Interpreting the relationship between illustrations and the printed word</p> <p>f. Identifying words and their general meanings by inferences and generalizations</p>	<p>-- Prepare sentences the same way but with different accents. Example: My Christmas present My mother will</p> <p>-- Relate new words to words known during the readiness period to read the story the</p> <p>-- Write sentences and copy them on the chalkboard. Have the pupils write the sentences.</p> <p>(1) Have pupils read and copy sentences. Have them</p> <p>(2) Have pupils write sentences with correct marks of punctuation</p> <p>(1) Have pupils read a paragraph with an unrelated sentence and have them identify the sentence that does not belong.</p> <p>(2) Have pupils prepare a paragraph in class to practice identifying sentences in a paragraph</p> <p>-- Have pupils locate words in a story which tell about the story. Have them mark the descriptive words, and write the words.</p> <p>-- Let pupils study a paragraph and ask such questions as: (a) What word describes the butterfly? (b) What word describes the butterfly?</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	n. Observing accent marks as they affect meanings	<p>-- Prepare sentences showing words spelled the same way but with different meanings and accents. Example:</p> <p style="padding-left: 40px;">My Christmas present is a pony. My mother will present it to me.</p>
ext	a. Using experience clues to recognize words and derive word meanings	-- Relate new words to the pupils' experiences during the readiness period. Direct the pupils to read the story thoughtfully.
	b. Developing sentence sense	-- Write sentences and parts of sentences on the chalkboard. Have the pupils identify the sentences.
	c. Acquiring a knowledge of the uses of end punctuation such as periods and questions	<p>(1) Have pupils read and identify unpunctuated sentences. Have them fill in correct punctuation.</p> <p>(2) Have pupils write sentences of their own using correct marks of punctuation.</p>
	d. Acquiring a feeling for paragraph unity	<p>(1) Have pupils read a paragraph into which an unrelated sentence has been inserted. Have them identify the sentence which does not belong.</p> <p>(2) Have pupils prepare similar paragraphs for the class to practice identifying unrelated sentences in a paragraph.</p>
	e. Interpreting the relationship between illustrations and the printed word	-- Have pupils locate sentences or paragraphs which tell about the illustrations in the story. Have them make lists of words such as descriptive words, exciting words, and action words.
	f. Identifying words and their general meanings by inferences and generalizations	<p>-- Let pupils study a rhyme and have them answer such questions as:</p> <p style="padding-left: 40px;">(a) What word in the rhyme makes you think of the crooked man? (zigzag)</p> <p style="padding-left: 40px;">(b) What word in the rhyme tells how a butterfly flies? (flutters)</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Teach one word card. Have pupils read words similar to the following. Check the sentence: <u>wheel</u> is used in the rhyme. (a) I ride (b) Wheel (c) The wheel
		h. Using typographical aids to meaning	-- Prepare pairs of words but differences in meaning.
		i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes	-- Select from a story interpolated phrases to clarify meaning.
		j. Interpreting synonyms and antonyms	-- Have the pupils read synonyms for one word for another list.
		k. Analyzing roots, prefixes, and suffixes	-- Teach prefix <u>re</u> and pupils make new words each word below a new word. turn - return build - rebuild Prepare similar words with prefixes, and suffixes.
		l. Interpreting idioms and unusual language	-- Explain usage of idioms and unusual language and have pupils use them.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection</p> <p>h. Using typographical aids to meaning</p> <p>i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes</p> <p>j. Interpreting synonyms and antonyms</p> <p>k. Analyzing roots, prefixes, and suffixes</p> <p>l. Interpreting idioms and unusual language</p>	<p>-- Teach one word can have several meanings. Have pupils read a rhyme. Prepare exercises similar to the following:            Check the sentence below in which the word <u>wheel</u> is used in the same way as it is used in the rhyme.            (a) I ride a wheel.            (b) Wheel a wagon over here.            (c) The wagon wheel rolls along.</p> <p>-- Prepare pairs of sentences using the same words but different punctuation to show differences in meaning when punctuation is changed.</p> <p>-- Select from a story sentences that show how interpolated phrases and clauses are used to clarify meaning.</p> <p>-- Have the pupils read a rhyme and from it select synonyms for one list of words and antonyms for another list of words.</p> <p>-- Teach prefix <u>re</u> means <u>again</u> or <u>back</u>. Have pupils make new words by putting <u>re</u> before each word below and make sentences using each new word.            turn - return                      join - _____            build - _____                      plant - _____</p> <p>Prepare similar exercises for other roots, prefixes, and suffixes.</p> <p>-- Explain usage of thou, thy, and thee. Have pupils use them in sentences.</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
	3. Configuration Clues	m. Identifying and interpreting metaphors and similes  a. Analyzing general shape, length, height, and vertical characteristics of words  b. Observing titles and context words  c. Observing the same words printed in large and small type; in same size type  d. Identifying correct word in a sentence, in isolation  e. Identifying and matching by superimposition	-- Teach the meaning. Make a list of m pupils to identify to use in senten  -- Prepare a list of capital letters. word using small  -- Have pupils write various meanings stock.  -- Write on the cha capital letters with small letters words.  -- Have pupils selected sentences example: His (aim, a  -- Have pupils read of the difficult. each pupil cut on the same word
	4. Picture Clues	a. Learning to use the interest values in pictures and illustrations	-- Have the pupils (a) Tell the ne picture and (b) Study a pic to happen. (c) Tell what picture.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Configuration lines	<p>m. Identifying and interpreting metaphors and similes</p> <p>a. Analyzing general shape, length, height, and vertical characteristics of words</p> <p>b. Observing titles and context words</p>	<p>-- Teach the meanings of metaphors and of similes. Make a list of metaphors and similes for pupils to identify. Let pupils make up some to use in sentences.</p> <p>-- Prepare a list of known words written with capital letters. Have the pupils write each word using small letters.</p> <p>-- Have pupils write sentences to illustrate the various meanings of such words as saw, can, and stock.</p>
Structure lines	<p>c. Observing the same words printed in large and small type; in same size type</p> <p>d. Identifying correct word in a sentence, in isolation</p> <p>e. Identifying and matching by superimposition</p>	<p>-- Write on the chalkboard words beginning with capital letters and the same words beginning with small letters. Have the pupils pair the words.</p> <p>-- Have pupils select the correct words in prepared sentences similar to the following example: His (aim, am, arm) is very straight.</p> <p>-- Have pupils read a selection. Prepare lists of the difficult words in the selection. Have each pupil cut his list apart and lay each word on the same word as it is written in the story.</p>
Structure lines	<p>a. Learning to use the interest values in pictures and illustrations</p>	<p>-- Have the pupils: (a) Tell the most outstanding feature of a picture and tell why they chose it. (b) Study a picture and predict what is going to happen. (c) Tell what feelings they get from a picture.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Using the pictures and the illustrations to clarify and enrich new concepts and new words</p> <p>c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text</p>	<p>-- Write a sentence that word and select a picture meaning of the word to</p> <p>-- Have pupils list as many words as they can from a picture and have them dramatize the action</p>
	5. Phonetic Analysis	<p>a. Developing auditory discrimination of initial and final consonants</p> <p>b. Using words that rhyme</p>	<p>(1) Present several words with the same initial or ending consonant and have pupils repeat them fully. Have pupils identify the initial or ending sound.</p> <p>(2) Pronounce several words with the same consonant. Include words which have a different initial consonant. Have pupils duplicate the consonant heard most clearly and name the word which has that sound.</p> <p>(1) Read several short poems and have pupils point out the words which rhyme. Have pupils tell which words rhyme.</p> <p>(2) Point out words that rhyme in commercials.</p> <p>(3) Read all of a short poem and let pupils supply any missing one. Try to have them complete the line.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Using the pictures and the illustrations to clarify and enrich new concepts and new words</p> <p>c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text</p>	<p>Write a sentence that contains a new use of a word and select a picture which shows a familiar meaning of the word to enrich the meaning.</p> <p>Have pupils list as many action words as they can from a picture and then study the words. Have them dramatize the action words for interpretation.</p>
etic ysis	<p>a. Developing auditory discrimination of initial and final consonants</p> <p>b. Using words that rhyme</p>	<p>(1) Present several words having the same initial or ending consonant while pupils listen carefully. Have pupils duplicate the beginning or ending sound.</p> <p>(2) Pronounce several words beginning with the same consonant. Include in the group one word which has a different beginning sound. Have pupils duplicate the sound of the beginning consonant heard most frequently, and let them name the word which had a different beginning sound.</p> <p>(1) Read several short poems to the class and point out the words which rhyme. Read more poems and have pupils tell which words rhyme.</p> <p>(2) Point out words that rhyme in popular television commercials.</p> <p>(3) Read all of a short poem except the last word. Let pupils supply an appropriate word for the missing one. Try having them supply the entire line.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL OBJECTIVES
GENERAL	SPECIFIC		
		<p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>v</u>, <u>f</u>, <u>h</u>, <u>i</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p>	<p>(4) Prepare and read words which rhyme, words which do not rhyme, and words which do not rhyme.</p> <p>(1) Ask pupils to read words beginning with the same consonant. Elicit the same consonant in other words with the same vowel. Try to make puppets with lips and tongue.</p> <p>(2) Pronounce a word and the letter that begins the initial sound.</p>
		<p>d. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u></p>	<p>(1) Pronounce several words ending with the same consonant sound. Ask pupils to find other words with the same sound.</p> <p>(2) Prepare a list of words on a board. Have special attention to the new words and meaning.</p> <p>plant hands think</p>
		<p>e. Understanding and using initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u></p>	<p>(1) Pronounce words beginning with the same consonant digraphs.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES												
SPECIFIC	<p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>y</u>, <u>f</u>, <u>h</u>, <u>j</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p>	<p>(4) Prepare and read lists of four or five words which rhyme, but include one word in each list which does not rhyme. Let pupils identify the word which does not rhyme.</p> <p>(1) Ask pupils to listen to the pronunciation of words beginning with the same consonant sound. Elicit the sound from pupils and have them name other words which begin with the same sound. Try to make pupils conscious of the way their lips and tongues feel as they make the sound.</p> <p>(2) Pronounce a group of words. Have pupils write the letter they believe to be responsible for the initial sounds heard in the words pronounced.</p>												
	<p>d. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u></p> <p>e. Understanding and using initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u></p>	<p>(1) Pronounce several words ending with the same consonant sound. Have pupils duplicate the ending sound and name the letter responsible for that particular sound. Ask students to name other words having the same final consonant sound.</p> <p>(2) Prepare a list of appropriate words on the chalkboard. Have pupils pronounce the words. Call special attention to the final consonants; then have pupils omit the last letter and pronounce the new words. Note changes in pronunciation and meaning. Use such words as:</p> <table data-bbox="710 1766 1270 1862"> <tr> <td>plant</td> <td>tent</td> <td>and</td> <td>mend</td> </tr> <tr> <td>hands</td> <td>paint</td> <td>farm</td> <td>weeks</td> </tr> <tr> <td>think</td> <td>homes</td> <td>ward</td> <td>kittens</td> </tr> </table> <p>(1) Pronounce words beginning with a particular consonant digraph. Have pupils suggest other words beginning with the same sound. List the words on the chalkboard and underline the digraphs.</p>	plant	tent	and	mend	hands	paint	farm	weeks	think	homes	ward	kittens
plant	tent	and	mend											
hands	paint	farm	weeks											
think	homes	ward	kittens											

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>f. Understanding and using initial consonant blends such as <u>br</u>, <u>dr</u>, <u>fr</u>, <u>gr</u>, <u>tr</u>, <u>bl</u>, <u>cl</u>, <u>fl</u>, <u>gl</u>, <u>pl</u></p>	<p>(2) Make up riddles to ask that should be words beginning with digraphs. Example: I am a building. What is the first day of each month? I? (a church)</p> <p>(1) Review orally the various digraphs. Pupils draw pictures of words with the blends which give the digraphs.</p> <p>(2) Prepare a group of sentences using the digraphs. Write the sentences and write most of the words in each sentence.</p>
		<p>g. Understanding and using final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p> <p>h. Understanding and using initial consonant blends such as <u>cl</u>, <u>cr</u>, <u>st</u>, <u>tw</u>, <u>wr</u></p> <p>i. Understanding and using variable vowel sounds such as <u>oo</u></p>	<p>(1) Pronounce several words with final consonant blends. Have pupils list the words and list the suggested words on a board. Underline the final consonant blend.</p> <p>(2) Mimeograph pictures of words with final consonant blends. Have picture pupils write the words with the final consonant blend heard when the name is pronounced. The specific words studied should be in place of a part of the heading of the picture.</p> <p>-- Use activities similar to those for c, e, or f.</p> <p>-- Review the sounds of various vowels. Then prepare words which contain <u>oo</u> (or other vowels). Have the pupils</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>f. Understanding and using initial consonant blends such as <u>br</u>, <u>dr</u>, <u>fr</u>, <u>gr</u>, <u>tr</u>, <u>bl</u>, <u>cl</u>, <u>fl</u>, <u>gl</u>, <u>pl</u></p>	<p>(2) Make up riddles to ask the class. The answers should be words beginning with consonant digraphs. Example:  I am a building. You come to me on the first day of each week. What am I?  (a church)</p> <p>(1) Review orally the various consonant blends. Have pupils draw pictures of objects whose names begin with the blends which give them the most difficulty.</p> <p>(2) Prepare a group of sentences. Have pupils read the sentences and write the blend with which most of the words in each sentence begin.</p>
	<p>g. Understanding and using final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p> <p>h. Understanding and using initial consonant blends such as <u>cl</u>, <u>cr</u>, <u>st</u>, <u>tw</u>, <u>wr</u></p> <p>i. Understanding and using variable vowel sounds such as <u>oo</u></p>	<p>(1) Pronounce several words having the same final consonant blend. Have pupils suggest additional words and list the suggested words on the chalkboard. Underline the final consonant blend.</p> <p>(2) Mimeograph pictures of objects whose names end with final consonant blends. Beneath each picture pupils can write the final consonant blend heard when the name of the picture is pronounced. The specific final blends being studied should be in plain sight, perhaps as a part of the heading on the paper.</p> <p>-- Use activities similar to those listed under c, e, or f.</p> <p>-- Review the sounds of variable vowels and give examples. Then prepare a list of familiar words which contain <u>oo</u> (or other variable vowels). Have the pupils mark the words with</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
* GENERAL	SPECIFIC		
			<p>a breve or macron to indicate pronunciation. Use such words as:</p> <p>look      moon                      room      spoon                      loom      took                      school    tool</p>
		<p>j. Understanding and using vowel digraphs such as <u>ai</u>, <u>ea</u>, <u>ei</u></p>	<p>-- Write sentences which contain words containing vowel digraphs to complete the sentences.</p>
		<p>k. Understanding and using the long and short <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u>, vowel sounds</p>	<p>-- Prepare an appropriate list of words. Pupils circle words containing the vowel sounds and underline the vowel sounds.</p>
		<p>l. Understanding and using vowel digraphs such as <u>oa</u>, <u>au</u>, <u>aw</u>, <u>ou</u></p>	<p>-- Use activities similar to those in the previous section.</p>
		<p>m. Understanding and using vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p>	<p>(1) Present the sounds of the vowel diphthongs to pupils and ask them to name other words containing these diphthongs.</p> <p>(2) List, in one column, words containing the diphthongs. List the words in another column. Have pupils match the words to their diphthongs.</p>
		<p>n. Understanding and using variable vowel sounds such as:</p> <p>(1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u></p>	<p>(1) Present the sounds of the vowel sounds followed by <u>r</u> and give examples of words to give other examples.</p> <p>(2) Give examples of words containing the vowel sounds by <u>w</u>, <u>v</u>, and <u>l</u>. Make up words containing these sounds.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																
		<p>a breve or macron to indicate the proper pronunciation. Use such words as:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>look</td> <td>moon</td> <td>broom</td> <td>spool</td> </tr> <tr> <td>room</td> <td>spoon</td> <td>loon</td> <td>book</td> </tr> <tr> <td>loom</td> <td>took</td> <td>cook</td> <td>shook</td> </tr> <tr> <td>school</td> <td>tool</td> <td>soon</td> <td>hook</td> </tr> </table>	look	moon	broom	spool	room	spoon	loon	book	loom	took	cook	shook	school	tool	soon	hook
look	moon	broom	spool															
room	spoon	loon	book															
loom	took	cook	shook															
school	tool	soon	hook															
	<p>j. Understanding and using vowel digraphs such as <u>ai</u>, <u>ea</u>, <u>ei</u></p>	<p>-- Write sentences which can be completed with words containing vowel digraphs. Direct pupils to complete the sentences.</p>																
	<p>k. Understanding and using the long and short <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u>, vowel sounds</p>	<p>-- Prepare an appropriate list of words and have pupils circle words that contain long vowel sounds and underline those which contain short vowel sounds.</p>																
	<p>l. Understanding and using vowel digraphs such as <u>oa</u>, <u>au</u>, <u>aw</u>, <u>ou</u></p>	<p>-- Use activities similar to those listed under j.</p>																
	<p>m. Understanding and using vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p>	<p>(1) Present the sounds most often represented by the vowel diphthongs and give examples. Ask pupils to name other words containing these diphthongs.</p> <p>(2) List, in one column, words containing vowel diphthongs. List definitions of the words in another column. Have pupils draw lines from the words to their definitions.</p>																
	<p>n. Understanding and using variable vowel sounds such as: (1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u></p>	<p>(1) Present the sounds that vowels have when followed by <u>r</u> and give examples. Allow pupils to give other examples.</p> <p>(2) Give examples of words in which <u>a</u> is followed by <u>w</u>, <u>v</u>, and <u>l</u>. Make pupils aware of this</p>																

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>(2) <u>a</u> followed by <u>w</u>, <u>v</u>, and <u>l</u></p> <p>(3) Long and short <u>oo</u></p> <p>o. Understanding and using variable consonant sounds such as:</p> <p>(1) Hard and soft <u>c</u></p> <p>(2) Hard and soft <u>g</u></p> <p>p. Understanding and using vowel principles such as:</p> <p>(1) Long vowel in final <u>e</u> words</p> <p>(2) Long vowel at end of a word or syllable</p> <p>(3) Two vowels of a word are together, the first vowel is <u>usually</u> short</p>	<p>deviation from sounds. Let the pupils name objects followed by these letters.</p> <p>(1) Present rules concerning <u>c</u> and <u>g</u>. Prepare a list of hard and soft <u>c</u> or <u>g</u>. Discuss the difference in pronunciation of the hard and soft sounds.</p> <p>(2) Have pupils make a chart of objects whose names begin with <u>c</u> or <u>g</u>. Provide for application of the rules.</p> <p>(1) Present vowel principles of their application. Write the rules on the chalkboard and observe the rules in pronunciation. Use such words as:</p> <p style="text-align: center;"> <u>came</u>      <u>rope</u>  <u>nose</u>      <u>game</u>  <u>mile</u>      <u>smoke</u> </p> <p>(2) Place a list of words on the chalkboard. Have pupils pronounce the words and note how the vowels are long. Use such words as:</p> <p style="text-align: center;"> <u>rob</u>      <u>kit</u>  <u>tot</u>      <u>hop</u>  <u>plan</u>      <u>cub</u>  <u>mop</u>      <u>mad</u> </p>
		<p>r. Perceiving that the final <u>y</u> in words of more than one syllable is <u>usually</u> short</p>	<p>(1) Present the rule to the pupils with appropriate examples. Ask them to pronounce many words as they can. Write the words on the chalkboard. Have the pupils examine the words and</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																												
SPECIFIC																														
	<p>(2) <u>a</u> followed by <u>w</u>, <u>y</u>, and <u>l</u></p> <p>(3) Long and short <u>oo</u></p> <p>o. Understanding and using variable consonant sounds such as:</p> <p>(1) Hard and soft <u>c</u></p> <p>(2) Hard and soft <u>g</u></p>	<p>deviation from sounds usually represented by <u>a</u>. Let the pupils name other words in which <u>a</u> is followed by these letters.</p> <p>(1) Present rules concerning the application of soft <u>c</u> and <u>g</u>. Prepare a list of words containing both hard and soft <u>c</u> or <u>g</u>. Have pupils apply rules in pronunciation of the words.</p> <p>(2) Have pupils make a chart containing pictures of objects whose names begin with soft <u>c</u> or <u>g</u> to provide for application of rules learned.</p>																												
	<p>p. Understanding and using vowel principles such as:</p> <p>(1) Long vowel in final <u>e</u> words</p> <p>(2) Long vowel at end of a word or syllable</p> <p>(3) Two vowels of a word are together, the first vowel is usually short</p>	<p>(1) Present vowel principles and give pupils examples of their application. Write a list of words on the chalkboard and observe pupil application of the rules in pronouncing the words. For understanding and using long vowels in final <u>e</u> words, use such words as:</p> <table data-bbox="752 1530 1301 1627"> <tr> <td>came</td> <td>rope</td> <td>cake</td> <td>use</td> </tr> <tr> <td>nose</td> <td>game</td> <td>* like</td> <td>cube</td> </tr> <tr> <td>mile</td> <td>smoke</td> <td>five</td> <td>mule</td> </tr> </table> <p>(2) Place a list of words on the chalkboard. Have pupils pronounce the words, add an <u>e</u> to the words, and note how the vowel changes from short to long. Use such words as:</p> <table data-bbox="752 1800 1238 1929"> <tr> <td>rob</td> <td>kit</td> <td>bit</td> <td>hat</td> </tr> <tr> <td>tot</td> <td>hop</td> <td>can</td> <td>not</td> </tr> <tr> <td>plan</td> <td>cub</td> <td>mat</td> <td>cap</td> </tr> <tr> <td>mop</td> <td>mad</td> <td>her</td> <td>fat</td> </tr> </table>	came	rope	cake	use	nose	game	* like	cube	mile	smoke	five	mule	rob	kit	bit	hat	tot	hop	can	not	plan	cub	mat	cap	mop	mad	her	fat
came	rope	cake	use																											
nose	game	* like	cube																											
mile	smoke	five	mule																											
rob	kit	bit	hat																											
tot	hop	can	not																											
plan	cub	mat	cap																											
mop	mad	her	fat																											
	<p>r. Perceiving that the final <u>y</u> in words of more than one syllable is usually short</p>	<p>(1) Present the rule to the class and give appropriate examples. Ask the class to name as many words as they can which end with <u>y</u>. Write the words on the chalkboard and let the class examine the words and see how the rule applies</p>																												

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	6. Structural Analysis	<p>a. Observing inflectional endings such as:</p> <p>(1) Nouns ending with <u>s</u></p> <p>(2) Verbs ending with <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, <u>ing</u></p> <p>c. Perceiving possessives with '<u>s</u> endings</p> <p>d. Perceiving compound words made up of two familiar words</p>	<p>to the words listed.</p> <p>(2) Prepare lists containing words with these endings. Ask pupils to circle words with these endings. Use such words:</p> <p style="padding-left: 40px;">             ivy            lady              sky            play              my             ready              try            enemy              pony          entry              gray          angry           </p> <p>-- Have pupils add <u>s</u> to the words listed. Will mean more than one.</p> <p>-- Prepare a list of verbs with these endings. Add <u>ed</u>, and <u>ing</u> to each one. Have pupils write sentences using these endings. How do these endings change the meaning of the verbs?</p> <p>-- Have pupils rewrite sentences using these endings. Have pupils write sentences the same but '<u>s</u>' is not used.</p> <p>(1) Prepare an appropriate list of words. Have pupils identify words that have been combined and note how the meaning of the words changes.</p> <p>(2) Prepare two columns of words. Have pupils put a word from the second column in the first column.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																		
Structural analysis	<p>a. Observing inflectional endings such as:</p> <p>(1) Nouns ending with <u>s</u></p> <p>(2) Verbs ending with <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, <u>ing</u></p> <p>c. Perceiving possessives with '<u>s</u> endings</p> <p>d. Perceiving compound words made up of two familiar words</p>	<p>to the words listed.</p> <p>(2) Prepare lists containing words ending with <u>y</u>. Ask pupils to circle words in which the <u>y</u> is short. Use such words as:</p> <table data-bbox="731 1088 1147 1282"> <tr> <td>ivy</td> <td>lady</td> <td>ivory</td> </tr> <tr> <td>sky</td> <td>play</td> <td>gypsy</td> </tr> <tr> <td>my</td> <td>ready</td> <td>story</td> </tr> <tr> <td>try</td> <td>enemy</td> <td>mystery</td> </tr> <tr> <td>pony</td> <td>entry</td> <td>recently</td> </tr> <tr> <td>gray</td> <td>angry</td> <td>expertly</td> </tr> </table> <p>-- Have pupils add <u>s</u> to familiar nouns so they will mean more than one in number.</p> <p>-- Prepare a list of verbs. Ask pupils to add <u>s</u>, <u>ed</u>, and <u>ing</u> to each one and use the three forms of the verbs in sentences. Discuss how adding these endings changes the usage of the words.</p> <p>-- Have pupils rewrite sentences containing possessives with '<u>s</u> endings so that meaning remains the same but '<u>s</u> is not needed.</p> <p>(1) Prepare an appropriate list of compound words. Have pupils identify the two words which have been combined and note how the combination changes the meaning of both words.</p> <p>(2) Prepare two columns of words. Have pupils put a word from the second column with a word in the first column to make a compound word.</p>	ivy	lady	ivory	sky	play	gypsy	my	ready	story	try	enemy	mystery	pony	entry	recently	gray	angry	expertly
ivy	lady	ivory																		
sky	play	gypsy																		
my	ready	story																		
try	enemy	mystery																		
pony	entry	recently																		
gray	angry	expertly																		

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>e. Using contractions such as <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u>, <u>he's</u></p> <p>f. Understanding comparatives such as <u>smaller-bigger</u>, <u>faster-slower</u></p> <p>g. Using inflectional endings with such variants as:            (1) Verbs which double the final letter before <u>ed</u>, <u>ing</u>            (2) Verbs which drop the final <u>e</u> before endings</p> <p>h. Estimating (by hearing and seeing) number of syllables in a word</p>	<p>Explain that contraction in our language represents a letter omitted. Give examples.</p> <p>(1) Have pupils add <u>er</u> to adjectives and use them to show the difference in result.</p> <p>(2) Collect objects which can be used for comparison. Have pupils use them when two objects are compared. <u>est</u> is used when the objects are compared.</p> <p>(1) Quote the rule which governs the use of the letter in a word before adding. Have pupils give examples. Have pupils select a group of words which this rule does not apply. Have pupils explain why.</p> <p>(2) Explain that verbs which drop the <u>e</u> before adding. Have pupils suggest words. Compile a list.</p> <p>(1) Pronounce words for pupils to tell the number of syllables. Have pupils observe lip and tongue movements. Have pupils in various individual classes.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

KILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>e. Using contractions such as <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u>, <u>he's</u></p> <p>f. Understanding comparatives such as <u>smaller-bigger</u>, <u>faster-slower</u></p> <p>g. Using inflectional endings with such variants as:            (1) Verbs which double the final letter before <u>ed</u>, <u>ing</u>            (2) Verbs which drop the final <u>e</u> before endings</p> <p>h. Estimating (by hearing and seeing) number of syllables in a word</p>	<p>-- Explain that contractions are "short cuts" we use in our language and show that the apostrophe represents a letter or letters that have been omitted. Give examples of common contractions.</p> <p>(1) Have pupils add <u>er</u> and <u>est</u> to familiar adjectives and use the words in sentences. Point out the differences in meaning and usage which result.</p> <p>(2) Collect objects which can be displayed and used for comparison. Point out that <u>er</u> is used when two objects are compared and that <u>est</u> is used when three or more objects are compared.</p> <p>(1) Quote the rule which concerns doubling the final letter in a word before adding <u>ed</u> or <u>ing</u>. Give examples. Have pupils add these endings to a selected group of words to apply the rule learned. Include in the list some words to which this rule does not apply to test comprehension of the rule.</p> <p>(2) Explain that verbs ending with <u>e</u> often drop the <u>e</u> before adding endings. Give examples. Have pupils suggest other verbs of this nature. Compile a list on the chalkboard.</p> <p>(1) Pronounce words for the class and have pupils tell the number of syllables by listening and observing lip and tongue movements. Have various individuals pronounce a word for the class.</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>i. Using inflectional endings by:</p> <p>(1) Changing <u>f</u> to <u>y</u> and adding <u>es</u></p> <p>(2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p> <p>j. Knowing such prefixes as <u>un</u>, <u>re</u>, <u>dis</u>, <u>in</u>, <u>pre</u>, <u>ex</u>, <u>mis</u></p> <p>k. Knowing such suffixes as <u>er</u>, <u>ed</u>, <u>ing</u>, <u>y</u>, <u>ly</u>, <u>less</u>, <u>ful</u>, <u>ness</u>, <u>ment</u></p>	<p>(2) Let pupils estimate the length of a list of words by counting syllables, saying the words to themselves.</p> <p>-- Present principles to pupils with examples. Have them add the endings to suitable words and new words in sentences.</p> <p>(1) Discuss common prefixes. Give examples of common prefixes. Have pupils name words with the prefixes. Note how prefixes change the meanings of words.</p> <p>(2) Prepare a list of words with common prefixes. Have pupils write words by using the prefixes.</p> <p>Examples: Refill--fill Preview--view</p> <p>(1) Discuss common suffixes. Give examples and have pupils write words they know ending with the suffixes. Note how suffixes change the meanings of words.</p> <p>(2) Prepare a list of words with common suffixes. Have pupils write the words by using the suffixes.</p> <p>Examples: Delightful Friendless Sadly--in</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SKILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>i. Using inflectional endings by:</p> <p>(1) Changing <u>f</u> to <u>v</u> and adding <u>es</u></p> <p>(2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p> <p>j. Knowing such prefixes as <u>un</u>, <u>re</u>, <u>dis</u>, <u>in</u>, <u>pre</u>, <u>ex</u>, <u>mis</u></p> <p>k. Knowing such suffixes as <u>er</u>, <u>ed</u>, <u>ing</u>, <u>v</u>, <u>ly</u>, <u>less</u>, <u>ful</u>, <u>ness</u>, <u>ment</u></p>	<p>(2) Let pupils estimate the number of syllables in a list of words by counting the vowel sounds and saying the words to themselves.</p> <p>-- Present principles to pupils accompanied by examples. Have them apply the principles in adding endings to suitable words and use the new words in sentences.</p> <p>(1) Discuss common prefixes and their meanings. Give examples of common prefixes and have pupils name words they know beginning with prefixes. Note how prefixes change the meanings of words.</p> <p>(2) Prepare a list of words beginning with common prefixes. Have pupils give definitions of the words by using the meanings of the prefixes.</p> <p>Examples: Refill--fill again Preview--view ahead of time</p> <p>(1) Discuss common suffixes and their meanings. Give examples and have pupils name words they know ending with common suffixes. Note how suffixes change the meaning of the root words.</p> <p>(2) Prepare a list of words ending with common suffixes. Have pupils give definitions of the words by using the meanings of the suffixes.</p> <p>Examples: Delightful--full of delight Friendless--without friends Sadly--in a sad way</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>1. Understanding and using root words</p> <p>m. Understanding the use of diacritical marks and accent marks</p> <p>a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)</p>	<p>Prepare suffix wheels.</p> <p>-- Explain or review the terms. Illustrate the identification. Pupils identify and write an appropriate list of words.</p> <p>Examples: wonderful - wonderful friendly - friendly western - western replied - replied government - government</p> <p>(1) Prepare a list of words. Have pupils divide the words into syllables and indicate where the accent is heard.</p> <p>(2) Have a list of familiar words. Have pupils divide the words into syllables. Have pupils indicate on which syllable the accent is placed.</p> <p>(3) Print a word on the chalkboard. Divide the word into syllables. Place the syllables in the proper place. Ask an individual to identify the word. Change the location of the syllable mark and have various pupils identify the word. Note the various results by changing the location of the syllable mark.</p> <p>(1) Pretend you wish to call on some of the pupils to invite them to attend a party. Ask the pupils if Mrs. Brown's party is before or after Mrs. Brown's party in the directory. Ask similar questions about the names of other parents of the pupils.</p>
	7. Dictionary Usage		



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>l. Understanding and using root words</p> <p>m. Understanding the use of diacritical marks and accent marks</p> <p>a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)</p>	<p>Prepare suffix wheels.</p> <p>-- Explain or review the term <u>root word</u> and demonstrate the identification of a root word. Have pupils identify and write the root words from an appropriate list of words.</p> <p>Examples: wonderful - wonder friendly - friend western - west replied - reply government - govern</p> <p>(1) Prepare a list of words familiar to pupils. Have them divide the words into syllables and put the accent in where it is heard.</p> <p>(2) Have a list of familiar words already divided into syllables. Have pupils pronounce the words and indicate on which syllable the accent is placed.</p> <p>(3) Print a word on the chalkboard and divide it into syllables. Place the accent mark in the proper place. Ask an individual to pronounce the word. Change the location of the accent mark and have various pupils pronounce the word. Note the various results which may be obtained by changing the location of the accent mark.</p> <p>(1) Pretend you wish to call parents of the pupils to invite them to attend a meeting. Ask the pupils if Mrs. Brown's phone number would come before or after Mrs. Bridges' in the telephone directory. Ask similar questions about the names of other parents of students in the class.</p>

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INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
D. Study Skills	1. Organization Skills	b. Using thumb index, guide words, pronunciation key	(2) Ask pupils which word in the dictionary--travel of words to ask similar words.
			(1) Ask students to tell which words beginning with a certain letter are first listed.
			(2) Use a dictionary with the book to a certain letter to estimate what letter words on the page.
			(3) Have the pupils practice to a section where there is a particular letter.
		c. Using the dictionary to pronounce, to spell, and to locate meanings of words	-- Keep a list of the words with difficulty. Have pupils to spell, pronounce, and locate meanings of words.
		a. Interpreting simple charts and maps	-- Have pupils make "story" maps. Let the pupils find a map and mark it with some part of the story routes from the place set to Gary.
		b. Observing the sequence of ideas in a story	-- Write on the chalkboard the sequence of ideas that happened in the story in the right order. Have pupils read the story by sequence.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Using thumb index, guide words, pronunciation key</p> <p>c. Using the dictionary to pronounce, to spell, and to locate meanings of words</p> <p>a. Interpreting simple charts and maps</p> <p>b. Observing the sequence of ideas in a story</p>	<p>(2) Ask pupils which word would be listed first in the dictionary--travel or verse. Use other pairs of words to ask similar questions.</p> <p>(1) Ask students to tell the number of the page on which words beginning with a particular letter are first listed.</p> <p>(2) Use a dictionary without a thumb index and open the book to a certain page. Ask pupils to estimate what letter of the alphabet begins the words on the page.</p> <p>(3) Have the pupils practice opening dictionaries to a section where the words begin with a particular letter.</p> <p>-- Keep a list of the words which give pupils difficulty. Have pupils use the dictionary to spell, pronounce, and define these words.</p> <p>-- Have pupils make "story maps." After reading story, have them decide where it took place. Let the pupils find the place on a large world map and mark it with a picture illustrative of some part of the story. Have them trace the routes from the places where the stories are set to Gary.</p> <p>-- Write on the chalkboard a list of events that happened in the story. Do not write the events in the right order. Include several events that did not happen in the story. Have the pupils read the story by sections. After each section</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			is read, have them find with it and write it on t
	3	c. Learning to classify ideas	<p>(1) Write a list of topics or pupils read four or five paragraphs and choose the best what each paragraph</p> <p>(2) Have the pupils select story and find in the sel that prove the statements opportunity to discuss t each statement. Direct they can see the relation to the entire selection.</p> <p>(3) Have the pupils select a topics of current interest find as much information make a brief, interesting opportunity to make illustrations giving their reports.</p>
		d. Using titling as a means of organization	-- Divide a story into sections to write a headline or t the story as it is read story as a whole.
		e. Recording information in the form of a language experience chart or class-dictated composition	-- Make a list of the names Have the pupils select c write everything that ha story. Write several of chalkboard as pupil dict pupils and encourage the for improving the accuracy on the chalkboard.

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INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>c. Learning to classify ideas</p> <p>d. Using titling as a means of organization</p> <p>e. Recording information in the form of a language experience chart or class-dictated composition</p>	<p>is read, have them find the event that goes with it and write it on their papers.</p> <p>(1) Write a list of topics on the chalkboard. Have pupils read four or five previously selected paragraphs and choose the topic which tells best what each paragraph is about.</p> <p>(2) Have the pupils select statements from a factual story and find in the selection several facts that prove the statements true. Give the pupils opportunity to discuss the proof they found for each statement. Direct the discussion so that they can see the relationship of each statement to the entire selection.</p> <p>(3) Have the pupils select and plan reports of topics of current interest. Encourage them to find as much information as possible; then to make a brief, interesting report. Give them opportunity to make illustrations to use in giving their reports.</p> <p>-- Divide a story into sections. Ask the pupils to write a headline or title for each section of the story as it is read and also a title for the story as a whole.</p> <p>-- Make a list of the names of people in a story. Have the pupils select one of the characters and write everything that happened to him in the story. Write several of these accounts on the chalkboard as pupil dictates. Evaluate with pupils and encourage them in making suggestions for improving the account. Make all corrections on the chalkboard.</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Identifying "big" ideas and "little" ideas	<p>-- Suggest that the pupils list on the chalkboard the names of the people in the story, one person and write about him. Caution about whom they are talking.</p> <p>To play the game, give one clue about a person chosen but without giving that information, try to guess a fact to the biography.</p> <p>The game continues with the pupils trying to add one fact to the biography. The pupils guess the name of the person. The first one who adds a correct name may start the next round.</p>
		g. Identifying main ideas	<p>(1) Write on the chalkboard the main idea of each paragraph in the story. Have the pupils identify the paragraph in which the main idea is stated.</p> <p>(2) Select several paragraphs from the story. Have the pupils write the main idea of each paragraph.</p>
		h. Developing picture main idea lines	<p>-- Have the pupils study the picture and then for each paragraph write a main idea line for the story that goes with the picture.</p>
		i. Listing answers to questions	<p>-- Have the pupils read the story and answer the following questions:</p> <p>Who is in the story? Where did it happen? What happened? When did it happen? How did it end? Why did it end?</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>f. Identifying "big" ideas and "little" ideas</p> <p>g. Identifying main ideas</p> <p>h. Developing picture main idea lines</p> <p>i. Listing answers to questions</p>	<p>-- Suggest that the pupils play the game "Character." List on the chalkboard the names of some of the people in the story. Tell the pupils to choose one person and write a brief summary of facts about him. Caution them not to tell anyone else about whom they are writing.</p> <p style="text-align: center;"><u>The Game</u></p> <p>To play the game, one pupil begins by giving one clue about the character he has chosen <u>but</u> without giving his name. With that information, the next player must add a fact to the biography.</p> <p>The game continues with each player trying to add one fact to the biography and guess the name of the character. The first one who adds a correct fact and gives the correct name may start the next biography.</p> <p>(1) Write on the chalkboard a list of ideas from the story. Have the pupils write the number of the paragraph in which each idea is found.</p> <p>(2) Select several paragraphs from the story. Have the pupils write the main idea in each of the paragraphs.</p> <p>-- Have the pupils study each picture in the story and then for each picture find a sentence in the story that goes with it.</p> <p>-- Have the pupils read a story and answer the following questions:  Who is in the story?  Where did it happen?  What happened?  When did it happen?  How did it end?  Why did it end that way?</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- List the important events pupils. Let each pupil say he would like to illustrate together in order to summarize.
		k. Listing a sequence of ideas in pictures	-- Have the pupils list a sequence in a story and find pictures to illustrate each event. Have pictures to show the order happened.
		l. Using creative dramatizations to summarize information	(1) Let a group of pupils dramatize to the rest of the class. (2) Have the pupils select a scene to pantomime. As each pupil acts, others take turns in guessing what is portrayed.
		m. Developing word main idea lines	-- Have the pupils read aloud in a story or play using words which will help them understand what is meant.
		n. Preparing one-point outlines	-- Write a list of topics for the chalkboard. Do not write the story. Have the pupils arrange the topics to make an outline of the story.
		o. Developing simple summaries	-- Have the pupils determine the main idea of a story. Ask them to keep a record and write the story from the main idea.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- List the important events in a story with the pupils. Let each pupil select the event that he would like to illustrate. Tape the drawings together in order to summarize the story.
	k. Listing a sequence of ideas in pictures	-- Have the pupils list a series of important events in a story and find pictures from magazines to illustrate each event. Have them number the pictures to show the order in which each event happened.
	l. Using creative dramatizations to summarize information	(1) Let a group of pupils dramatize a story for the rest of the class. (2) Have the pupils select a character from the story to pantomime. As each pupil performs, let the others take turns in guessing which character is portrayed.
	m. Developing word main idea lines	-- Have the pupils read aloud what a character says in a story or play using special force on the words which will help the listener understand what is meant.
	n. Preparing one-point outlines	-- Write a list of topics from the story on the chalkboard. Do not write them in order. Have the pupils arrange the topics in order so as to make an outline of the story.
	o. Developing simple summaries	-- Have the pupils determine the main idea in the story. Ask them to keep in mind the main idea and write the story from memory.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		p. Listing a sequence of ideas in words	-- Read a poem to the class and ask them to close their eyes. When the poem is read, ask them to tell what he saw and list the words in sequence.
		q. Developing sentence and phrase main idea lines	-- Let the pupils find the main idea and write on their paper. After writing, write on the chalkboard. After writing, write on the chalkboard. After writing, write on the chalkboard.
		r. Listing a sequence of ideas in sentences and phrases	-- Suggest that the pupils write a story. Provide paper about the length of the long space. Have pupils write on the paper about the story and divide the paper into two parts. Between the first and second part, select a date. Have pupils write just above the center line. Give each pupil a part of the paper. Have all the dates mentioned in the story happen that year. List the dates on the chalkboard. Select a committee to draw a time line, and have them draw drawings of the main events and events recorded on the time line.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

CLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC	p. Listing a sequence of ideas in words	-- Read a poem to the pupils. Before you begin, ask them to close their eyes to find out what pictures they see and what sounds they hear as the poem is read. Give each pupil an opportunity to tell what he saw and what he heard. List the words in sequential order on the chalkboard.
	q. Developing sentence and phrase main idea lines	-- Let the pupils <u>finish the sentence</u> . Select and number important sentences that are related to the understanding of the story. Have the pupils write on their papers the numbers written on the chalkboard. After each number, have them write something about the phrase that will complete the sentence. Have each pupil read his completed sentences and check any questionable statements with the story.
	r. Listing a sequence of ideas in sentences and phrases	-- Suggest that the pupils make a "time line." Provide paper about eighteen inches wide, the length of the longest available wall or board space. Have pupils draw a line the length of the paper about three inches from the top of it and divide the line into periods of years between the first and last dates found in the selection. Have the pupils print the title just above the center of the paper. Assign to each pupil a part of the story in which to find all the dates mentioned and the event that happened that year. Have the dates and events listed on the chalkboard in chronological order. Select a committee to do the recording on the time line, and another committee to make drawings of the major events. Have the dates and events recorded and the pictures drawn below the recorded events in the proper date space.

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		s. Preparing two-point outlines	--- Ask the pupils to write a story in sequential order. Have them find one important idea in each main idea clearly stated below the related main idea.
		t. Developing summaries of one or more paragraphs	--- Have the pupils divide the paragraphs into two columns. Have them write the main ideas of the topics as a guide.
		u. Using simple form of précis writing	--- Have the pupils divide the paragraphs into two columns. Ask them to write the main ideas from the first column using the words of the five sentences in the second column. The pupils should use these main ideas to write a précis on a separate piece of paper.
		v. Interpreting and making picture graphs	(1) Suggest that the pupils draw a map of the region in which the various houses, roads, and rivers are located in the story. Have them show the route that the traveler traveled.  (2) List several scenes from the story. Have the pupil select a scene and draw a picture for it.
		w. Interpreting and making bar and line graphs	(1) Suggest that the pupils draw a bar graph showing their arithmetic scores for the last five years.  (2) Have the pupils prepare a line graph showing the amount of rainfall in different years.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	s. Preparing two-point outlines	--- Ask the pupils to write the main ideas in the story in sequential order and number them. Have them find one important fact that helps to make each main idea clear. Have them write the fact below the related main idea.
	t. Developing summaries of one or more paragraphs	--- Have the pupils divide the story into topics. Have them write the story from memory, using the topics as a guide.
0	u. Using simple form of précis writing	--- Have the pupils divide their papers into two columns. Ask them to write five sentences with main ideas from the story in the first column, using the words of the book. Have them write the five sentences in their own words in the second column. They may write a short summary using these main ideas at the bottom of their paper.
	v. Interpreting and making picture graphs	(1) Suggest that the pupils draw a map of the region in which the story occurs, putting in various houses, roads, and other places indicated in the story. Have them draw a line to show the route that a selected character traveled.  (2) List several scenes from a story. Have each pupil select a scene and draw a stage setting for it.
	w. Interpreting and making bar and line graphs	(1) Suggest that the pupils make a line graph of their arithmetic scores for two months..  (2) Have the pupils prepare a graph showing the amount of rainfall in Gary during five different years..



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
	2. Reading Study Skills	<p>a. Locating source of information</p> <p>b. Skimming by identifying "key words"</p> <p>c. Becoming familiar with the parts of a book: cover, title, table of contents</p> <p>d. Being able to follow directions</p> <p>e. Reading to find answers for specific information</p>	<p>(1) Direct the pupils to their desks or to find specific lesson. Use encyclopedia, and direct</p> <p>(2) Assign a number of questions on a given problem</p> <p>(1) Set up "key words" or</p> <p>(2) Teach pupils to skim contents, and sections</p> <p>(3) Have pupils find proof opinion.</p> <p>Prepare questions which pupils to become familiar and table of contents</p> <p>Have pupils:</p> <p>(a) Follow direction activities required</p> <p>(b) Listen and carry</p> <p>(c) Organize and report</p> <p>(d) Report on student</p> <p>Select a topic and direct information to answer it.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
a. Locating source of information	<p>(1) Direct the pupils to find out how beavers make their dams or to find information needed for a specific lesson. Use the index, glossary, encyclopedia, and dictionary.</p> <p>(2) Assign a number of references to find information on a given problem or topic.</p>
b. Skimming by identifying "key words"	<p>(1) Set up "key words" or leads to information.</p> <p>(2) Teach pupils to skim the index, table of contents, and section headings for information.</p> <p>(3) Have pupils find proof for an answer to an opinion.</p>
c. Becoming familiar with the parts of a book: cover, title, table of contents	<p>Prepare questions whose answers require the pupils to become familiar with cover, title, and table of contents of books.</p>
d. Being able to follow directions	<p>Have pupils:</p> <p>(a) Follow directions given only once in all activities requiring independent work.</p> <p>(b) Listen and carry out an assignment.</p> <p>(c) Organize and report on committees.</p> <p>(d) Report on student council activities.</p>
e. Reading to find answers for specific information	<p>Select a topic and direct pupils to secure information to answer specific questions about it.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Perceiving new concepts and new words	-- Develop concepts and ideas as done in the text. Study the sentence: "A persimmon has a hard head." It was soft. It was sweet. It was sticky. It was good to eat. It was something new. It was a fruit. Bring a persimmon to school. Feel it, smell it.
		g. Interpreting simple maps and globes	(1) Review with the class the directions already learned. (2) Have class find the location of the city in relation to the various kinds of mountains and study following directions. (3) Have pupils answer questions about directions. (4) Have pupils compare the area with the contour lines and observe the relation between the land and water which are shown.
		h. Arranging names in alphabetical order	-- Have pupils arrange names in alphabetical order.
		i. Using a telephone book	(1) Have pupils use the telephone book to find numbers in a given area.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>f. Perceiving new concepts and new words</p> <p>g. Interpreting simple maps and globes</p> <p>h. Arranging names in alphabetical order</p> <p>i. Using a telephone book</p>	<p>-- Develop concepts by relating them to familiar ideas as done in the following example: Study the sentence: "A persimmon fell on Uncle Funny Bunny's head." It was soft. It was sweet. It was sticky. It was good to eat. It was something like a plum. It was a fruit. Bring a persimmon to class. Let the children feel it, smell it, and taste it.</p> <p>(1) Review with the class map and globe skills already learned.</p> <p>(2) Have class find their town, state, and country in relation to the rest of the world. Use various kinds of maps and questions for map study following discussion.</p> <p>(3) Have pupils answer definite questions on map directions.</p> <p>(4) Have pupils compare the flat map of a particular area with the corresponding spot on the globe and observe the relative size and shapes of land and water which are best shown on a globe.</p> <p>-- Have pupils arrange the names of the states in alphabetical order.</p> <p>(1) Have pupils use their alphabetizing skills to find numbers in a telephone directory.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>(2) Teach pupils how to use the telephone directory</p> <p>(3) Teach pupils the following types of directories:                      -Classified                      -Emergency                      -Calumet District                      -Party Line                      -Directory</p>
		<p>j. Understanding parts of a book: cover, title, table of contents</p>	<p>-- See point 3 and point 4</p>
		<p>k. Using a book list and classifying books in the class library</p>	<p>(1) Acquaint the pupils with the library. Put a list of books in the library. Have pupils arrange the books in alphabetical order. Select pupils to arrange the books in alphabetical order previously arranged.</p> <p>(2) Send a pupil to the library to locate the book.</p> <p>(3) Set aside a section of the library as a reading center. Make it like a real library with bookshelves and maps to make it a library.</p>
		<p>l. Locating names of persons, places, and things in a paragraph, in a story, or in a selection as a means of skimming</p>	<p>-- See how rapidly pupils can locate specific questions.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>j. Understanding parts of a book: cover, title, table of contents</p> <p>k. Using a book list and classifying books in the class library</p> <p>l. Locating names of persons, places, and things in a paragraph, in a story, or in a selection as a means of skimming</p>	<p>(2) Teach pupils how to use the classified section of the telephone directory.</p> <p>(3) Teach pupils the following concepts:            -Classified            -Emergency            -Calumet District            -Party Line            -Directory</p> <p>-- See point 3 and point 14.</p> <p>(1) Acquaint the pupils with the books in the class library. Put a list on the bulletin board. Have pupils arrange them on the shelves in that order. Select pupils to keep the books in the order previously arranged and to keep encyclopedias in alphabetical order.</p> <p>(2) Send a pupil to the shelves to see how quickly he can locate the book you want.</p> <p>(3) Set aside a section of the classroom for a reading center. Make it as nearly as possible like a real library with book jackets, pictures, and maps to make it attractive.</p> <p>-- See how rapidly pupils can skim for answers to specific questions.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>m. Using encyclopedias and reference materials in a simplified manner</p>	<p>(1) Discuss with pupils the use of encyclopedias and reference books.</p> <p>(2) Help pupils list the titles of encyclopedias and reference books which are on shelves or other parts of the library to find the exact page where information can be found in each reference work.</p>
		<p>n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter headings, paragraph headings, keys and footnotes, cross references</p>	<p>(1) Have pupils prepare a list of the relative advantages of using different parts of a book by consulting reference works.</p> <p>(2) Integrate the illustrations of a book to be discussed.</p> <p>(3) Teach pupils to use the index of a book.</p> <p>(4) Discuss with pupils the importance of the title page and increase their interest in it.</p> <p>(5) Teach pupils to find information in a book by using notes, to make use of cross references.</p>
		<p>o. Using all types of charts, graphs, maps, and diagrams</p>	<p>(1) Discuss with the class the importance of charts, graphs, maps, and diagrams encountered in texts.</p> <p>(2) Help pupils make graphs and charts on a pertinent topic.</p> <p>(3) Have pupils prepare diagrams on a pertinent topic.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>m. Using encyclopedias and reference materials in a simplified manner</p>	<p>(1) Discuss with pupils the use of encyclopedias and reference books.</p> <p>(2) Help pupils list the titles of encyclopedias and reference books which contain information on caves or other pertinent topics. Help them to find the exact page on which material can be found in each reference.</p>
	<p>n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter headings, paragraph headings, keys and footnotes, cross references</p>	<p>(1) Have pupils prepare a panel discussion on the relative advantages of various types of travel by consulting reference books for information.</p> <p>(2) Integrate the illustrations with the topic to be discussed.</p> <p>(3) Teach pupils to use the glossary and the index.</p> <p>(4) Discuss with pupils chapter headings to motivate story and increase interest in things to come.</p> <p>(5) Teach pupils to find information from the footnotes, to make use of keys, and to use cross references.</p>
	<p>o. Using all types of charts, graphs, maps, and diagrams</p>	<p>(1) Discuss with the class all maps and charts when encountered in texts.</p> <p>(2) Help pupils make graphs of their test scores.</p> <p>(3) Have pupils prepare diagrams to illustrate a pertinent topic.</p>



INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>p. Learning to skim by identifying important "key words," phrases, and sentences</p> <p>q. Using "entry" words such as <u>now</u>, <u>then</u>, <u>first</u>, <u>second</u>, <u>last</u>, <u>so</u>, <u>therefore</u></p> <p>r. Learning the many uses of encyclopedias and other reference materials</p> <p>s. Using a card catalogue and other library aids</p>	<p>-- Prepare a list of matter to be used. answers quickly. ing of the sentence</p> <p>-- Choose paragraphs things to show the with the main idea the main thought.</p> <p>There are four The <u>first</u> is <u>then</u> comes The <u>last</u> season in a year we</p> <p>-- Guide pupils to make (a) Find the proper (b) Use the alphabet the entry he (c) Use the index (d) Interpret the (e) Take notes on (f) Select and dis reports.</p> <p>(1) Review with class Describe the card system in use. Use to find titles, au of the book.</p> <p>(2) Emphasize the use selecting books fo</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>p. Learning to skim by identifying important "key words," phrases, and sentences</p> <p>q. Using "entry" words such as <u>now</u>, <u>then</u>, <u>first</u>, <u>second</u>, <u>last</u>, <u>so</u>, <u>therefore</u></p> <p>r. Learning the many uses of encyclopedias and other reference materials</p> <p>s. Using a card catalogue and other library aids</p>	<p>-- Prepare a list of questions based on the reading matter to be used. Encourage pupils to find the answers quickly. Discuss answers with oral reading of the sentence, phrase, or key word.</p> <p>-- Choose paragraphs that tell about a list of things to show these words are usually connected with the main idea and are stepping stones to the main thought. Example:</p> <p style="padding-left: 40px;">There are four seasons in the year. The <u>first</u> is spring, <u>another</u> is summer, <u>then</u> comes fall or autumn. The <u>last</u> season is winter. <u>Therefore</u>, in a year we have four seasons.</p> <p>-- Guide pupils to make sure that each pupil can:</p> <ol style="list-style-type: none"> <li>(a) Find the proper volume.</li> <li>(b) Use the alphabetical arrangement to find the entry he needs.</li> <li>(c) Use the index to find related information.</li> <li>(d) Interpret the information.</li> <li>(e) Take notes on what is read.</li> <li>(f) Select and discuss the ideas used in giving reports.</li> </ol> <p>(1) Review with class library skills already learned. Describe the card catalogue and the card index system in use. Use the alphabetical arrangement to find titles, author card, and the call number of the book.</p> <p>(2) Emphasize the use of card catalogues when selecting books for recreational reading.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>t. Underlining <u>titles</u> of <u>books</u> and enclosing "magazine titles" in quotation marks in writing activities</p> <p>u. Making a bibliography of books on a general subject</p> <p>v. Using a timetable</p>	<p>-- Teach these skills and directing pupil exercises:            (a) Write the names of <u>The Pony Express</u>, <u>The Lewis and Clark Expedition</u>, and <u>Neuberger</u>.</p> <p>(b) List all the words in the paragraph which are enclosed in quotation marks.            Yesterday, the teacher picked up the newspaper Picturesque Spots on the superline on the famous...</p> <p>-- Help pupils prepare a list of available information in encyclopedias, and a bibliography of material.</p> <p>(1) Explain that a timetable is an arranged list of dates when events take place, and its connection with arrangement. Set up an exhibit of a transportation line.</p> <p>(2) Plan with class an activity involving arrangement of transportation and points.</p> <p>(3) Have pupils examine a timetable of scheduled events arranged in classes.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SKILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>t. Underlining <u>titles</u> of <u>books</u> and enclosing "magazine titles" in quotation marks in writing activities</p> <p>u. Making a bibliography of books on a general subject</p> <p>v. Using a timetable</p>	<p>-- Teach these skills and provide practice by directing pupil exercises similar to these examples:</p> <p>(a) Write the names of two books read recently:  <u>The Pony Express</u> by Samuel Hopkins and  <u>The Lewis and Clark Expedition</u> by Richard L. Neuberger.</p> <p>(b) List all the words in the following paragraph which should be underlined or enclosed in quotation marks:</p> <p style="padding-left: 40px;">Yesterday I went to the library and picked up the new Reader's Digest. I read Picturesque Speech and Patter, an article on the superliner Queen Mary, and another on the famous Statue of Liberty.</p> <p>-- Help pupils prepare a special program using available information in reference books, encyclopedias, and magazines and make a bibliography of materials used.</p> <p>(1) Explain that a timetable is a systematically arranged list of dates and hours at which certain events take place, usually thought of in connection with arrival and departure of trains. Set up an exhibit of timetables from various transportation lines.</p> <p>(2) Plan with class an imaginary trip to New York involving arrangements for choice of transportation and points of departure and return.</p> <p>(3) Have pupils examine the school calendar for scheduled events and the school program of classes.</p>

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>w. Using the various sections of a newspaper</p> <p>x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words</p> <p>y. Adjusting rate of reading to purpose and to materials (rapid reading, skimming, reading for details)</p> <p>z. Following printed directions</p>	<p>(1) Use weekly and interests and</p> <p>(2) Give specific by reading and advertisements.</p> <p>-- Teach and frequ by practicing a</p> <p>-- Teach pupils by the purpose for adjust their re are reading.</p> <p>-- Prepare explic understand the done. Increase as pupils becom independent wor</p>
	3. Purposeful Oral Reading Skills	<p>a. Desiring to share reading materials with others</p> <p>b. Having a purpose for reading orally</p>	<p>-- Give pupils op</p> <p>-- Have pupil read this can be do errors.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
purposeful reading skills	<p>w. Using the various sections of a newspaper</p> <p>x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words</p> <p>y. Adjusting rate of reading to purpose and to materials (rapid reading, skimming, reading for details)</p> <p>z. Following printed directions</p> <p>a. Desiring to share reading materials with others</p> <p>b. Having a purpose for reading orally</p>	<p>(1) Use weekly and daily newspapers to enrich reading interests and to introduce current events.</p> <p>(2) Give specific training in reading a newspaper by reading and interpreting weather forecast, advertisements, and other parts of the paper.</p> <p>-- Teach and frequently review all dictionary skills by practicing as needed in daily lessons.</p> <p>-- Teach pupils by a variety of lessons to identify the purpose for reading each selection and to adjust their rate to the purpose for which they are reading.</p> <p>-- Prepare explicit directions so that all pupils understand the assignment and how it is to be done. Increase the difficulty of the directions as pupils become more proficient in doing independent work.</p> <p>-- Give pupils opportunities to read to other pupils.</p> <p>-- Have pupil read some part of a lesson to see if this can be done with ease and a minimum of errors.</p>

## INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	Choose story suitable for pupils to read. Pupils pantomime the reader.
		d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	Use any story suitable for pupils to read. Pupils broadcast correct expression and tone.
		e. Being relaxed	Let pupils from one read favorite story to another.
		f. Using good posture	Give pupils opportunity to read with class or read independently standing properly.
		g. Having complete understanding of the selection being read	Have pupils close book and summarize briefly.
		h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	Allow pupils to read stories to the class. Assign responsibility as an oral reader.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

SKILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Choose story suitable for dramatization. Have pupils pantomime the actions described by reader.
	d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Use any story suitable for a radio script and have pupils broadcast it to an audience with correct expression and tone.
	e. Being relaxed	-- Let pupils from one reading group read their favorite story to another group.
	f. Using good posture	-- Give pupils opportunity to share news items with class or read riddles and jokes while standing properly.
	g. Having complete understanding of the selection being read	-- Have pupils close books and listen to a story; then summarize briefly what has been read.
	h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Allow pupils to read easy and interesting stories to the class. Condition class to its responsibility as an audience.



DEVELOPMENTAL READING ACTIVITIES  
for  
SECONDARY READING SKILLS

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	a. Associating meaning with written symbols	(1) List on the chalkboard a paragraph in the text and have pupils list these words in the paragraph to which the meaning applies.
			(2) Make a chart with the heading "Concrete." Fill in the chart with words in the way they are used in the text.
		b. Developing language and fact relationships	(1) Have pupils draw pictures which they "see" in the text and advanced the reading. Give them opportunity to discuss their drawings.
			(2) Have pupils outline a story or episode from the text above.
		c. Understanding and using likenesses and differences in action (perception of relationships)	(1) Write sentences using the words thus, since, and substitutes for the words and state the meaning. Use the sentences.
			(2) Use familiar examples of action caused by emotion and write sentences using the words.
			(3) Use sentences to show the meaning of and antonyms.

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SKILLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Language Development	<p>a. Associating meaning with written symbols</p> <p>b. Developing language and fact relationships</p> <p>c. Understanding and using likenesses and differences in action (perception of relationships)</p>	<p>(1) List on the chalkboard words used in a specific paragraph in the text. Have pupils locate these words in the dictionary and decide which meaning applies to its usage in the text.</p> <p>(2) Make a chart with the headings "Abstract" and "Concrete." Fill in the words according to the way they are used in the text.</p> <p>(1) Have pupils draw pictures of the images which they "see" in the printed word. (The more advanced the reading level, the greater the opportunity to depict sensory images.)</p> <p>(2) Have pupils outline, orally or in writing, the story or episode as suggested by the pictures above.</p> <p>(1) Write sentences using such words as: however, thus, since, and yet. Have pupils find substitutes for these words which will not change the meaning. Use complex and compound sentences.</p> <p>(2) Use familiar examples to illustrate reactions caused by emotions, senses, etc. Have pupils write sentences describing these reactions.</p> <p>(3) Use sentences to illustrate the use of synonyms and antonyms.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	2. Auditory Discrimination	<p>d. Appreciating the significance of written words</p> <p>e. Learning words</p> <p>a. Hearing gross sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>b. Hearing fine sounds that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>(1) Have pupils supply in a paragraph.</p> <p>(2) Have pupils draw meaning of words.</p> <p>-- Select a sentence. Have pupils use definitions of selected words in context. Select words with different meanings.</p> <p>-- Have pupils close eyes. Following activities: tearing, scapin, stampin, clappin, strikin, crunchin. Ask pupils to identify and name which sounds.</p> <p>(1) Pronounce a key word, pronounce other words, <u>sun</u>, such as <u>sun</u>.</p> <p>(2) Give a riddle such as: "It is the name of a word that starts with 's'. It is the name of a number. It can be <u>six</u>, <u>seven</u>, etc."</p> <p>(3) Pronounce a group of words which have the same initial sound: <u>sun</u>, <u>sick</u>, <u>ring</u>, etc. Ask pupils to identify the word whose beginning sound is the same as the other words.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Vocabulary discrimination	d. Appreciating the significance of written words	(1) Have pupils supply synonyms for selected words in a paragraph. (2) Have pupils draw sketches to illustrate the meaning of words.
	e. Learning words	-- Select a sentence to write on the chalkboard. Have pupils use glossary or dictionary to find definitions of selected words as used in this context. Select other sentences using the same words with different meanings.
	a. Hearing gross sounds that are <u>alike</u> , <u>unlike</u> , and <u>similar</u>  b. Hearing fine sounds that are <u>alike</u> , <u>unlike</u> , and <u>similar</u>	--- Have pupils close their eyes while each of the following activities is performed: tearing paper scraping feet stamping feet clapping hands striking glass crunching paper Ask pupils to identify each sound and to determine which sounds are alike, unlike, or similar.  (1) Pronounce a key word, <u>sun</u> . Have the pupils pronounce other words that begin like the key word, <u>sun</u> , such as <u>sick</u> , <u>sing</u> . (2) Give a riddle such as: "I am thinking of a word that starts like the words <u>sun</u> , <u>sing</u> , <u>sick</u> . It is the name of a number." The answer would be <u>six</u> , <u>seven</u> , etc. (3) Pronounce a group of words, all except one of which have the same beginning sound such as: <u>sun</u> , <u>sick</u> , <u>ring</u> , <u>sing</u> . Have pupils listen for the word whose beginning sound is different.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>c. Hearing and saying sounds, not letter sounds, that are <u>alike</u>, <u>unlike</u>, and <u>similar</u>.</p> <p>d. Discriminating musical tones (high, middle, and low tones)</p>	<p>(4) Discuss the different words as <u>then</u> and <u>bo</u> list of other words</p> <p>(1) Have the pupils close carefully while you to count the number vary the rate and r</p> <p>(2) Have a pupil clap h wood together while with their eyes clos respond by clapping the same number of t</p> <p>(3) Play the game "Who circle. A blindfold The blindfolded pup circle and says, "W pupil answers, "It correctly identified he is next to be "I</p> <p>(1) Use a pitch pipe, t instrument to play Ask the pupils to i tone by raising the by clapping their h lowering their hand</p> <p>(2) Have pupils listen familiar tunes.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>c. Hearing and saying sounds, not letter sounds, that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p> <p>d. Discriminating musical tones (high, middle, and low tones)</p>	<p>(4) Discuss the difference in the <u>th</u> sounds in such words as <u>then</u> and <u>both</u>. Have the pupils make a list of other words for each of these <u>th</u> sounds.</p> <p>(1) Have the pupils close their eyes and listen carefully while you tap on the desk. Ask them to count the number of taps. To add interest vary the rate and rhythm of tapping.</p> <p>(2) Have a pupil clap his hands or two pieces of wood together while the other pupils listen with their eyes closed. Ask the pupils to respond by clapping their hands or wood together the same number of times with the same rhythm.</p> <p>(3) Play the game "Who Is It?" Pupils sit in a circle. A blindfolded pupil is in the center. The blindfolded pupil points to someone in the circle and says, "Who Is It?" The selected pupil answers, "It is I." When he has been correctly identified by the blindfolded pupil, he is next to be "It."</p> <p>(1) Use a pitch pipe, the piano, or another musical instrument to play high, middle, or low tones. Ask the pupils to indicate the pitch of each tone by raising their hands above their heads, by clasping their hands at waist level, or by lowering their hands.</p> <p>(2) Have pupils listen for repeated phrases in familiar tunes.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		e. Using jingles and rhymes	<p>(1) Ask the pupils to supply the second word of a dictating line such as</p> <p style="padding-left: 40px;">My dog Rover Is black all _____</p> <p>(2) Ask the pupils to supply the first word of a dictating line such as</p> <p style="padding-left: 40px;">_____ is black _____ is white</p> <p>(3) Have pupils write original lines that rhyme with the following lines. They may suggest some help.</p> <p style="padding-left: 40px;">I like to go to school To work, to study</p> <p style="padding-left: 40px;">My sister often With her little</p> <p style="padding-left: 40px;">A spider on the wall Gives me a creep</p>
		f. Imitating such sounds as animals and birds	<p>-- Use real and recorded sounds for the pupils to hear and imitate.</p>
		g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u> , <u>unlike</u> , and <u>similar</u>	<p>(1) Ask the pupils to identify the initial sound such as <u>f</u>, pronounced. For each word, have the pupil touch his right hand on the table if the sound is a final sound and on the right hand if the sound occurs at the beginning. Finally, a word that rhymes with the first word may be inserted and the pupil might raise his hand if the word does not have the same initial sound.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>e. Using jingles and rhymes</p> <p>f. Imitating such sounds as animals and birds</p> <p>g. Discriminating among initial, final, and rhyming sounds in words that are <u>alike</u>, <u>unlike</u>, and <u>similar</u></p>	<p>(1) Ask the pupils to supply the final words for such two-line rhymes as:</p> <p style="padding-left: 40px;">My dog Rover Is black all _____.</p> <p>(2) Ask the pupils to supply rhyming words for each word of a dictated list.</p> <p>(3) Have pupils write original jingles. The following may suggest some help in writing jingles:</p> <p style="padding-left: 40px;">I like to go to school each day To work, to study, and to play.</p> <p style="padding-left: 40px;">My sister often swings on the gate With her little playmate.</p> <p style="padding-left: 40px;">A spider on the ceiling Gives me a creepy feeling.</p> <p>--- Use real and recorded sounds of animals and birds for the pupils to hear, identify, and imitate.</p> <p>(1) Ask the pupils to listen for a specified sound such as <u>f</u>, as a list of words is pronounced. For each word the pupil may place his right hand on the left side of the desk if the sound is at the beginning of the word, and on the right side of the desk if the sound occurs at the end of the word. Occasionally, a word that does not have the <u>f</u> sound may be inserted as a "fooler." The pupil might raise his hand to indicate that the word does not have the <u>f</u> sound.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	3. Visual Discrimination	<p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p> <p>c. Learning to discriminate letters in situations which have significance to the learner</p> <p>d. Discriminating words in meaningful situations</p>	<p>(2) Read to the pupils its entirety, and them to indicate hear the sound of or end of a word. the rhyming words</p> <p>-- Have the pupils: (a) Identify land (b) Study cartoon or ideas exp</p> <p>-- Have the pupils: (a) Interpret the maps. (b) Suggest color certain emot red with ang</p> <p>-- Check the formatio letter combinatio seer may be effec</p> <p>-- Have pupils selec similar in appear for the context o The man was ___ (prospecting, p</p>
	4. Following Directions	<p>a. Interpreting and following directions given by teachers and associates</p>	<p>(1) Ask the pupils to tions previously another pupil.</p> <p>(2) Word questions ar in a variety of w</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
mi-             wing tions	<p>a. Discriminating pictures that are meaningful to the child</p> <p>b. Learning to discriminate colors in situations which have significance to the learner</p> <p>c. Learning to discriminate letters in situations which have significance to the learner</p> <p>d. Discriminating words in meaningful situations</p> <p>a. Interpreting and following directions given by teachers and associates</p>	<p>(2) Read to the pupils a rhyming verse, first in its entirety, and then a line at a time. Ask them to indicate the number of times they hear the sound of a letter at the beginning or end of a word. The pupils may also identify the rhyming words which they hear.</p> <p>-- Have the pupils:</p> <p>(a) Identify land forms from pictures.</p> <p>(b) Study cartoons and relate the stories or ideas expressed.</p> <p>-- Have the pupils:</p> <p>(a) Interpret the significance of colors on maps.</p> <p>(b) Suggest colors usually associated with certain emotions, as green with envy and red with anger.</p> <p>-- Check the formation of individual letters and letter combinations. (A transparent overseer may be effective.)</p> <p>-- Have pupils select from a group of words similar in appearance the appropriate word for the context of a given sentence. Example: The man was _____ the gold he had found. (prospecting, protecting, prosperous)</p> <p>(1) Ask the pupils to repeat and explain directions previously given by the teacher or another pupil.</p> <p>(2) Word questions and directions for activities in a variety of ways. Examples of different</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			verbs which may be explain in define pr list et summarize or note di skim de study es relate i
			(3) Use different sign questions, such as
		b. Learning to give directions to others	(1) Teach one pupil f a game or an acti game or activity (2) Have pupils give problem or for ma or some other sma
	5. Motor Development	a. Achieving rhythmic activities	(1) Have pupils: (a) March to mus (b) Learn simple (c) Keep time to tapping a pe (2) Have pupils do ha (3) Have pupils tap w syllables, being ones.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES																																
SPECIFIC																																		
		<p>verbs which may be used are:</p> <table border="0"> <tr> <td>explain</td> <td>interpret</td> <td>arrange</td> </tr> <tr> <td>define</td> <td>present</td> <td>demonstrate</td> </tr> <tr> <td>list</td> <td>evaluate</td> <td>supply</td> </tr> <tr> <td>summarize</td> <td>organize</td> <td>name</td> </tr> <tr> <td>note</td> <td>diagram</td> <td>locate</td> </tr> <tr> <td>skim</td> <td>describe</td> <td>select</td> </tr> <tr> <td>study</td> <td>estimate</td> <td>compare</td> </tr> <tr> <td>relate</td> <td>illustrate</td> <td>contrast</td> </tr> </table> <p>(3) Use different signs for "True and False" questions, such as:</p> <table border="0"> <tr> <td>T</td> <td>F</td> </tr> <tr> <td>+</td> <td>-</td> </tr> <tr> <td>"</td> <td>=</td> </tr> <tr> <td>G</td> <td>M</td> </tr> </table> <p>b. Learning to give directions to others</p> <p>(1) Teach one pupil from a group the rules for a game or an activity. Ask him to teach the game or activity to the others in the group.</p> <p>(2) Have pupils give directions for working a problem or for making a chart, a graph, a map, or some other small article.</p> <p>a. Achieving rhythmic activities</p> <p>(1) Have pupils:</p> <ol style="list-style-type: none"> <li>March to music</li> <li>Learn simple dance steps to music</li> <li>Keep time to music by clapping hands or tapping a pencil</li> </ol> <p>(2) Have pupils do handwriting exercises to music.</p> <p>(3) Have pupils tap with their pencils to indicate syllables, being sure to show the accented ones.</p>	explain	interpret	arrange	define	present	demonstrate	list	evaluate	supply	summarize	organize	name	note	diagram	locate	skim	describe	select	study	estimate	compare	relate	illustrate	contrast	T	F	+	-	"	=	G	M
explain	interpret	arrange																																
define	present	demonstrate																																
list	evaluate	supply																																
summarize	organize	name																																
note	diagram	locate																																
skim	describe	select																																
study	estimate	compare																																
relate	illustrate	contrast																																
T	F																																	
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SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			(4) List on the card different syllables of the word <u>company</u> , <u>company</u> , <u>company</u> taps each word and have the pupils repeat some experience may make their own for other pupils
		b. Developing activities with hands such as coloring, painting, and cutting	(1) Have students (2) Have the pupils portrayed in a unit and arranged being studied
	6. Visual Motor Sensory Perception	-- Reproducing a pattern	(1) Teach map making and longitude (2) Reproduce maps or science maps
	7. Left-to-Right Progression	-- Developing left-to-right progression using pictures and words	(1) Give the pupils develop left-to-right 3 x 5 cards, read by the pupils a question per (2) Let the pupils sequential or long piece of pictures which reel is threaded from left to right

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Visual Motor Sensory Perception  Left-to- right Progression	<p>b. Developing activities with hands such as coloring, painting, and cutting</p> <p>-- Reproducing a pattern</p> <p>-- Developing left-to-right progression using pictures and words</p>	<p>(4) List on the chalkboard words with accents on different syllables, such as <u>secret</u>, <u>indeed</u>, <u>company</u>, <u>companion</u>, <u>reinstate</u>. As the teacher taps each word stressing the accented syllable, have the pupils pronounce the word. After some experience with this activity, the pupils may make their own lists and do the tapping for other pupils to pronounce the words.</p> <p>(1) Have students make posters for school events.</p> <p>(2) Have the pupils cut out figures of people portrayed in a social studies or literature unit and arrange a display of the events being studied.</p> <p>(1) Teach map making through the use of latitude and longitude as guide lines.</p> <p>(2) Reproduce maps and diagrams from social studies or science materials.</p> <p>(1) Give the pupils tachistoscopic training to develop left-to-right progression. Using 3 x 5 cards, flash phrases of a story easily read by the pupils. Precede the flash with a question pertaining to the phrase.</p> <p>(2) Let the pupils make a movie by pasting in sequential order from left to right on a long piece of wrapping paper a series of pictures which tell a story. Be sure the reel is threaded to unroll the pictures from left to right.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
B. Comprehension	1. Factual Comprehension (Assimilative)	<p>a. Reading for facts</p> <p>b. Identifying and interpreting characters</p> <p>c. Relating ideas in sequence</p> <p>d. Reading for related facts such as places, action, words, animals, and food</p> <p>e. Reading for immediate, delayed, general, and specific recall</p>	<p>(1) Have the pupils write and Why. Tell them the "Five W's" of a story. If they can answer them, they can answer the facts. They should be able to answer the following questions:</p> <p style="padding-left: 40px;">Who is in the story?</p> <p style="padding-left: 40px;">What is it about?</p> <p style="padding-left: 40px;">Where does the story take place?</p> <p style="padding-left: 40px;">When does the story take place?</p> <p style="padding-left: 40px;">Why did the incident occur?</p> <p style="padding-left: 40px;">What was the story about?</p> <p>(2) Use the 5 W's with new material.</p> <p>-- Have pupil describe a character to the class. Let the class identify the character. Let the pupil identify another character.</p> <p>-- Write several sentences about an action. Do not write them in the order in which the action occurred. Have the pupils write sentences according to the order in which the action occurred.</p> <p>-- Provide the pupils with a list of details on a selected topic of interest. They read the selected details to or read for themselves. They write the answers to the questions whose answers are to be read.</p> <p>(1) Suggest to the pupils new details when reading previous details read. They read the ends of paragraphs of these details they</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

GENERAL SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Actual comprehension (Assimilative)	<p>a. Reading for facts</p> <p>b. Identifying and interpreting characters</p> <p>c. Relating ideas in sequence</p> <p>d. Reading for related facts such as places, action, words, animals, and food</p> <p>e. Reading for immediate, delayed, general, and specific recall</p>	<p>(1) Have the pupils write Who, What, Where, When, and Why. Tell them that these can be called the "Five W's" of a story and that when they can answer them, they will know the main facts. They should be able to answer the following questions:  Who is in the story?  What is it about?  Where does the story take place?  When does the story take place?  Why did the incidents happen or why was the story written?</p> <p>(2) Use the 5 W's with newspaper stories.</p> <p>-- Have pupil describe a story character familiar to the class. Let the pupil who correctly identifies the character described tell about another character.</p> <p>-- Write several sentences about a story but do not write them in the order in which the action occurred. Have the pupils number the sentences according to the order in which the action occurred or rewrite them in this order.</p> <p>-- Provide the pupils with an article on some selected topic of interest to them. Before they read the selection, have them listen to or read for themselves prepared questions whose answers are to be found in the selection to be read.</p> <p>(1) Suggest to the pupils that, as they come upon new details when reading, they try to recall previous details read in the selection. At the ends of paragraphs, check to see how many of these details they remember.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DE
GENERAL	SPECIFIC		
			<p>(2) Immediate: L pertaining to</p> <p>(3) Delayed: (a) Do the s later. (b) Review t when tim sessions (Do these for</p>
		f. Finding significant details	-- Explain to th to remember a story. Thus, significant f important poi paragraphs to each paragra that expresse
		g. Locating descriptive words and phrases	<p>(1) Have the pupil words that fo give them fee</p> <p>(2) List on slips story. Ask t word the desc which describ phrases, they describe.)</p>
		h. Following directions	<p>(1) Play the game various direc pupils to fol given. Examp (a) Write a selectio</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

GENERAL SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>f. Finding significant details</p> <p>g. Locating descriptive words and phrases</p> <p>h. Following directions</p>	<p>(2) Immediate: List pertinent facts and details pertaining to the specific selection just read.</p> <p>(3) Delayed:</p> <p>(a) Do the same one day, three days, etc., later.</p> <p>(b) Review the preceding part of the story when time has elapsed between class sessions.</p> <p>(Do these for both general and specific recall.)</p> <p>-- Explain to the pupils that no one can be expected to remember all statements and details of any story. Thus, authors often use several less significant facts and details to emphasize one important point. Next give the pupils selected paragraphs to read. From a group of choices for each paragraph, ask them to select the statement that expresses the main idea of the paragraph.</p> <p>(1) Have the pupils select from a given poem the words that form pictures in their minds, or that give them feelings of happiness or sadness.</p> <p>(2) List on slips of paper ten nouns from any selected story. Ask the pupils to write in front of each word the descriptive word or words (adjectives) which describe that noun. (In the case of phrases, they will be written after the nouns they describe.)</p> <p>(1) Play the game, "Find and Do." Write a list of various directions on the chalkboard. Ask the pupils to follow these directions in the order given. Example:</p> <p>(a) Write a three syllable word found in the selection.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			(b) Mark the vowels (c) Write two words (d) Read _____ (e) Find _____
		i. Developing new concepts and new words	(2) Type the directions for each particular skill for the reading and listening pupils. was. (1) Ask the pupils to read accurately in sentences. (2) Provide crossword puzzles. (3) Give the pupils a list of particular words to use in each sentence. In their own words the meaning of each sentence. Example: Do not <u>strike</u> out As he <u>started</u> The men <u>were</u> He will <u>strike</u> They will <u>start</u> The clock <u>was</u> <u>Strike</u> out
		j. Identifying the speaker or character spoken to	(4) Direct pupils to play the game "Who said it?" characters from the story and in different parts of the story by each of the pupils match each character who made the statement. This game may be

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>i. Developing new concepts and new words</p> <p>j. Identifying the speaker or character spoken to</p>	<p>(b) Mark the vowels.            (c) Write two words using the <u>br</u> blend, etc.            (d) Read _____ paragraph, page _____ orally.            (e) Find _____ (parts of speech.)</p> <p>(2) Type the directions for a separate word attack skill for each pupil. Have him perform this skill for the rest of the group. Direct the listening pupils to decide what the direction was.</p> <p>(1) Ask the pupils to use selected new words accurately in sentences.</p> <p>(2) Provide crossword puzzles for the pupils.</p> <p>(3) Give the pupils several sentences using a particular word to express a different concept in each sentence. Ask them to write in their own words the meaning for the word as used in each sentence.            Example:            Do not <u>strike</u> the glass.            As he started to fish, he had a good <u>strike</u>.            The men went out <u>on strike</u>.            He will <u>strike</u> a match.            They will <u>strike</u> oil if they dig here.            The clock will soon <u>strike</u> one.  <u>Strike</u> out the last word.</p> <p>(4) Direct pupils to prepare vocabulary notebooks.</p> <p>-- Play the game "Who? What?" List the names of the characters from a selected story. List separately and in different order a statement made in the story by each of the characters listed. Have the pupils match each statement with the name of the character who made the statement. A variation of this game may be that of having the pupils match</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		k. Noting significant details	<p>the statements in the story</p> <p>(1) Write unfinished the group has select from a each sentence completes the without referring</p> <p>(2) Identify the main selected paragraph</p>
	2. Critical Comprehension	<p>a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas</p> <p>b. Drawing logical conclusions</p> <p>c. Comparing and contrasting facts and opinions</p>	<p>(1) Have the pupils such prepared Is a girl Carl a bird</p> <p>(2) Classify the sentences Historical. He then write a sentence which are true according to the papers and understand</p> <p>-- Prepare unfinished select from a the word that</p> <p>(1) Prepare the pupils the ideas which from the story opinions when ideas that the read and then idea is a fact</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	k. Noting significant details	<p>the statements with the names of the characters in the story to <u>whom</u> the statements were made.</p> <p>(1) Write unfinished sentences about a story which the group has finished reading. Have the pupils select from a group of words or phrases for each sentence that word or phrase that correctly completes the sentence. This should be done without referring again to the material read.</p> <p>(2) Identify the main ideas and their sub-topics for selected paragraphs.</p>
ical rehe-	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	<p>(1) Have the pupils select "yes" or "no" answers to such prepared questions as: Is a girl a woman? Can a bird fly in water?</p> <p>(2) Classify the selection Fact or Fancy, Fiction or Historical. Have pupils read a short selection, then write a series of short sentences, some of which are true and some of which are false according to the selection. Have them exchange papers and underline the true statements.</p>
	b. Drawing logical conclusions	-- Prepare unfinished sentences. Have the pupils select from a group of words for each sentence the word that will correctly complete the sentence.
	c. Comparing and contrasting facts and opinions	(1) Prepare the pupils by explaining that sometimes the ideas which we get from reading are facts from the story but we also often form our own opinions when we read a story. Have them write ideas that they remember from a story recently read and then let them check to see if their idea is a fact or an opinion gained from reading.

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		d. Identifying absurdities	<p>(2) Select two news items from one news (front page). Note and discuss the style of writing.</p> <p>(3) Select articles from newspapers. (These are excellent.) Note the viewpoint of these two papers (viewpoint) and (Note emphasis).</p> <p>(1) From a group of absurdities, have the pupils select those which are ridiculous.</p>
		e. Drawing inferences	<p>(2) Read a "tall tale" containing absurdities.</p> <p>(3) Have the pupils select those which contain good examples of exchange paper found. Also discuss.</p> <p>(1) Have the pupils prepared group moral or lesson in the fable. The moral might be: <u>Kindness</u>.</p> <p>(2) Have the pupils read the story and infer the moral. Example: The boy sat quietly with his hands folded.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	d. Identifying absurdities	<p>(2) Select two newspaper articles on the same topic, one news (front page) and the other editorial. Note and discuss the differences in the styles of writing.</p> <p>(3) Select articles on one topic from two different newspapers. (An English and an American newspaper are excellent for this.) List ways in which these two papers are alike in their presentation (viewpoint) and ways in which they are different. (Note emphasis of each.)</p> <p>(1) From a group of sentences, some true and some absurd, have the pupils underline those sentences which are ridiculous.</p>
	e. Drawing inferences	<p>(2) Read a "tall tale." List and discuss the absurdities.</p> <p>(3) Have the pupils write a group of sentences some of which contain absurdities and some of which contain good examples of consistency. Have them exchange papers and underline the absurdities found. Also discuss them.</p> <p>(1) Have the pupils read a selected fable and from a prepared group of sentences, each containing a moral or lesson, choose the lesson which is taught in the fable. One example of such sentences might be: <u>Kindness is its own reward.</u></p> <p>(2) Have the pupils copy examples of inferences from the story and state the condition that is inferred. Example: After the class laughed, he sat quietly with head down.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Making judgments	<p>(1) Prepare a debatable topic. Have school twelve pupils list five affirmative and five negative statements headed <u>Affirmative</u> and <u>Negative</u>.</p> <p>(2) Ask each pupil to choose one statement and argue for it. Pupils would you do if a judge were about to pick the winner? Give reactions and be the exercise of the judge.</p>
		g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	<p>(1) Develop understanding of relationships. Pupils read of events in a story. After reading the facts which show relationships. In a story they might list such as:</p> <p>People rode horses. Children sleep in beds.</p> <p>(2) Use a time line in a story. Good for Indiana.</p> <p>(3) Have the pupils find relationships in magazines pictures. Quarts, feet, etc.</p> <p>(4) Demonstrate with objects (e.g., pecks).</p>
		h. Interpreting riddles	<p>-- Teach the pupils to interpret riddles. "They?" Begin by asking the answer and then ask other pupils. The teacher might say:</p> <p>Some are in the water. Some are in the air.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	f. Making judgments	<p>(1) Prepare a debatable statement, such as "We should have school twelve months a year." Have the pupils list five arguments in each of two columns headed <u>Affirmative</u> and <u>Negative</u>.</p> <p>(2) Ask each pupil to give a situation such as "What would you do if a bee were on a flower which you were about to pick?" Call on several pupils to give reactions and then decide which one would be the exercise of the best judgment.</p>
	g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	<p>(1) Develop understanding of time sequence by having pupils read of events that happened long ago. After reading the story, have them list those facts which show that the story took place long ago. In a story of pioneer life, for example, they might list such facts as:</p> <p style="padding-left: 40px;">People rode in covered wagons. Children slept in the loft.</p> <p>(2) Use a time line in social studies. (Especially good for Indiana history)</p> <p>(3) Have the pupils find and cut from newspapers or magazines pictures which show measures. (pints, quarts, feet, etc.)</p> <p>(4) Demonstrate with actual containers (pints, quarts, pecks).</p>
	h. Interpreting riddles	<p>-- Teach the pupils to play the game, "What Are They?" Begin by giving a riddle. Pupils guess the answer and then make up original riddles to ask other pupils. A suggested riddle with which the teacher might begin is as follows:</p> <p style="padding-left: 40px;">Some are in the yard. Some are in the house.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		<p>i. Making generalizations</p>	<p>They are pretty But they do not What are they? The answer is -</p> <p>(1) Suggest that the pup of 100 years ago wit today. Let them lis both schools or trav which they differ.</p> <p>(2) Write a generalizat Northern Europe Are prove that this is 1</p>
		<p>j. Interpreting facts and feelings</p>	<p>(1) Prepare such questi the pupils are to a article that is bei  How do you thi failing in s How do you thi parents abou</p> <p>(2) Ask pupils to write read to the class.</p>
		<p>k. Predicting outcomes</p>	<p>(1) See j above. The l for predicting outc might be added to t what his parents wi</p> <p>(2) Have pupils read to story. Predict wha good motivating dev</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>i. Making generalizations</p>	<p>They are pretty. But they do not smell good. What are they? The answer is - a plant, or plants.</p> <p>(1) Suggest that the pupils compare schools or travel of 100 years ago with the schools or travel of today. Let them list ways in which they think both schools or travel are alike and ways in which they differ.</p> <p>(2) Write a generalization such as, "People of Northern Europe Are Blond." Ask the pupils to prove that this is not necessarily true.</p>
	<p>j. Interpreting facts and feelings</p>	<p>(1) Prepare such questions as the following which the pupils are to answer from a story or an article that is being read.</p> <p>How do you think that John felt about failing in school? How do you think he will approach his parents about his failure?</p> <p>(2) Ask pupils to write reactions to a selection, read to the class.</p>
	<p>k. Predicting outcomes</p>	<p>(1) See j above. The last sentence might be used for predicting outcomes. Another sentence that might be added to the above is: Can you predict what his parents will say?</p> <p>(2) Have pupils read to a designated place in the story. Predict what will happen next. (a good motivating device)</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		l. Forming associations	<p>-- Use such prepared words as the example line each word to its column height</p> <p>Land peninsula lagoon delta island continent</p>
		m. Reading creatively	<p>(1) Have pupil read edge of the copy and so saturate of a piece of paper to share them with develop a capacity and for achieving pitch range, measure to add to the book</p> <p>(2) Have the pupils characters in the pupil reads all</p>
		n. Forming sensory images	<p>(1) Write sentences</p> <p>The sky was yarn. The girl is They had a delay. When it rains</p> <p>Have pupils write to describe the</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES														
	1. Forming associations	<p>-- Use such prepared column headings and lists of words as the examples below. Have pupils underline each word that is properly placed according to its column heading.</p> <table data-bbox="765 1050 1177 1284"> <tr> <td>Land Forms</td> <td>Cities</td> </tr> <tr> <td>peninsula</td> <td>Chicago</td> </tr> <tr> <td>lagoon</td> <td>Delaware</td> </tr> <tr> <td>delta</td> <td>Paris</td> </tr> <tr> <td>island</td> <td>Los Angeles</td> </tr> <tr> <td>continent</td> <td>Hawaii</td> </tr> <tr> <td></td> <td>Anchorage</td> </tr> </table>	Land Forms	Cities	peninsula	Chicago	lagoon	Delaware	delta	Paris	island	Los Angeles	continent	Hawaii		Anchorage
Land Forms	Cities															
peninsula	Chicago															
lagoon	Delaware															
delta	Paris															
island	Los Angeles															
continent	Hawaii															
	Anchorage															
	m. Reading creatively	<p>(1) Have pupil read each word with distinctive knowledge of the communication the thought implies and so saturate himself with the ideas and mood of a piece of literature that he feels an impulse to share them with an audience. Help him to develop a capacity for thinking, for deep feeling, and for achieving the best tone quality for pitch range, melody emphasis, pause, and emotions to add to the beauty of the selection.</p> <p>(2) Have the pupils read orally, as if they were the characters in the story. It helps if a separate pupil reads all the non-speaking parts.</p>														
	n. Forming sensory images	<p>(1) Write sentences as follows:</p> <p>The <u>sky</u> was like balls of blue and white yarn. _____</p> <p>The <u>girl</u> is as dainty as lace. _____</p> <p>They had <u>us</u> nervous because of their delay. _____</p> <p>When it <u>rains</u>, it pours. _____</p> <p>Have pupils write after each sentence an adjective to describe the underlined word.</p>														

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>(2) Have the pupils draw words or groups of words.</p> <p>(3) Have the pupils list words or phrases which smell, sight, sound them written in columns.</p> <p>(4) Read a poem such as the pupils draw pictures which the poem title of the poem use. Reread the poem and</p> <p>(5) Present such words as desert. Have the pupils write words as they can write smell, taste, feel. These words can be in chart form for top and the senses.</p>
		<p>o. Interpreting puzzles</p>	<p>(1) Duplicate crossword puzzles</p> <p>(2) Have pupils read and solve the following:</p> <p>"A ship anchored at sea. The sailors tossed a rope ladder ten feet down. It touched the water but the rungs of the ladder were not straight.</p> <p>"If the tide rises one foot per hour, how many rungs of the ladder will be above water after four and a half hours?</p> <p>(None. The ship was not moving.)</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		<p>(2) Have the pupils draw pictures of what selected words or groups of words say to them.</p> <p>(3) Have the pupils list from a given selection those words or phrases which give them a sense of smell, sight, sound, taste, or touch. Have them written in columns under the proper headings.</p> <p>(4) Read a poem such as "Clouds" to the class. Have the pupils draw pictures showing all the mental images which the poem gives them. Do not give title of the poem until the pictures are finished. Reread the poem and discuss the pictures.</p>
	<p>o. Interpreting puzzles</p>	<p>(5) Present such words as: wharf, mountains, farm, desert. Have the pupils write under each as many words as they can which tell what they see, hear, smell, taste, feel at each of these places. This can be in chart form, with the nouns across the top and the senses spaced down the side.</p> <p>(1) Duplicate crossword puzzles for pupils to work.</p> <p>(2) Have pupils read and solve such puzzles as the following:</p> <p style="padding-left: 40px;">"A ship anchored in the harbor and the sailors tossed a rope ladder over the side. The ladder was ten feet long, and the bottom rung touched the water but was not covered by it. The rungs of the ladder were a foot apart.</p> <p style="padding-left: 40px;">"If the tide rose at the rate of one foot per hour, how many rungs were covered at the end of four and a half hours?"</p> <p>(None. The ship would rise with the tide.)</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>p. Perceiving analogies</p> <p>q. Distinguishing between fact and opinion</p>	<p>-- Say, "Here is a first part of two things which decide for your part of the sentence you the first part words from which A kitten is to (duck, dog, boy)</p> <p>Pupils may compare analogies of their own</p> <p>(1) Have the pupils number of opinions them to discuss opinion.</p> <p>(2) Have the pupils which might be reasons why they they should be</p>
		<p>r. Interpreting author's meaning</p> <p>s. Visualizing characters, action, and setting of story</p> <p>t. Interpreting poetry</p>	<p>-- Select sentences pupils write in the author mean</p> <p>(1) Write in columns a given story. any one or all pupils match the characters which</p> <p>(2) Draw pictures s</p> <p>(1) Read a poem to poem carefully about the poem</p> <p>What does How does i</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>p. Perceiving analogies</p> <p>q. Distinguishing between fact and opinion</p> <p>r. Interpreting author's meaning</p> <p>s. Visualizing characters, action, and setting of story</p> <p>t. Interpreting poetry</p>	<p>-- Say, "Here is a game that you will enjoy. The first part of this sentence will tell you about two things which go together. You will have to decide for yourself which two things in the last part of the sentence go together. I will give you the first part of the sentence and three words from which to choose the correct ending. A kitten is to a cat as a puppy is to a _____: (duck, dog, boy)"</p> <p>Pupils may continue the game by making other analogies of their own to use with their classmates.</p> <p>(1) Have the pupils list a number of facts and a number of opinions as found in a newspaper. Ask them to discuss what makes each a fact or an opinion.</p> <p>(2) Have the pupils copy from the newspaper statements which might be doubted. Have them also list reasons why they might be doubted and reasons why they should be accepted as facts.</p> <p>-- Select sentences from a given story and have the pupils write in their own words what they think the author meant by such sentences.</p> <p>(1) Write in columns the names of the characters of a given story. Also list facts which describe any one or all of these characters. Have the pupils match these facts with the character or characters which they describe.</p> <p>(2) Draw pictures showing setting, etc.</p> <p>(1) Read a poem to the pupils and let them read the poem carefully after you. Ask them questions about the poem such as:</p> <p style="padding-left: 40px;">What does the poem describe? How does it make you feel?</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>u. Interpreting feelings of characters</p> <p>v. Interpreting author's purpose</p> <p>w. Perceiving relationship between ideas, between pictures, and written description</p>	<p>(2) Have the pupils write (in prose) the meaning of the following:</p> <p>-- Have pupils read and discuss the feelings of the characters in the following stories.</p> <p>-- Explain to the pupils the purpose for writing in each of the following stories. Teach, give new information, and discuss the purpose of the pupils read and discuss with them the reasons for writing the following:</p> <p>(1) Duplicate pictures and paragraphs describing them. Have pupils match the pictures with the descriptions.</p> <p>(2) Have the pupils make up sentences as the following:</p> <p>Penny is to m cat</p> <p>Tall is to g ball</p> <p>Apple is to weaving</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>u. Interpreting feelings of characters</p> <p>v. Interpreting author's purpose</p> <p>w. Perceiving relationship between ideas, between pictures, and written description</p>	<p>(2) Have the pupils write in their own words (in prose) the meaning or story of the poem.</p> <p>-- Have pupils read a selection and describe the feelings of the characters in the story.</p> <p>-- Explain to the pupils that an author has a purpose for writing a story. He may want to teach, give new information, or entertain. Have the pupils read a selected paragraph and discuss with them the reasons which the author may have had for writing the paragraph or story.</p> <p>(1) Duplicate pictures and a corresponding number of paragraphs describing the pictures. Have the pupils match the descriptions with the correct pictures.</p> <p>(2) Have the pupils match ideas by asking them to underline the words which correctly finish such sentences as the following:</p> <p>Penny is to money as dog is to _____.              cat      boy      animal</p> <p>Tall is to giraffe as round is to _____.              ball      street      flag</p> <p>Apple is to fruit as silk is to _____.              weaving      Japan      cloth</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
C. Word Perception	1. Word Meaning Clues	x. Perceiving relationships of mood in the printed word and music	-- Describe the kinds of music that can be played for background on television. (List various parts.)
		a. Forming associations	-- Make up groups of words related to the following words. Write a given word with a sentence using the word. Ask the pupils to write sentences using the word. Example: (a) Aunt Sue finally liked. (b) Phillip's dream he started over. (c) "That <u>suit</u> cost Mrs. Huff," said.  Other words which can be used in this exercise are: drew, stamp, rose.
		b. Forming sensory images	-- Display an action picture on each paper. Good stories are good for study the picture and part in the events. Have them describe the picture and feel.
		c. Understanding new words and new concepts	-- Select a list of words for which give their definitions to look up in their dictionaries and meanings. Give concepts to the meanings in the story. After motivation and reading, ask the

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Meaning s	x. Perceiving relationships of mood in the printed word and music	-- Describe the kinds of music which you think would be played for background if a certain story were on television. (Think especially about the various parts.)
	a. Forming associations	-- Make up groups of three sentences each according to the following pattern: Two sentences using a given word with the same meaning and a third sentence using the same word in a different meaning. Ask the pupils to indicate in some manner which sentences use the word in like meaning. Example: (a) Aunt Sue finally found a <u>suit</u> that she liked. (b) Phillip's drawing did not <u>suit</u> him so he started over again. (c) "That <u>suit</u> certainly looks nice on you, Mrs. Huff," said Mrs. Gordon.  Other words which can be used effectively in this exercise are: bank, mine, ring, row, felt, drew, stamp, rose, and bay.
	b. Forming sensory images	-- Display an action picture. (Magazines and newspapers are good sources.) Ask the group to study the picture and imagine they are taking part in the events. Then remove the picture and have them describe what it made them see, hear, and feel.
	c. Understanding new words and new concepts	-- Select a list of words from the reading selection giving their page number. Ask the pupils to look up in their dictionaries the pronunciations and meanings of the words. Apply these concepts to the meanings of the words in the story. After motivation, new concept presentation, and reading, ask the pupils to list words which

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>d. Understanding shifts in meanings of words</p> <p>e. Anticipating meanings</p>	<p>they think might give the grade level a year your pupils are reading a dictionary for pronunciation the pupils use the same meaning as the</p> <p>(1) For each word in a list having more than one meaning use the dictionary to find the word correctly in a sentence of common words with words like</p> <p style="padding-left: 40px;">bear          mour beat          pass light         pitc</p> <p>(2) Discuss the use of words with different meanings</p> <p>(3) Select five words from sentences for each word in a different context</p> <p>(1) Read a story to the very exciting point and tell or write what you think they may compare to the author.</p> <p>(2) Read a story to pupils occasionally and have them guess a word or phrase.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES												
	d. Understanding shifts in meanings of words	<p>they think might give a _____ grader (insert. the grade level a year or two below that at which your pupils are reading) difficulty. Use the dictionary for pronunciation and meaning. Have the pupils use these words in sentences with the same meaning as the original.</p> <p>(1) For each word in a list of common words each having more than one meaning, have the pupils use the dictionary and write sentences using the word correctly in each of its meanings. Some common words with which to begin are:</p> <table data-bbox="705 1289 1256 1378"> <tr> <td>bear</td> <td>mount</td> <td>right</td> <td>set</td> </tr> <tr> <td>beat</td> <td>pass</td> <td>round</td> <td>side</td> </tr> <tr> <td>light</td> <td>pitch</td> <td>run</td> <td>strike</td> </tr> </table> <p>(2) Discuss the use of the dictionary for the different meanings of words.</p> <p>(3) Select five words from your reading. Write three sentences for each word, each sentence using the word in a different meaning.</p>	bear	mount	right	set	beat	pass	round	side	light	pitch	run	strike
bear	mount	right	set											
beat	pass	round	side											
light	pitch	run	strike											
	e. Anticipating meanings	<p>(1) Read a story to the pupils. Stop reading at a very exciting point in the story. Let the pupils tell or write what they think will happen and why. Then finish reading the story in order that they may compare their endings with that of the author.</p> <p>(2) Read a story to pupils. As you read, stop occasionally and have them supply the next word or phrase.</p>												

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		f. Extending word meanings - antonyms, homographs, and words with several meanings	<p>(3) Have pupils write a list of words in several sentences on a master copy with the words on exchange papers (copy) supply the words which are used. These should be done when this is done.</p> <p>(1) Prepare a list of words for or unit of work. Then list three other words, one opposite to the first word. underline these antonyms.</p> <p>polite -- rude above -- over</p> <p>(2) Give pupils pairs of underlined homographs such as fair, rash, and ile from the dictionary. Write each sentence. Example:</p> <p>bear<sup>1</sup> - endure bear<sup>2</sup> - large</p> <p>She cannot <u>bear</u> the heat. The hunters shot the <u>bear</u>.</p> <p>(3) Have pupils write sentences using words in each of the categories (homonyms, antonyms). (Use the words also.)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>f. Extending word meanings - antonyms, homographs, and words with several meanings</p>	<p>(3) Have pupils write a paragraph omitting key words in several sentences. Have them also make a master copy with the word supplied. Have them exchange papers (copies with omitted words) and supply the words which they think should be used. These should be discussed as the checking is done.</p> <p>(1) Prepare a list of words from a familiar selection or unit of work. To the right of each word add three other words, one of which has a meaning opposite to the first word. Have the pupil underline these antonyms. Example:</p> <p style="padding-left: 40px;">polite -- rude      cruel      well-mannered above -- over      up      below</p> <p>(2) Give pupils pairs of sentences containing underlined homographs such as bear, spell, stick, fair, rash, and fleet. Ask them to read or copy from the dictionary of the underlined word in each sentence. Example:</p> <p style="padding-left: 40px;">bear<sup>1</sup> - endure bear<sup>2</sup> - large animal</p> <p style="padding-left: 40px;">She cannot <u>bear</u> the sight of snakes. The hunters shot the <u>bear</u>.</p> <p>(3) Have pupils write sentences of their own using words in each of the categories which the teacher indicates (homonyms, homographs, synonyms, antonyms). (Use this idea for spelling lessons also.)</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>g. Interpreting meanings from phrase and sentence meanings</p>	<p>-- Write the words <u>who</u>, <u>the</u>, <u>and</u> on the chalkboard. Underline phrases as <u>in the year</u>, <u>John and David</u>, and <u>where</u>, or <u>how</u>. Then read aloud; ask where in any book and guide phrases that tell where</p>
		<p>h. Drawing meaning from context clues</p>	<p>-- Write a number of sentences on the chalkboard, leaving out a word. For example:</p> <p>Bill may be called _____ has a good sense of _____</p> <p>He lives so much _____ rest of the year _____ a _____.</p> <p>The new words (philosophy, etc.) should then be defined. For this, the original sentence is used, using hard words from the important reading for the year.</p>
		<p>i. Extending word meanings using synonyms and homonyms</p>	<p>(1) Write a series of sentences, each having a new word which is underlined. Write a phrase the expression using known synonyms. Examples:</p> <p>The man stood _____ waiting for _____</p> <p>It was the most _____ a <u>mortal</u> saw _____</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>g. Interpreting meanings from phrase and sentence meanings</p> <p>h. Drawing meaning from context clues</p> <p>i. Extending word meanings using synonyms and homonyms</p>	<p>-- Write the words <u>who</u>, <u>what</u>, <u>when</u>, <u>where</u>, <u>how</u> on the chalkboard. Under these words list such phrases as <u>in the yard</u>, <u>after dinner</u>, <u>very softly</u>, <u>John and David</u>, and <u>the caves</u>. As each phrase is read aloud, ask whether it tells <u>who</u>, <u>what</u>, <u>when</u>, <u>where</u>, or <u>how</u>. Then have pupils turn to a page in any book and guide them in identifying phrases that tell <u>who</u>, <u>what</u>, etc.</p> <p>-- Write a number of short sentences on the chalkboard, leaving out an important word in each. For example:</p> <p style="padding-left: 40px;">Bill may be called a _____ because he has a good stamp collection.</p> <p style="padding-left: 40px;">He lives so much by himself away from the rest of the world that he is really a _____.</p> <p>The new words (philatelist, demagogue, hermit, etc.) should then be read in context. To insure this, the original sentences should be made up by using hard words from a selection which is important reading for the group.</p> <p>(1) Write a series of sentences on the chalkboard, each having a new word or a difficult expression which is underlined. Ask the pupils to paraphrase the expressions or rewrite the sentences using known synonyms for the new words. Examples:</p> <p style="padding-left: 40px;">The man stood <u>poised like a runner</u> waiting for the signal.</p> <p style="padding-left: 40px;">It was the most <u>woeful</u> sight that ever a <u>mortal</u> saw.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>(2) Have pupils select synonyms for the</p> <p>ANNOY</p> <hr/> <p>pester shuffle totter glance rip slay stare inspect nag irritate</p> <p>SEE</p> <p>worry stagger peer perplex march ruin damage bother glide witness</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

PRACTICE	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES								
		<p>(2) Have pupils select from column of words the synonyms for the lead word such as the following:</p> <p style="text-align: center;">PRACTICE    1</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;">ANNOY</td> <td style="width: 50%; text-align: center; vertical-align: top;">WALK</td> </tr> <tr> <td style="border-top: 1px solid black; vertical-align: top;">           pester            shuffle            totter            glance            rip            slay            stare            inspect            nag            irritate         </td> <td style="border-top: 1px solid black; vertical-align: top;">           saunter            ogle            spoil            trouble            strut            glare            mar            smash            amble            tease         </td> </tr> <tr> <td style="vertical-align: top;">SEE</td> <td style="vertical-align: top;">DESTROY</td> </tr> <tr> <td style="vertical-align: top;">           worry            stagger            peer            perplex            march            ruin            damage            bother            glide            witness         </td> <td style="vertical-align: top;">           wreck            look            view            crawl            hike            vex            disturb            people            kill            break         </td> </tr> </table>	ANNOY	WALK	pester shuffle totter glance rip slay stare inspect nag irritate	saunter ogle spoil trouble strut glare mar smash amble tease	SEE	DESTROY	worry stagger peer perplex march ruin damage bother glide witness	wreck look view crawl hike vex disturb people kill break
ANNOY	WALK									
pester shuffle totter glance rip slay stare inspect nag irritate	saunter ogle spoil trouble strut glare mar smash amble tease									
SEE	DESTROY									
worry stagger peer perplex march ruin damage bother glide witness	wreck look view crawl hike vex disturb people kill break									

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>HEAT</p> <hr/> blister nippy scattered unsoiled biting scrubbed scorch slovenly tidy arctic
			<p>CLEAN</p> frozen laundered unstained frigid shivery burn scald scoured tangled littered



SECONDARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES	
		PRACTICE 2	
		HEAT	COLD
		blister nippy scattered unsoiled biting scrubbed scorch slovenly tidy arctic	roast icy frosty polished snarled jumbled spotless messy disordered sizzle
		CLEAN	UNTIDY
		frozen laundered unstained frigid shivery burn scald scoured tangled littered	topsy-turvy neat wintry pure broil chilly singe knotted blaze sear

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	
GENERAL	SPECIFIC		
			<p>AP</p> <hr/> <p>fa ca un un ve pl gl fa gl li</p> <p>DI</p> <p>ha tr su ma se ma un tr se di</p> <p>Use the ab activities</p> <p>(a) List a (b) List a (c) Circle</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES						
		<p style="text-align: center;">PRACTICE 3</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; text-align: center;">APPEARANCE</td> <td style="width: 50%; border-bottom: 1px solid black; text-align: center;">CONTENTED</td> </tr> <tr> <td style="vertical-align: top;">           fashionable            calm            untruth            unhappy            vexed            pleased            glamorous            fake            glum            lie         </td> <td style="vertical-align: top;">           peaceful            betrayal            restless            dark            well-groomed            quiet            carefree            cheat            uneasy            low-spirited         </td> </tr> <tr> <td style="vertical-align: top;">           DISCONTENTED             happy            trick            sulky            manicured            secure            masculine            unsettled            treachery            serene            disappointed         </td> <td style="vertical-align: top;">           FALSENESS             dainty            comforted            sleek            dissatisfied            dishonesty            satisfied            deception            attractive            fraud            casual         </td> </tr> </table> <p>Use the above words for the following additional activities:</p> <p>(a) List all the prefixes            (b) List all the suffixes            (c) Circle all the consonant blends</p>	APPEARANCE	CONTENTED	fashionable calm untruth unhappy vexed pleased glamorous fake glum lie	peaceful betrayal restless dark well-groomed quiet carefree cheat uneasy low-spirited	DISCONTENTED  happy trick sulky manicured secure masculine unsettled treachery serene disappointed	FALSENESS  dainty comforted sleek dissatisfied dishonesty satisfied deception attractive fraud casual
APPEARANCE	CONTENTED							
fashionable calm untruth unhappy vexed pleased glamorous fake glum lie	peaceful betrayal restless dark well-groomed quiet carefree cheat uneasy low-spirited							
DISCONTENTED  happy trick sulky manicured secure masculine unsettled treachery serene disappointed	FALSENESS  dainty comforted sleek dissatisfied dishonesty satisfied deception attractive fraud casual							

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>j. Interpreting idioms and unusual language</p>	<p>(3) Help the pupils to words as <u>meet</u> and <u>ently</u> and have dif pronounced the sam use each word in a meaning. Such pa used: rain, rein; soar; vane, vain; seam; beet, beat; dear; ate, eight; steal; right, wri</p> <p>(4) Copy a paragraph possible by using same. (Be sure t the paragraph.)</p> <p>-- Help pupils recog pret unusual expr in a notebook as Then have them pl <u>Channel</u>. It is p</p> <p>Select a sta the group into tw chalkboard the fi their meanings in in mixed order. the starter, who hand column. The ing in the second and should take b by one of his cre mains to try to next opposing mer finishes first is</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ELLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>j. Interpreting idioms and unusual language</p>	<p>(3) Help the pupils to make a list of such pairs of words as <u>meet</u> and <u>meat</u> which are spelled differently and have different meanings but are pronounced the same (homonyms). Then have them use each word in a sentence to illustrate its meaning. Such pairs of words as these might be used: rain, rein; seen, scene; by, buy; sore, soar; vane, vain; sew, sow; maid, made; seem, seam; beet, beat; feet, feat; one, won; deer, dear; ate, eight; fair, fare; waist, waste; steel, steal; right, write; know, no.</p> <p>(4) Copy a paragraph and change as many words as possible by using other words which mean the same. (Be sure to keep the original meaning of the paragraph.)</p> <p>-- Help pupils recognize implied meanings and interpret unusual expressions by writing such phrases in a notebook as they find them in their reading. Then have them play the game <u>Crossing the Channel</u>. It is played as follows:</p> <p>Select a starter and divide the remainder of the group into two equal crews. Write on the chalkboard the figurative phrases in column 1 and their meanings in column 2. Arrange the meanings in mixed order. One member from each crew faces the starter, who selects a phrase in the left-hand column. The first crewman to find the meaning in the second column has "crossed the channel" and should take his seat. He is then replaced by one of his crewmates. The losing crewman remains to try to "cross the channel" before the next opposing member does. The crew which finishes first is the winning crew. Some suggested</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		<p>k. Extending word meanings using contrasts and comparisons, descriptive words and phrases, as well as parts of speech</p> <p>l. Using punctuation as a guide to meaning such as commas, semicolons, exclamation marks, and quotation marks</p>	<p>phrases are:</p> <p>Column 1</p> <p>in trade spot of tea the steward freezes in your bunks trim vessels up anchor the ship fled exclusive club a regular whirlwind</p> <p>-- Write on the chalkboard. Leave the blanks as in select and write a des blank. When they have have the stories read may be aware of the wa words either add to th meaning of the story.</p> <p>One _____ day a his _____ mother. He wanted very much. His it for him because she awhile they went home</p> <p>Each pupil may make up pupils to complete.</p> <p>(1) Have each pupil write take place between his select a topic from a original one. Have h correctly. The use o emphasized.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ERIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES		
	<p>k. Extending word meanings using contrasts and comparisons, descriptive words and phrases, as well as parts of speech</p> <p>l. Using punctuation as a guide to meaning such as commas, semicolons, exclamation marks, and quotation marks</p>	<p>phrases are:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Column 1</p> <p>in trade spot of tea the steward freezes in your bunks trim vessels up anchor the ship fled exclusive club a regular whirlwind</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Column 2</p> <p>to keep a store in your beds the ship sailed fast a command to start full of life the steward is not pleased a club only certain people may join a cup of tea neat ships</p> </td> </tr> </table> <p>-- Write on the chalkboard the following story. Leave the blanks as indicated and have the pupils select and write a descriptive word in each blank. When they have completed their stories, have the stories read aloud so that the pupils may be aware of the way in which the descriptive words either add to the meaning or change the meaning of the story.</p> <p>One _____ day a _____ boy went shopping with his _____ mother. He saw a _____ train that he wanted very much. His _____ mother did not buy it for him because she was a _____ woman. After awhile they went home to their _____ supper.</p> <p>Each pupil may make up a story for the other pupils to complete.</p> <p>(1) Have each pupil write a conversation that might take place between himself and a friend. He may select a topic from a given list or use an original one. Have him punctuate and paragraph correctly. The use of quotation marks may be emphasized.</p>	<p>Column 1</p> <p>in trade spot of tea the steward freezes in your bunks trim vessels up anchor the ship fled exclusive club a regular whirlwind</p>	<p>Column 2</p> <p>to keep a store in your beds the ship sailed fast a command to start full of life the steward is not pleased a club only certain people may join a cup of tea neat ships</p>
<p>Column 1</p> <p>in trade spot of tea the steward freezes in your bunks trim vessels up anchor the ship fled exclusive club a regular whirlwind</p>	<p>Column 2</p> <p>to keep a store in your beds the ship sailed fast a command to start full of life the steward is not pleased a club only certain people may join a cup of tea neat ships</p>			

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>m. Using the dictionary to determine word meanings</p> <p>n. Observing accent marks as they affect meanings</p>	<p>(2) Find examples in the text of the use of punctuation marks. Read orally and discuss the use of marks.</p> <p>(1) Present on the chalkboard a short selection with hard words. After a discussion, with help if necessary, bring out the fact that the student is sure of the meanings of the words in the group to then look them up in the dictionary. Discuss how they "fit" the context of the passage.</p> <p>(2) Select (5) words from the dictionary to find in the text.</p> <p>-- Use such exercises as:</p> <p>"Check the pronunciation of the words below and write two sentences for each word. The first sentence for each word should use the word in its correct pronunciation."</p> <p>Example:</p> <p>fre'quent adj. inhabitants of mars'</p> <p>frequent' v.</p> <p>Other suggested words:</p> <p>annex, escort, increase, perm</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>m. Using the dictionary to determine word meanings</p> <p>n. Observing accent marks as they affect meanings</p>	<p>(2) Find examples in the story to illustrate each punctuation mark. Give reasons for marks being used. Read orally to show understanding of the use of marks.</p> <p>(1) Present on the chalkboard or a mimeographed sheet a short selection which contains a number of hard words. After a first reading of the selection, with help if necessary, questions will bring out the fact that some children are not sure of the meanings of certain words. Ask the group to then look up the hard words in the dictionary. Discuss with them which meaning best "fits" the context of the sentence or paragraph.</p> <p>(2) Select (5) words from an assigned selection. Use the dictionary to find the appropriate meanings.</p> <p>-- Use such exercises as the following:</p> <p>"Check the pronunciation of the words listed below and write two different ways in which each of the words is accented. Write the part of speech for each pronunciation. Then make up a sentence for each use of the word."</p> <p>Example:</p> <p>    fre'quent adj. Frogs are frequent inhabitants of marshes.</p> <p>    frequent' v. Mosquitoes frequent swamps.</p> <p>Other suggested words are:</p> <p>annex, escort, insult, present, convert, increase, permit, and rebel.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		o. Extending word meanings through Greek and Latin roots	<p>-- Present a Latin root, such as "tooth." List other words with this root, such as:</p> <p style="padding-left: 40px;">dentist denture dentifrice</p> <p>Have the pupils correct such sentences as the following using these words:</p> <p style="padding-left: 40px;">Grandfather's _____ discomfort. Pretty girls appear in advertisements.</p>
	2. Context Clues	<p>a. Using experience clues to recognize words and derive word meanings</p> <p>b. Developing sentence sense</p> <p>c. Acquiring a knowledge of the end punctuation (the period, question mark, exclamation mark)</p>	<p>-- Have the pupils read the papers with the following Dull Words, Echo Words. Read a story or a newspaper and list the kind of words as they pronounce his words aloud. The sounds suggest their meanings. Help the pupils to understand the experiences which we have from the pictures we see or sounds which are pronounced. (This exercise is for pupils to recognize words in well-written selections.)</p> <p>-- Ask the pupils to select a pronoun in a given paragraph and list the pronouns in one column.</p> <p>-- Select sentences from a paragraph and ask the pupils to tell what the sentence makes a statement, gives a question, or expresses an emotion. Have them write the last word of the sentence and the punctuation mark which</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
text es	<p>o. Extending word meanings through Greek and Latin roots</p> <p>a. Using experience clues to recognize words and derive word meanings</p> <p>b. Developing sentence sense</p> <p>c. Acquiring a knowledge of the end punctuation (the period, question mark, exclamation mark)</p>	<p>-- Present a Latin root, such as "dent" meaning "tooth." List other words derived from this root, such as:</p> <p style="padding-left: 40px;">dentist                  dental denture                 indention dentifrice                indentured</p> <p>Have the pupils correctly fill the blanks in such sentences as the following with one of these words:</p> <p style="padding-left: 40px;">Grandfather's _____ causes him much discomfort. Pretty girls appear in most _____ advertisements.</p> <p>-- Have the pupils head three columns on their papers with the following titles: Shining Words, Dull Words, Echo Words. Ask them to skim through a story or a newspaper to find as many of each kind of words as they can. Let each pupil pronounce his words aloud to discover how much their sounds suggest their meanings. Through discussion, help the pupils to understand that it is the experiences which we have had that give us the pictures we see or sounds we hear when words are pronounced. (This exercise is excellent in order for pupils to recognize the quality of style in well-written selections.)</p> <p>-- Ask the pupils to select the antecedents for each pronoun in a given paragraph or story. List pronouns in one column and antecedents in another.</p> <p>-- Select sentences from a familiar reading selection and ask the pupils to tell whether each sentence makes a statement, gives a command, asks a question, or expresses strong feeling. Then have them write the last word of the sentence and the punctuation mark which should follow it.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		d. Acquiring a feeling for paragraph unity	-- Have the pupils read paragraphs and answer the following questions: What is the topic? How important to you is the last sentence? What details, examples, do you find? Emphasize that a good paragraph: Develops one main idea Has a good topic sentence Is built usually around examples, and Has a strong ending
		e. Interpreting the relationship between illustrations and the printed word	-- Ask the pupils to: Find a part of a story to make a good picture Draw and color the picture Be sure to put in the main idea Give the picture a title On the back of the picture, write a number of the details which are described in the story When the pictures are shown, have the pupils show his picture to the class Exhibited, have the pupils tell the story is illustrated by the picture Made the correct suggestions The other pupils list the important details
		f. Identifying words and their general meanings by inferences and generalizations	-- Give the pupils a paragraph to read their reading. Ask them to give the meaning of a word, and to give the inferences which led them to that meaning

SECONDARY DEVELOPMENTAL READING ACTIVITIES

	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
C	<p>d. Acquiring a feeling for paragraph unity</p> <p>e. Interpreting the relationship between illustrations and the printed word</p> <p>f. Identifying words and their general meanings by inferences and generalizations</p>	<p>-- Have the pupils read a group of teacher-selected paragraphs and answer these questions about each:</p> <p>What is the topic sentence?  How important to the paragraph is the last sentence?  What details, examples, and comparisons do you find?</p> <p>Emphasize that a good paragraph:  Develops one main idea.  Has a good topic sentence.  Is built usually by the use of details, examples, and comparisons.  Has a strong ending.</p> <p>-- Ask the pupils to:  Find a part of a selected story that would make a good picture.  Draw and color the picture.  Be sure to put in all the important parts.  Give the picture a title.  On the back of the picture write the page number of the story where the picture is described or suggested.</p> <p>When the pictures are completed, let each pupil show his picture to the group. As a picture is exhibited, have the pupils suggest what part of the story is illustrated. Let the pupil who made the correct suggestion read the part while the other pupils listen to see whether all the important details have been included.</p> <p>-- Give the pupils a paragraph or selection from their reading. Ask them to give the meaning of a word, and to give the clues in the paragraph which led them to their choice of meaning.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	<p>Have the pupils find meanings for selected words: <u>light</u>, <u>mount</u>, <u>right</u>, <u>set</u>, <u>side</u>, <u>strike</u>. For example: A horse is <u>fast</u> speed. A horse is also a hitching post. A color is <u>fast</u>. A clock is <u>fast</u>. A baby is <u>fast</u> soundly.</p>
		h. Using typographical aids to meaning	-- Ask the pupils to find words that are italicized or in boldface type. Ask them to explain the meaning for the particular words.
		i. Using structural aids such as interpolated phrase and clauses set off with commas or dashes	-- Have the pupils find clauses set off with commas or dashes. Ask them to explain the reasons for such punctuation. (An exercise is especially suggested for appositives, parentheses, etc.)
		j. Interpreting synonyms and antonyms	<p>(1) Write on the chalkboard the words <u>afraid</u>, <u>happy</u>, <u>sure</u>, and <u>glad</u>. Ask pupils to suggest a word or word phrase that is the same as each of these words.</p> <p>(2) Write a word such as <u>fast</u> on the board. Ask pupils to suggest a word opposite. Write the original word as <u>fast</u> and the opposite word as <u>slow</u>. Write such words as <u>fix</u>, <u>here</u>, and <u>full</u>. Ask pupils to suggest a word for which suggest a word with opposite meaning.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

FIG.	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection</p>	<p>Have the pupils develop sentences using different meanings for selected words such as <u>bear</u>, <u>beat</u>, <u>light</u>, <u>mount</u>, <u>right</u>, <u>run</u>, <u>pass</u>, <u>pitch</u>, <u>round</u>, <u>set</u>, <u>side</u>, <u>strike</u>, and <u>fast</u>.</p> <p>For example:</p> <p>A horse is <u>fast</u> when he's running at top speed.</p> <p>A horse is also <u>fast</u> when he is tied to a hitching post.</p> <p>A color is <u>fast</u> if it does not fade.</p> <p>A clock is <u>fast</u> when it is ahead of time.</p> <p>A baby is <u>fast</u> asleep when sleeping soundly.</p>
	<p>h. Using typographical aids to meaning</p>	<p>Ask the pupils to find in their reading, words that are italicized, in capital letters, or in boldface type. After each word, write the reason for the particular type used.</p>
	<p>i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes</p>	<p>Have the pupils find examples of phrases or clauses set off with commas or dashes and give the reasons for such marks being used. (This exercise is especially good for teaching appositives, parenthetical expressions, series, etc.)</p>
	<p>j. Interpreting synonyms and antonyms</p>	<p>(1) Write on the chalkboard such words as <u>silently</u>, <u>afraid</u>, <u>happy</u>, <u>sparkling</u>. Ask pupils to think of a word or words that mean the same or nearly the same as each word in the list.</p> <p>(2) Write a word such as <u>night</u> on the chalkboard. Ask pupils to suggest a word that means the opposite. Write the correct opposite beside the original word as it is suggested. Continue with such words as <u>first</u>, <u>weak</u>, <u>ugly</u>, <u>glad</u>, <u>friends</u>, <u>here</u>, and <u>full</u>. Then let each pupil suggest a word for which someone else supplies the word with opposite meaning. Pupils might then try</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>k. Analyzing roots, prefixes, and suffixes</p> <p>l. Interpreting idioms and unusual language</p> <p>m. Identifying and interpreting metaphors and similes</p>	<p>using each of these sentence (<u>day</u> and <u>night</u>)</p> <p>-- Write such inflected forms and ask pupils to write each is formed. Write the inflected form, and give to each root word a word made in the root word.</p> <p>bunches wooden shorter</p> <p>Follow the same procedure. Which suffixes have been used busily, boyish, funny</p> <p>-- See j in Word Meaning</p> <p>(1) Show the pupils the words often used in a sentence compared with another unfinished sentence from a list of words. The best completes each sentence in the blank.</p> <p>Example: The baby's cheeks The cook sliced The roar of the a bone paper</p> <p>(2) Find examples of <u>s</u> in reading.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

S PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>k. Analyzing roots, prefixes, and suffixes</p> <p>l. Interpreting idioms and unusual language</p> <p>m. Identifying and interpreting metaphors and similes</p>	<p>using each of these pairs of words in the same sentence (<u>day</u> and <u>night</u>, for example).</p> <p>-- Write such inflected forms as are shown below and ask pupils to indicate from what root word each is formed. Write the root beside each inflected form, and ask what ending was added to each root word and what change, if any, was made in the root word.</p> <p style="text-align: center;">             bunches      skated      carried              wooden      flies      halves              shorter      hitting      sunned         </p> <p>Follow the same procedure with words to which suffixes have been added. For example: sharpen, busily, boyish, funny, helpless, goodness, diver.</p> <p>-- See j in Word Meaning Clues.</p> <p>(1) Show the pupils that the words <u>like</u> and <u>as</u> are often used in a sentence when one thing is compared with another. Prepare an exercise with unfinished sentences. Ask the pupils to select from a list of words and phrases the one that best completes each unfinished sentence and write it in the blank.</p> <p>Example:</p> <p>The baby's cheeks were as pink as _____.</p> <p>The cook sliced the meat as thin as _____.</p> <p>The roar of the cannon was as loud as _____.</p> <p style="text-align: center;">             a bone      a rose              paper      thunder         </p> <p>(2) Find examples of similes and metaphors in your reading.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
	3. Configuration Clues	<p>a. Analyzing general shape, length, height, and vertical characteristics of words</p> <p>b. Observing title and context words</p> <p>c. Observing the same words printed in large and small type; in same size type</p> <p>d. Identifying correct word in a sentence, in isolation</p>	<p>(3) Give pupils a list of words and use them in sentences.</p> <p>(4) Give the pupils a list of similes. Ask them to change similes to metaphors in sentences, such as <u>like a monkey</u>.</p> <p>-- Suggest that pupils draw sketches that are giving the "trouble words" the "trouble words." For example: confusion.</p> <p>(1) Select a newspaper heading from it. Ask pupils to select a selection and describe the context. Then write their titles with news editor.</p> <p>(2) Give the pupils a list of words. Ask them to select from the list a suitable title for a story.</p> <p>-- Discuss differences in meaning if pupils still have the same words.</p> <p>-- Use exercises such as: Write on the lines the finished sentences using the words.</p> <p>There are many words in an Indian language.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Configuration Clues	<p>a. Analyzing general shape, length, height, and vertical characteristics of words</p> <p>b. Observing title and context words</p> <p>c. Observing the same words printed in large and small type; in same size type</p> <p>d. Identifying correct word in a sentence, in isolation</p>	<p>(3) Give pupils a list of similes. Ask them to use them in sentences.</p> <p>(4) Give the pupils a list of similes and metaphors. Ask them to change metaphors to similes and similes to metaphors. These should be done in sentences, such as: You're a <u>monkey</u>. You act <u>like a monkey</u>.</p> <p>-- Suggest that pupils outline words from a story that are giving them difficulty. They may also sketch a small picture of their association with the "trouble word" to help establish its meaning. For example: compass</p> <p>(1) Select a newspaper article and clip the title or heading from it. Have the pupils read the selection and decide upon a suitable title for the context. The pupils will enjoy comparing their titles with the one given to it by the news editor.</p> <p>(2) Give the pupils a number of paragraphs and have them select from a list of titles the most suitable title for each paragraph.</p> <p>-- Discuss different size type in reading material if pupils still need this activity.</p> <p>-- Use exercises such as following: Write on the chalkboard the following unfinished sentences and the words listed below them.</p> <p>There are many trees in the ____.</p> <p>An Indian lives in a ____.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>He has a bow and _____                      He wanted to _____                      Little Bow wanted _____                      like his father.                      Do you think little Bow _____                      What do you think _____</p> <p>kill            happen                      woods        arrows</p> <p>Have each pupil copy the sentence on a piece of paper. Ask him to write the sentence. Have the pupil read aloud one sentence. The difficulties depend upon the grade level. This is recommended as a cultural vocabulary in a reading program. Meanings have previously been discussed.</p> <p>Write an incomplete sentence to the store." _____ supplying a word to complete the activity by writing the blank and asking what happened (went, wandered, etc.) then to h, and so on.</p> <p>Make questions or statements about the story which they can be illustrated are the development. For example, stories about the early country, the teacher can discuss things through activities.</p> <p>Each (rider) wore _____                      The (explorer) traveled by canoe.</p>
	4. Picture Clues	<p>e. Identifying and matching by superimposition</p> <p>a. Learning to use the interest values in pictures and illustrations</p>	

SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		<p>He has a bow and _____.                      He wanted to _____ a bear.                      Little Bow wanted to be a _____ hunter like his father.                      Do you think little Bow will get _____?                      What do you think _____?</p> <p>kill            happened        lost            hunt                      woods        arrows            great</p> <p>Have each pupil copy the number of the unfinished sentence on a piece of paper. Beside the number ask him to write the word from the list that will complete the sentence correctly. Then have each pupil read aloud one or more of the completed sentences. The difficulty of the exercise will depend upon the grade level. (This exercise is recommended as a culminating activity for vocabulary in a reading unit. Of course the meanings have previously been discussed.)</p> <p>--- Write an incomplete sentence, such as, "John _____ to the store." Let the pupils take turns supplying a word to complete the sentence. Vary the activity by writing the letter <u>w</u> before the blank and asking what the word might then be (went, wandered, etc.). Change the letter to <u>r</u>, then to <u>h</u>, and so on.</p> <p>--- Make questions or statements based upon a particular story which the pupils have read. Words to be illustrated are those the teacher wishes to develop. For example: If the pupils have read stories about the early development of our country, the teacher may check certain word meanings through activities such as these:</p> <p>Each (<u>rider</u>) wore a cowboy suit and big hat.                      The (<u>explorer</u>) traveled down the river in a canoe.</p>
Picture ues	<p>e. Identifying and matching by superimposition</p> <p>a. Learning to use the interest values in pictures and illustrations</p>	

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Using the pictures and the illustrations to clarify and enrich new concepts and new words</p> <p>c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text</p>	<p>Draw pictures for the word in the book.</p> <p>-- Have the pupils cut out pictures from magazines or workbooks. The pictures should be sentences or a short paragraph. Using as many environments as possible place in each one of the pictures. Distribute to each pupil read his story and give answers. Use pictures from science books. Draw pictures of words which the pupils have learned. Have them draw their own pictures of a concept or new word.</p> <p>-- Have the pupils look for words in the picture from the story which they can find in the picture.</p>
	5. Phonetic Analysis	a. Developing auditory discrimination of initial and final consonants	<p>(1) Ask the pupils to list a series of words beginning with the same sound. List words which contain the same initial sound but which have other initial sounds. List words beginning with the same sound but those being taught beginning with final consonants.</p> <p>(2) Let the pupils play with such riddles as: "The word begins like vale and ends like jump over." (value)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPELLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Phonetic analysis	<p>b. Using the pictures and the illustrations to clarify and enrich new concepts and new words</p> <p>c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text</p> <p>a. Developing auditory discrimination of initial and final consonants</p>	<p>Draw pictures for the words left out. Look at the word in the box to help you know what to draw.</p> <p>-- Have the pupils cut pictures from old magazines or workbooks. Then ask them to make up sentences or a short story to go with the picture. Using as many envelopes as there are pupils, place in each one four stories with matching pictures. Distribute the envelopes. Have each pupil read his stories, select the story it answers. Use pictures from social studies and science books. Discuss the concepts and new words which the pictures illustrate. Then have them draw their <u>own</u> pictures to illustrate the concept or new word.</p> <p>-- Have the pupils list action words or phrases from the story which are illustrated in the picture.</p> <p>(1) Ask the pupils to listen and to notice that the series of words being pronounced all begin with the same sound. Then pronounce a second series of words containing some words with the same initial sound being taught and some words with other initial sounds. Ask the pupils to select the words beginning with sounds different than those being taught. Perform the same activity with final consonants.</p> <p>(2) Let the pupils play riddle games originating such riddles as: I'm thinking of a word that begins like valentine and means to leap or to jump over. (vault)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Using words that rhyme</p> <p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>v</u>, <u>f</u>, <u>h</u>, <u>i</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p> <p>d. and g. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u> and final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p> <p>e., f., and h. Understanding and using initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u> and initial consonant blends such as <u>cr</u>, <u>cl</u>, <u>br</u>, <u>bl</u>, <u>dr</u>, <u>fr</u>, <u>fl</u>, <u>gr</u>, <u>gl</u>, <u>tr</u>, <u>pl</u>, <u>sp</u>, <u>st</u>, <u>tw</u>, <u>spr</u>, <u>scr</u>, <u>spl</u></p> <p>i. Understanding and using variable vowel sounds such as <u>oo</u> in (boots) and (school)</p>	<p>(1) Read poems to the girl and identify the words that rhyme</p> <p>(2) Write two line jingles to the first line of the second line. Complete with suitable words.</p> <p>-- Have pupils make lists of words beginning with these sounds.</p> <p>-- Have the pupils write words beginning with the beginning sound and the last sound. Example: girl - fl</p> <p>-- Have pupils find words beginning with these sounds and write the initial consonant and pronounce them.</p> <p>-- Prepare a list of words beginning with the sound studied. Have the pupils write the words correctly.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Using words that rhyme</p> <p>c. Understanding and using initial consonants such as <u>b</u>, <u>c</u>, <u>d</u>, <u>g</u>, <u>l</u>, <u>m</u>, <u>r</u>, <u>v</u>, <u>f</u>, <u>h</u>, <u>i</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u></p> <p>d. and g. Understanding and using final consonants such as <u>d</u>, <u>t</u>, <u>l</u>, <u>m</u>, <u>n</u> and final consonant blends such as <u>ld</u>, <u>nd</u>, <u>nt</u>, <u>st</u></p> <p>e., f., and h. Understanding and using initial consonant digraphs such as <u>ch</u>, <u>sh</u>, <u>th</u>, <u>wh</u> and initial consonant blends such as <u>cr</u>, <u>cl</u>, <u>br</u>, <u>bl</u>, <u>dr</u>, <u>fr</u>, <u>fl</u>, <u>gr</u>, <u>gl</u>, <u>tr</u>, <u>pl</u>, <u>sp</u>, <u>st</u>, <u>tw</u>, <u>spr</u>, <u>scr</u>, <u>spl</u></p> <p>i. Understanding and using variable vowel sounds such as <u>oo</u> in (boots) and (school)</p>	<p>(1) Read poems to the group. Ask pupils to select the words that rhyme.</p> <p>(2) Write two line jingles omitting the final word of the second line. Exchange papers and complete with suitable rhyming words.</p> <p>-- Have pupils make lists of words beginning with these sounds.</p> <p>-- Have the pupils write pairs of words in which the beginning sound of the first word of each pair is the last sound of the second word.  Example: girl - flag</p> <p>-- Have pupils find words from their reading that begin with these sounds. Underline the initial consonant and pronounce the word.</p> <p>-- Prepare a list of words containing the sounds studied. Have the pupils pronounce them correctly.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>j., k., and q. Understanding and using vowel digraphs such as <u>ai</u>, <u>ea</u>, and <u>ei</u> and vowel principles such as:</p> <ol style="list-style-type: none"> <li>(1) Long vowel before silent <u>e</u></li> <li>(2) Long vowel at end of a word or syllable</li> <li>(3) Two vowels of a word are together, the first vowel is usually long</li> <li>(4) One vowel in a word or syllable and followed by a consonant, the vowel is <u>usually</u> short</li> </ol>	<p>-- Ask the pupils to find words containing each vowel and illustrate each vowel by number the vowel it illustrates.</p>
		<p>l. Understanding and using the short <u>u</u> vowel sound, the long and short <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u> vowel sounds</p>	<p>-- Ask the pupils to list words containing <u>r</u> control vowel and the <u>r</u>. Ask them to find words containing these sounds, using the pronunciation key in the dictionary.</p>
		<p>m. and n. Understanding and using vowel digraphs such as <u>oa</u>, <u>au</u>, <u>aw</u>, <u>ou</u>, and vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p>	<p>-- Give the pupils a list of words with some letters omitted. In the blanks with the correct letter use the words correctly.</p> <p>Example: p__nt (o)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

GENERAL SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>j., k., and q. Understanding and using vowel digraphs such as <u>ai</u>, <u>ea</u>, and <u>ei</u> and vowel principles such as:</p> <ol style="list-style-type: none"> <li>(1) Long vowel before silent <u>e</u></li> <li>(2) Long vowel at end of a word or syllable</li> <li>(3) Two vowels of a word are together, the first vowel is usually long</li> <li>(4) One vowel in a word or syllable and followed by a consonant, the vowel is <u>usually</u> short</li> </ol> <p>l. Understanding and using the short <u>u</u> vowel sound, the long and short <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u> vowel sounds</p> <p>m. and n. Understanding and using vowel digraphs such as <u>oa</u>, <u>au</u>, <u>aw</u>, <u>ou</u>, and vowel diphthongs such as <u>oy</u>, <u>ow</u>, <u>oi</u>, <u>ou</u>, <u>ew</u></p>	<p>-- Ask the pupils to find in their story words that illustrate each vowel principle and to indicate by number the vowel principle which the word illustrates.</p> <p>-- Ask the pupils to list from their story ten words containing <u>r</u> controlled vowels and underline the vowel and the <u>r</u>. Ask them to also mark the vowel sounds, using the pronunciation key in the dictionary.</p> <p>-- Give the pupils a list of words with the diphthongs omitted. Instruct them to fill the blanks with the correct diphthongs and then to use the words correctly in sentences.</p> <p>Example: p <u>  </u> nt (oi)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>o. Understanding and using variable vowel sounds such as:</p> <p>(1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u></p> <p>(2) <u>a</u> followed by <u>w</u>, <u>v</u>, and <u>l</u></p> <p>(3) Long and short <u>oo</u></p> <p>p. Understanding and using variable consonant sounds such as:</p> <p>(1) Hard and soft <u>c</u></p> <p>(2) Hard and soft <u>g</u></p> <p>q. See Point j.</p> <p>r. Perceiving that the final <u>y</u> in words of more than one syllable is usually short</p>	<p>(1) Ask the pupils to list words in which <u>a</u> has the same sound as in <u>Paul</u>, and <u>saw</u>.</p> <p>(2) Give the pupils a list of words containing the letter combination <u>oo</u>. Have them list each word according to whether it has a long or short sound of <u>oo</u>.</p> <p>(1) Have the pupils list words in which the <u>c</u> has a hard sound. List words in which the <u>c</u> has a soft sound.</p> <p>(2) Have the pupils list ten words with soft <u>g</u>.</p> <p>(3) Ask the pupils to list words containing the sound <u>g</u>. For each word, write the sound of <u>g</u>.</p> <p>(4) Ask the pupils to list words containing the letter <u>s</u>. Under each <u>s</u>, indicate the sound of <u>s</u>. Example: <u>sees</u> s z</p> <p>— Ask the pupils to mark the <u>y</u> in words, marking the sound of <u>y</u> in most words.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>o. Understanding and using variable vowel sounds such as:</p> <ol style="list-style-type: none"> <li>(1) <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u> followed by <u>r</u></li> <li>(2) <u>a</u> followed by <u>w</u>, <u>v</u>, and <u>l</u></li> <li>(3) Long and short <u>oo</u></li> </ol> <p>p. Understanding and using variable consonant sounds such as:</p> <ol style="list-style-type: none"> <li>(1) Hard and soft <u>c</u></li> <li>(2) Hard and soft <u>g</u></li> </ol> <p>q. See Point j.</p> <p>r. Perceiving that the final <u>y</u> in words of more than one syllable is usually short</p>	<ol style="list-style-type: none"> <li>(1) Ask the pupils to list from their reading words in which <u>a</u> has the same sound as it has in <u>ball</u>, <u>Paul</u>, and <u>saw</u>.</li> <li>(2) Give the pupils a list of words containing the letter combination <u>oo</u>. Instruct them to classify each word according to whether it contains the long or short sound of this combination.</li> </ol> <ol style="list-style-type: none"> <li>(1) Have the pupils list ten words from their reading in which the <u>c</u> has a soft sound, also ten words in which the <u>c</u> has a hard sound.</li> <li>(2) Have the pupils list ten words with hard <u>g</u> and ten words with soft <u>g</u>.</li> <li>(3) Ask the pupils to list from their reading ten words containing the letter <u>x</u>, and after each word, write the sound that <u>x</u> has in that word.</li> <li>(4) Ask the pupils to list ten words containing the letter <u>s</u>. Under each <u>s</u> write the letter which indicates the sound of the <u>s</u>. Example: <u>sees</u>           <u>s</u> <u>z</u></li> </ol> <p>-- Ask the pupils to make a list of words ending in <u>y</u>, marking the sound of <u>y</u> and noticing the short <u>i</u> sound in most words of more than one syllable.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
	6. Structural Analysis	<p>a. Observing inflectional endings such as:                      (1) Nouns ending with <u>s</u> or <u>es</u>                      (2) Verbs ending in <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, and <u>ing</u></p> <p>c. Perceiving possessives with 's endings</p> <p>d. Perceiving compound words made up of two familiar words</p> <p>e. Using contractions such as <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u>, <u>he's</u></p> <p>f. Understanding comparatives such as smaller-bigger, faster-slower</p>	<p>(1) Ask the pupils to find whose plural is formed and have them write singular.</p> <p>(2) Ask the pupils to find ending in <u>s</u> and to give each verb.</p> <p>(1) Ask the pupils to find verbs ending in <u>s</u> and to in which they appear, c, in <u>ed</u> and <u>ing</u>.</p> <p>(2) Ask the pupils to select <u>ed</u> and to change them s and <u>ing</u>.</p> <p>(3) Ask the pupils to select <u>ing</u> and to change them</p> <p>-- Have the pupils select sentences containing no forms and give the mean</p> <p>-- Ask the pupils to list in their reading, social books and give the mean</p> <p>-- Have the pupils copy fr sentences containing co them rewrite the senter words from which the co</p> <p>-- Ask the pupils to bring scenery and to write co objects seen in the pic highway is wider than t</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
Structural analysis	<p>a. Observing inflectional endings such as:</p> <p>(1) Nouns ending with <u>s</u> or <u>es</u></p> <p>(2) Verbs ending in <u>s</u></p> <p>b. Using inflectional endings with such variants as <u>s</u>, <u>ed</u>, and <u>ing</u></p> <p>c. Perceiving possessives with 's endings</p> <p>d. Perceiving compound words made up of two familiar words</p> <p>e. Using contractions such as <u>aren't</u>, <u>doesn't</u>, <u>won't</u>, <u>we'll</u>, <u>it's</u>, <u>can't</u>, <u>let's</u>, <u>he's</u></p> <p>f. Understanding comparatives such as smaller-bigger, faster-slower</p>	<p>(1) Ask the pupils to find in their story ten words whose plural is formed by adding <u>s</u> or <u>es</u>. Next have them write singular forms of these words.</p> <p>(2) Ask the pupils to find in the story ten verbs ending in <u>s</u> and to give the person and tense of each verb.</p> <p>(1) Ask the pupils to find in a selected story five verbs ending in <u>s</u> and to rewrite the sentences in which they appear, changing the verb to end in <u>ed</u> and <u>ing</u>.</p> <p>(2) Ask the pupils to select five verbs which end in <u>ed</u> and to change them so that they end with <u>s</u> and <u>ing</u>.</p> <p>(3) Ask the pupils to select five verbs which end in <u>ing</u> and to change them to end with <u>s</u> and <u>ed</u>.</p> <p>-- Have the pupils select from their reading five sentences containing nouns in their possessive forms and give the meaning of each possessive.</p> <p>-- Ask the pupils to list ten compound words found in their reading, social studies, or science books and give the meaning of each compound word.</p> <p>-- Have the pupils copy from their reading five sentences containing contractions. Then have them rewrite the sentences using the complete words from which the contractions were derived.</p> <p>-- Ask the pupils to bring to class pictures of scenery and to write comparative sentences about objects seen in the pictures. Example: The highway is wider than the stream beside it.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>g. Inflectional endings with such variants as:</p> <p>(1) Verbs which double the final letter before <u>ed</u>, <u>ing</u></p> <p>(2) Verbs which drop the final <u>e</u> before endings</p>	<p>-- Have the pupils find words containing the double <u>ing</u> and then write the above exercise to inflectional endings.</p>
		<p>h. Estimating (by hearing and seeing) number of syllables in words</p>	<p>(1) Have the pupils make paper headlines and cover headings-- One Syllable, Two Syllables</p> <p>(2) Have the pupils list unusual words and tell how many syllables they have.</p>
		<p>i. Using inflectional endings by:</p> <p>(1) Changing <u>f</u> to <u>v</u> and adding <u>es</u></p> <p>(2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p>	<p>-- Ask the pupils to look for words ending in <u>f</u> or <u>ves</u>. Change these words to the plural form and write the singular form.</p>
		<p>j. Knowing such prefixes as <u>un</u>, <u>re</u>, <u>dis</u>, <u>in</u>, <u>pre</u>, <u>en</u>, <u>mis</u>, <u>trans</u>, <u>under</u>, <u>out</u>, <u>over</u></p>	<p>-- Discuss with the pupils the meanings of these prefixes. Ask them to find words using these prefixes and write the words. Discuss the meanings of these words.</p>
		<p>k. Knowing suffixes as <u>er</u>, <u>ed</u>, <u>ing</u>, <u>ly</u>, <u>less</u>, <u>ful</u>, <u>ness</u>, <u>ment</u>, <u>ous</u></p>	<p>(1) Ask the pupils to find words ending in these suffixes. Write the words and explain the meaning of the suffix and also the meaning of the word in the sentence. Example: <u>ness</u> Added to a root the word</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>g. Inflectional endings with such variants as:</p> <p>(1) Verbs which double the final letter before <u>ed</u>, <u>ing</u></p> <p>(2) Verbs which drop the final <u>e</u> before endings</p> <p>h. Estimating (by hearing and seeing) number of syllables in words</p> <p>i. Using inflectional endings by:</p> <p>(1) Changing <u>f</u> to <u>v</u> and adding <u>es</u></p> <p>(2) Dropping final <u>e</u> before adding <u>ed</u>, <u>er</u>, <u>ing</u></p> <p>j. Knowing such prefixes as <u>un</u>, <u>re</u>, <u>dis</u>, <u>in</u>, <u>pre</u>, <u>en</u>, <u>mis</u>, <u>trans</u>, <u>under</u>, <u>out</u>, <u>over</u></p> <p>k. Knowing suffixes as <u>er</u>, <u>ed</u>, <u>ing</u>, <u>y</u>, <u>ly</u>, <u>less</u>, <u>ful</u>, <u>ness</u>, <u>ment</u>, <u>ous</u></p>	<p>-- Have the pupils find in their reading ten words containing the double consonant before <u>ed</u> or <u>ing</u> and then write the root word for each. Use the above exercise to illustrate (2) under inflectional endings.</p> <p>(1) Have the pupils make lists of words from newspaper headlines and captions, under the headings-- One Syllable, Two Syllable, etc.</p> <p>(2) Have the pupils list words that are new or unusual and tell how many syllables each has.</p> <p>-- Ask the pupils to look in their reading for words ending in <u>f</u> or <u>ves</u>. Have them change the singular words to the plural form and the plural words to singular form.</p> <p>-- Discuss with the pupils the meanings of these prefixes. Ask them to find in their reading words using these prefixes and to give the meanings of these words.</p> <p>(1) Ask the pupils to find in their reading words ending in these suffixes and to give the meaning of the suffix and also the function of the word in the sentence. Example: <u>ous</u> means "full of". Added to a root the word becomes an adjective.</p>





## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		situations (first step in dictionary readiness)	(2) Make a list of words or arithmetic and
		b. Using thumb index, guide words, pronunciation key	(1) Give the pupils a to check in a list found on the same pupils to write <u>ye</u> with the guide word preceding page, and ing page.  (2) Have each pupil fo his dictionary and which illustrate e
		c. Using the dictionary to pronounce, to spell, and to locate meanings of words	(1) Ask the pupils to after looking them  (2) Have the pupils us the correct spelli misspelled in thei  (3) Give the pupils a selected words are the dictionary to as it is used in t
D. Study Skills	1. Organization Skills	a. Interpreting simple charts and maps	-- Have pupils explai the newspapers. (
		b. Observing the sequence of ideas in a story	-- Have the pupils lo material about som studied in social order the steps fo market this commod

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>situations (first step in dictionary readiness)</p> <p>b. Using thumb index, guide words, pronunciation key</p> <p>c. Using the dictionary to pronounce, to spell, and to locate meanings of words</p>	<p>(2) Make a list of words common to social studies or arithmetic and alphabetize these words.</p> <p>(1) Give the pupils a set of guide words. Ask them to check in a list of ten words those words found on the same page. Variation: Ask the pupils to write <u>yes</u> if the word is on the page with the guide words, <u>before</u> if it is on a preceding page, and <u>after</u> if it is on a following page.</p> <p>(2) Have each pupil follow the pronunciation key in his dictionary and find in his reading, words which illustrate each diacritical mark.</p> <p>(1) Ask the pupils to pronounce difficult words after looking them up in a dictionary.</p> <p>(2) Have the pupils use their dictionaries to find the correct spellings for words which they have misspelled in their written work.</p> <p>(3) Give the pupils a selection to read in which selected words are underlined. Have them use the dictionary to find the meaning of each word as it is used in the particular sentence.</p>
<p>Organization skills</p>	<p>a. Interpreting simple charts and maps</p> <p>b. Observing the sequence of ideas in a story</p>	<p>-- Have pupils explain charts and maps taken from the newspapers. (Weather maps are good.)</p> <p>-- Have the pupils locate in a reference book material about some commodity that is being studied in social studies. Ask them to list in order the steps followed to produce and to market this commodity.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		c. Learning to classify ideas	-- Write on the chart the classifications, such as <u>Countries</u> . Have each pupil write one belonging to each country.
		d. Using titling as a means of organization	--- Ask the pupils to write with the headlines of the items, write headlines for their headlines.
		e. Recording information in the form of a language experience chart or class-dictated composition	-- Have the pupils record the steps of the activity in sentences to be used in the activity. Each pupil records one step.
		f. Identifying "big" and "little" ideas	-- Have the pupils identify one big event in the story under the title.
		g. Identifying main ideas	-- Use social studies. Have pupils write under bold-faced type the main ideas.
		h. Developing picture main idea lines	-- See primary skills.
		i. Listing answers to questions	-- Have pupils write answers to questions given in lesson, exchange answers to class by pairs. (Good Use a new panel.)

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>c. Learning to classify ideas</p> <p>d. Using titling as a means of organization</p> <p>e. Recording information in the form of a language experience chart or class-dictated composition</p> <p>f. Identifying "big" and "little" ideas</p> <p>g. Identifying main ideas</p> <p>h. Developing picture main idea lines</p> <p>i. Listing answers to questions</p>	<p>-- Write on the chalkboard several general classifications, such as: <u>Holidays</u>, <u>Presidents</u>, and <u>Countries</u>. Have the pupils list specific items belonging to each category.</p> <p>-- Ask the pupils to bring in newspaper clippings with the headlines removed. Have them exchange items, write headlines for them, and then compare their headlines with those of the news editor.</p> <p>-- Have the pupils perform an experiment, and then record the steps and the findings by dictating sentences to be written on the chalkboard. This activity may be carried a step further by having each pupil record his own steps and findings.</p> <p>-- Have the pupils read about a famous man, select one big event in his life to use as a title, and under the title list the details of that event.</p> <p>-- Use social studies material which does not use bold-faced type for paragraph headings and have pupils write such headings.</p> <p>-- See primary skills.</p> <p>-- Have pupils write five good questions about a given lesson, exchange questions, and write answers to classmates' questions. Check answers by pairs. (Good way to get more participation. Use a new panel for each day's lesson.)</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie-strip)	(1) Have pupils draw and study. This material groups of animals been completed. (2) Have pupils make and paper sacks to cast as a Spanish American visitors American children questions.
		k. Listing a sequence in pictures	-- See primary skill
		l. Using creative dramatizations to summarize information	-- Have the pupils study America, select and explain it.
		m. Developing word main idea lines	-- Direct the pupils paragraph and develop. Notice that each subject or word is the main idea.
		n. Preparing one-point outlines	-- See primary skill
		o. Developing simple summaries	(1) Select paragraphs which they are to them write sentence or central idea that they have explanations, minor words.

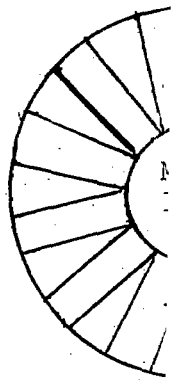


SECONDARY DEVELOPMENTAL READING ACTIVITIES

KILLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie-strip)</p> <p>k. Listing a sequence in pictures</p> <p>l. Using creative dramatizations to summarize information</p> <p>m. Developing word main idea lines</p> <p>n. Preparing one-point outlines</p> <p>o. Developing simple summaries</p>	<p>(1) Have pupils draw a frieze to illustrate a unit studied. This may be drawing the five main groups of animals after a unit on animals has been completed.</p> <p>(2) Have pupils make finger puppets using potato and paper sacks to dramatize. These may be cast as a Spanish boy telling a group of American visitors about his country, with the American children interjecting spontaneous questions.</p> <p>-- See primary skills.</p> <p>-- Have the pupils study the Holidays of South America, select one, and make up a play to explain it.</p> <p>-- Direct the pupils to read a descriptive paragraph and decide what each sentence is about. Notice that each sentence is related to the same subject or word. Therefore that subject or word is the main idea.</p> <p>-- See primary skill.</p> <p>(1) Select paragraphs in the pupils' reader from which they are to find the central idea. Have them write sentences stating the complete main or central idea in each paragraph. Check to see that they have eliminated quotations, illustrations, minor details, and all unnecessary words.</p>

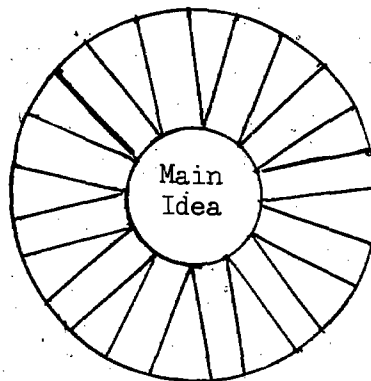
SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
			(2) Read an untitled paragraph. Pupils write titles for it.
		p. Listing a sequence of ideas in words	-- Have pupils tell familiar events of story. Pupils plan make-believe events. Pupils will write down the events in order in which they occur.
		q. Developing sentence and phrase main idea lines	-- Have pupils read paragraphs. Pupils identify important phrases. Pupils write phrases to the other side of the page. Pupils identify the central idea.
		r. Listing a sequence of ideas in sentences and phrases	-- List from three to fifteen events from any one given story. Pupils write the events in order.
		s. Preparing two-point outlines	-- Have pupils supply two headings which are grouped to discuss the heading.
		t. Preparing a multiple point outline	-- Use a wheel idea to supply a central hub, and the supporting spokes. Use as many spokes as possible.



## SECONDARY DEVELOPMENTAL READING ACTIVITIES

S SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Read an untitled paragraph or story. Have the pupils write titles for the paragraph or story.
	p. Listing a sequence of ideas in words	-- Have pupils tell familiar stories. Check whenever events of story are not in order. Have pupils plan make-believe trips for which they will write down the events of the trip in the order in which they occurred.
	q. Developing sentence and phrase main idea lines	-- Have pupils read paragraphs silently selecting important phrases. Ask them to read these phrases to the other pupils who will try to identify the central idea of the paragraph.
	r. Listing a sequence of ideas in sentences and phrases	-- List from three to five events that occurred in any one given story. For each event have the pupils write the event which they believe followed.
	s. Preparing two-point outlines	-- Have pupils supply the sub-points for the main headings which are given. The pupils may be grouped to discuss the sub-points for each major heading.
	t. Preparing a multiple point outline	-- Use a wheel idea to show the main idea as the hub, and the supporting details as the spokes. Use as many spokes as needed.



## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		u. Developing summaries of one or more paragraphs	-- Have pupils develop paragraph. Have from this..
		v. Using simple forms of précis writing	-- Prepare a selecti List questions to written. Have pu Check to see if a tained in the sur
		w. Interpreting and making picture graphs	-- Present informati pictures--such as riders. Decide c represent. Draw to show the infor year 1840 there w Pony Express Comp Western Coast Ric which can be ansv
		x. Interpreting and making bar and line graphs	-- Introduce purpose books and develop Explain horizontal problems for pup:
	2. Reading Study Skills	a. Locating source of information	(1) Write a topic on consider the sou school (or immed: additional inform the sources give charge of finding source has to of:  (2) List words, topic and places about. List also variou which sources ca for each item in

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ALLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>u. Developing summaries of one or more paragraphs</p> <p>v. Using simple forms of précis writing</p> <p>w. Interpreting and making picture graphs</p>	<p>-- Have pupils develop a simple outline for a paragraph. Have them write summary sentence from this.</p> <p>-- Prepare a selection to be read to the class. List questions to be answered after précis is written. Have pupils write their summaries. Check to see if answers to questions are contained in the summaries.</p> <p>-- Present information which may be illustrated by pictures--such as information on pony express riders. Decide on quantity each figure is to represent. Draw as many figures as are necessary to show the information given. Example: In the year 1840 there were 80 riders employed by the Pony Express Company, and 30 employed by the Western Coast Riders Company. Discuss questions which can be answered by such a graph.</p>
<p>Reading Study Skills</p>	<p>x. Interpreting and making bar and line graphs</p> <p>a. Locating source of information</p>	<p>-- Introduce purpose of graphs. Read problems in books and develop one graph on the chalkboard. Explain horizontal and vertical axes. Present problems for pupils to solve.</p> <p>(1) Write a topic on the chalkboard. Have pupils consider the sources of information in the school (or immediate area) where they may find additional information about the topic. List the sources given and let small groups take charge of finding and reporting on what each source has to offer.</p> <p>(2) List words, topics, events, and names of people and places about which the pupils have read. List also various references. Have pupils tell which sources can be used to find information for each item in the first list.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>b. Skimming by identifying "key words"</p>	<p>(1) List the "key words" Have pupils write the paragraph in which they occur.</p> <p>(2) Have typed, printed, left side of the page the right side of the page each sentence. Have pupils select sentence from which examples can be made more effectively. List limitations of some of these.</p> <p>(3) Have pupils skim a story and list phrases that cue the occurrence of certain events occurring covered by the events in the story on chalkboard. Have pupils read this and answer questions presented in the story.</p>
		<p>c. Becoming familiar with the parts of a book: cover, title, table of contents</p>	<p>-- Have pupils:</p> <p>(a) Make out a request for materials (etc.) needed.</p> <p>(b) Locate a story of interest and read and report on the table of contents.</p> <p>(c) Discuss titles of books. Select and list books read that are of interest to the unit.</p> <p>(d) Make chart listing right date, etc. of social studies, etc.</p> <p>(e) Introduce a new book. Have pupils cover, title, table of contents.</p>
		<p>d. Being able to follow directions</p>	<p>(1) Give the following directions to a group as they perform a task.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Skimming by identifying "key words"</p>	<p>(1) List the "key words" in a given selection. Have pupils write the number of the page and paragraph in which they are found.</p> <p>(2) Have typed, printed, or mimeographed on the left side of the paper a group of sentences. On the right side of the paper, list one word from each sentence. Have pupils locate quickly the sentence from which each word comes. (These may be made more effective if done under time limitations of some nature.)</p> <p>(3) Have pupils skim a story to note words and phrases that cue the reader to the time when certain events occurred and length of time covered by the events. Write "key words" of a story on chalkboard (or ditto). Have the pupils read this and answer questions about the ideas presented in the story.</p>
	<p>c. Becoming familiar with the parts of a book: cover, title, table of contents</p> <p>d. Being able to follow directions</p>	<p>-- Have pupils:</p> <p>(a) Make out a requisition for the new dictionaries (etc.) needed in class.</p> <p>(b) Locate a story of particular interest to read and report on by referring solely to the table of contents.</p> <p>(c) Discuss titles of units in new book. Select and list titles of other stories and books read that could be included in each unit.</p> <p>(d) Make chart listing title, publisher, copyright date, etc., of several text books (math, social studies, English, etc.).</p> <p>(e) Introduce a new book by identifying the cover, title, table of contents.</p> <p>(1) Give the following directions orally to the entire group as they perform the activity. Speak</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>clearly and say each</p> <ul style="list-style-type: none"> <li>-Draw a circle on you</li> <li>-Make a vertical line</li> <li>-Make a horizontal line</li> </ul> <p>end of a vertical line</p> <p>Add each step to the</p> <p>(2) Have pupils read silently and answer the following questions or formulate their own questions. Have them tell in their own words. Have the pupils respond.</p> <p>(3) Give directions in a</p>
		<p>e. Reading to find answers for specific information</p> <p>f. Perceiving new concepts and new words</p>	<p>-- Introduce questions prior to oral or silent reading. Have pupils write the answers to the questions on a chart for pupils to refer to. (This is a perfect score. This is the importance in listening to others')</p> <p>(1) Have the pupils read silently. Have proper motivation. Have the pupils draw a picture.</p> <p>(2) Provide pupils with slips of paper to write on the slip the words in context. Have the pupils look up the words in the dictionary and write the definition they find. Have each pupil use the words in a sentence. Have each pupil use the words in a concrete experience. Have each pupil use the words in a sentence. Notice when</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

SKILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		<p>clearly and say each step only once.</p> <ul style="list-style-type: none"> <li>-Draw a circle on your paper.</li> <li>-Make a vertical line through the circle.</li> <li>-Make a horizontal line starting at the end of a vertical line.</li> </ul> <p>Add each step to the preceding step.</p> <p>(2) Have pupils read silently directions for answering questions or for an activity. Then have them tell in their own words what they are to do. Have the pupils respond to the directions.</p> <p>(3) Give directions in a variety of ways.</p>
	<p>e. Reading to find answers for specific information</p> <p>f. Perceiving new concepts and new words</p>	<p>-- Introduce questions for paragraph or passages prior to oral or silent reading. Ask pupils to write the answers to the questions. Review by asking "?" and listening to the answers. Keep a chart for pupils to check if they have a perfect score. (This will help them to be aware of the importance in concentrating and in listening to others' answers and viewpoints.)</p> <p>(1) Have the pupils read the passage after the proper motivation. After only one reading, have pupils draw a picture of what they read.</p> <p>(2) Provide pupils with slips of paper. Direct them to write on the slips words from their free reading which are new to them. Have them write the words in context. Have them look the word up in the dictionary, write the respelling and the definition they think is correct. Discuss each word with each pupil. Provide as many concrete experiences with the words as possible. Have each pupil use his word in an original sentence. Notice whether the pupils are adding</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		g. Interpreting simple maps and globes	<p>these words to vocabularies.</p> <p>(1) Select a story have the pupils labeling significant</p> <p>(2) Let the pupils plane, train, country and the of interest, day and how the weather of year.</p>
		h. Arranging names in alphabetical order	<p>(3) Provide practice globes by having grow out of the legends and notes</p> <p>(1) Have pupils take according to the last names.</p> <p>(2) Keep pupils' words alphabetical order. this order.</p> <p>(3) Make list of countries so far, all countries etc.) and have according to alphabetical</p> <p>(4) Have the pupils</p> <p>(5) Have the pupils can recall in</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LIS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	g. Interpreting simple maps and globes	<p>these words to their speaking and writing vocabularies.</p> <ol style="list-style-type: none"> <li>(1) Select a story with geographical directions and have the pupils make their own map of the area, labeling significant points.</li> <li>(2) Let the pupils take imaginary trips by ship, plane, train, or bus to various parts of our country and the world. Have them land at points of interest, deciding at what time they arrive and how the weather is at the particular time of year.</li> </ol>
	h. Arranging names in alphabetical order	<ol style="list-style-type: none"> <li>(3) Provide practice in using simple maps and globes by having pupils locate places which grow out of their reading. Have them interpret legends and note relationships.</li> <li>(1) Have pupils take turns in answering questions according to the alphabetical order of their last names.</li> <li>(2) Keep pupils' work folders arranged in alphabetical order. Require that they keep them in this order.</li> <li>(3) Make list of countries (all countries studied so far, all countries belonging to the U. N., etc.) and have pupils arrange them in a list according to alphabetical order.</li> <li>(4) Have the pupils make classroom telephone book.</li> <li>(5) Have the pupils name all the stores that they can recall in downtown Broadway. Write these</li> </ol>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>names on the chart and arrange them alphabetically.</p> <p>(6) Have pupils arrange names on the library room library in alphabetical order of authors' names. Have them arrange them most quickly.</p> <p>(7) Select names at random and have the pupils arrange them in alphabetical order.</p>
		i. Using a telephone book	<p>(1) Have the group make a survey of the names and numbers of restaurants, etc.</p> <p>(2) Have the pupils list the names of the Dental Health Workers appropriate for the district.</p> <p>(3) Have the pupils perform a secure performance.</p> <p>(4) Obtain several pertinent facts about information and class into teams. Have them write the addresses written on the cards. The first to finishes first. Have them list the addresses and phone numbers.</p>
		j. Understanding parts of book: cover, title, title page, table of contents	<p>(1) Call the pupils attention to the book on the outside cover. Encourage them to describe and show its meaning.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	i. Using a telephone book	<p>names on the chalkboard and have the pupils arrange them alphabetically.</p> <p>(6) Have pupils arrange a list of books from the room library in alphabetical order by the authors' names. See which pupil can arrange them most quickly and accurately.</p> <p>(7) Select names at random from the telephone book and have the pupils arrange them in alphabetical order.</p> <p>(1) Have the group make a classroom telephone book composed partially of the pupils' names. Make survey of the immediate neighborhood and include the names and numbers of stores, gas stations, restaurants, etc.</p>
	j. Understanding parts of book: cover, title, title page, table of contents	<p>(2) Have the pupils look up in the telephone book the names of their family dentists (if during Dental Health Week) or any other names appropriate for the date.</p> <p>(3) Have the pupils call the local theater to secure performance time of a particular show.</p> <p>(4) Obtain several phone books. Point out significant facts about the arrangement and use of information and listing of names. Divide the class into teams. Have each member of the teams write the address and phone number for names written on the chalkboard. See which team finishes first. Check the accuracy of the addresses and phone numbers.</p> <p>(1) Call the pupils' attention to the title of the book on the outside cover and on the title page. Encourage them to tell how the illustrations show its meaning. Let them consider the words</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	I
GENERAL	SPECIFIC		
			<p>in the title compare ways on the cover</p> <p>(2) Permit each reading book familiarize on one pupil another the name, etc.</p> <p>(3) Turn to tabl giving reaso arranging a examine other</p>
		<p>k. Using a book list and classifying books in the class library</p> <p>l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming</p>	<p>of arranging each unit by of contents</p> <p>-- Have each pu books (one listed; make place books</p> <p>(1) Have the pup newspapers note the who stated in ea point of vie</p> <p>(2) Give the pup names of per a paragraph pupils skim each word is</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		<p>in the title and what they mean. Have them compare ways in which the idea is represented on the cover and on the title page.</p> <p>(2) Permit each pupil to select an interesting reading book. Allow time for the pupils to familiarize themselves with the books. Call on one pupil to give the title of his book, another the copyright date, another the author's name, etc.</p> <p>(3) Turn to table of contents. Note its arrangement, giving reasons why. Suggest other ways of arranging a table of contents. Have pupils examine other textbooks and observe other ways of arranging a table of contents. Introduce each unit by having pupils observe in the table of contents the titles and authors.</p>
	<p>k. Using a book list and classifying books in the class library</p> <p>l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming</p>	<p>-- Have each pupil classify and list classroom books (one subject at a time.) Discuss books listed; make final list; have class librarian place books on labeled shelves.</p> <p>(1) Have the pupils compare articles from different newspapers about the same story. Ask them to note the who, what, why, when, and where as stated in each. (Also good for comparing editorial point of view.)</p> <p>(2) Give the pupils a list of words consisting of names of persons, places, and things. Give them a paragraph with each line numbered. Have the pupils skim the paragraph and note on what line each word is found. Time the pupils.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		<p>m. Using encyclopedias and reference materials in a simplified manner</p>	<p>(1) Keep class cards and a brought in or shared of class use. Have the p in class to locate mat</p> <p>(2) Distribute slips of pa questions. Have pupil number of the volume i would be found.</p> <p>(3) Have pupils use refere information about peop mentioned in their sto</p> <p>(4) Prepare such exercises</p>
			<p>The Pony</p> <p>Our special project weeks will be to fi about The Pony Expr learn some research find topics and how references. . The fo will guide your res</p> <p>What was the Pon Why was the Pony Who originated t How was the syst Who were the Pon What was the cos this way? How did the syst How was the firs selected? Why was the Pony What reliable st the Pony Expre</p> <p>WRITE UP YOUR MATERIAL AND PRESENT IT TO THE</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>m. Using encyclopedias and reference materials in a simplified manner</p>	<p>(1) Keep class cards and a shelf for materials brought in or shared orally. Catalogue for class use. Have the pupils skim through books in class to locate material on topics.</p> <p>(2) Distribute slips of paper containing topics and questions. Have pupils find and record the number of the volume in which the information would be found.</p> <p>(3) Have pupils use references to find additional information about people, places, and events mentioned in their stories.</p> <p>(4) Prepare such exercises as the following:</p> <p style="text-align: center;">The Pony Express</p> <p>Our special project for the next two weeks will be to find out all we can about The Pony Express. We will also learn some research skills in how to find topics and how to use cross-references. The following questions will guide your research:</p> <p style="padding-left: 40px;">What was the Pony Express?  Why was the Pony Express started?  Who originated the Pony Express?  How was the system set up?  Who were the Pony Express riders?  What was the cost of sending mail this way?  How did the system operate?  How was the first Pony Express rider selected?  Why was the Pony Express discontinued?  What reliable stories are there about the Pony Express riders?</p> <p>WRITE UP YOUR MATERIAL IN AN INTERESTING FASHION AND PRESENT IT TO THE CLASS.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter heading, paragraph headings, keys, and footnotes</p>	<p>(1) Discuss why stories are interesting. Have the pupils try to find interesting units in a selected story.</p> <p>(2) Have the pupils make a title for the book. The title should be illustrated on the cover so that the cover shows the interest of pupils.</p> <p>(3) Have the pupils complete on a particular story summaries, picture stories, a booklet, including a title page, glossary of words, etc.</p> <p>(4) Introduce new books. Have the pupils identify all the parts of the book. Skim the table of contents and tell what the book is about. In making assignments, let the pupils use the table of contents to locate the page number and the index with the selected material.</p>
		<p>o. Using all types of maps, charts, graphs, and diagrams</p>	<p>(1) Make it known that maps are necessary in understanding material. Have the pupils make a diagram pertaining to a story. Let colors represent different parts. Explain the need to use colors somewhere on the page. Use globes, etc., four colors represent different parts. Use colors to make comparisons. Use colors to understand. Use colors to understand.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter heading, paragraph headings, keys, and footnotes</p>	<p>(1) Discuss why stories are arranged in units. Have the pupils try to find new names for some units in a selected book.</p> <p>(2) Have the pupils make a new cover with a new title for the book. Describe how the title may be illustrated on the cover. Stress the fact that the cover should help to arouse the interest of pupils their age.</p> <p>(3) Have the pupils compile all the material completed on a particular class unit (reports, maps, summaries, pictures, etc.) and assemble it into a booklet, including table of contents, title page, glossary of important terms, etc.</p> <p>(4) Introduce new books to the pupils by having them identify all the parts of the book. Have them skim the table of contents and the body of the book and tell what they think the book is about. In making assignments give the story title only. Let the pupils use the table of contents to locate the page number. Use the glossary and index with the selections in the book.</p>
	<p>o. Using all types of maps, charts, graphs, and diagrams</p>	<p>(1) Make it known that the "key" or "legend" is necessary in understanding the use of this type of material. Have the pupils make a map or diagram pertaining to an everyday experience. Let colors represent differences on the map. Explain the need to describe these differences somewhere on the paper. Do the same with maps, globes, etc., found in the room. Show how colors represent differences and also how like colors make comparisons easier when the "key" is understood. Use a story with the background</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>in another land by using a "key" words and phrases as mentioned in the text.</p> <p>(2) Give the pupils a map of longitude, parallel longitude in relation to the equator, and decide how to determine the longitude of a country by the latitude and how to determine the longitude of a country by the latitude and statute--be degrees of longitude.</p> <p>(3) Select with the pupils a subject which grows out of the text and construct a chart of this numerical data in order to construct a chart of the same information.</p> <p>(4) Have pupils fill in the correct conclusions.</p>
		<p>p. Learning to skim by identifying important or "key" words, phrases, and sentences</p>	<p>(1) Ask the pupils to read from a given selection and review orally for each group the phrases as noted in the text.</p> <p>(2) Give pupils a list of phrases in the selection. Have them select the phrases in the selection. Ask them to identify the phrases in the selection.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>p. Learning to skim by identifying important or "key" words, phrases, and sentences</p>	<p>in another land. Have pupils make a map and, by using a "key" -- colors, etc., show likenesses and differences between that land and ours as mentioned in the story.</p> <p>(2) Give the pupils charts explaining meridians of longitude, parallels of latitude, and degrees of longitude in regard to mileage and time. Distribute outline maps. Present problems such as deciding how to determine the climate of a country by the use of the parallels of latitude and how to discover the mileages--both nautical and statute--between given points by the use of degrees of longitude.</p> <p>(3) Select with the pupils numerical information on a subject which is of interest to them or that grows out of their reading. Make a table showing this numerical information. Have the pupils construct charts, graphs, or diagrams showing the same information. Ask questions about the data in order to check their understanding.</p> <p>(4) Have pupils fill in their outlined maps with the correct conclusions.</p> <p>(1) Ask the pupils to copy the key words and phrases from a given selection. Have them divide in groups and review all or parts of the selection orally for each other, using the key words or phrases as notes.</p> <p>(2) Give pupils a list of questions over a given selection. Have them determine which words or phrases in the question are "key" words or phrases. Ask them to read a selection rapidly,</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
			<p>reading only enough questions.</p> <p>(3) Set up some problems for pupils are to read questions present in the selection. words that are suggested by look a popular phrase pupil may be familiar story for a phrase</p>
		<p>q. Using "entry" words such as <u>now</u>, <u>then</u>, <u>first</u>, <u>second</u>, <u>last</u>, <u>so</u>, <u>therefore</u></p>	<p>(1) Discuss these words to meaning and their use</p> <p>(2) Have pupils retell the story. Encourage them to use the words in the retelling of too many "entry" words</p>
		<p>r. Learning the many uses of encyclopedias and other reference materials</p>	<p>(1) Explain that encyclopedias are listed alphabetically on the board and ask them where they may be found in the library</p> <p>(2) Assign a simple topic and let them look this topic up. Provide additional information</p> <p>(3) Provide practice for pupils tell in words or sketched on a map what can be found.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ALS		
SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>q. Using "entry" words such as <u>now</u>, <u>then</u>, <u>first</u>, <u>second</u>, <u>last</u>, <u>so</u>, <u>therefore</u></p>	<p>reading only enough to find the answers to the questions.</p> <p>(3) Set up some problems on a selection which the pupils are to read. Have them answer the questions presented by referring to key sentences in the selection. Suggest that they look for words that are similar (or opposite) to those presented by looking back at the page. Present a popular phrase or expression with which the pupil may be familiar. Ask him to look in the story for a phrase with a similar idea.</p> <p>(1) Discuss these words as clues or "stepping stones" to meaning and the main idea in the story.</p> <p>(2) Have pupils retell a story which they have read. Encourage them to use at least one "entry" word in the retelling. Discourage the use, however, of too many "entry" words.</p>
	<p>r. Learning the many uses of encyclopedias and other reference materials</p>	<p>(1) Explain that encyclopedia entries are nouns listed alphabetically. List words on the chalkboard and ask the pupils to select the ones that may be found in an encyclopedia.</p> <p>(2) Assign a simple topic to each pupil. Have him look this topic up in the encyclopedia and find additional information by use of cross references.</p> <p>(3) Provide practice with encyclopedia use by having pupils tell in which volume of a set in the room or sketched on the chalkboard specific topics can be found.</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>s. Using a card catalogue and other library aids</p>	<p>(4) Provide practice, using maps, by having pupils locate mountains, rivers, and cities on their stories.</p> <p>(5) Provide practice using maps by having pupils tell about features. List seven features. Have pupils tell which magazine.</p> <p>(1) Arrange a trip with a class to the library or the nearest library to explain the use of the card catalogue and the different grades of matter. Help the pupils use the card catalogue. Encourage use of the card catalogue.</p> <p>(2) Display and discuss an author card, a title card, a subject card. Give each pupil a card and have him make each card. Discuss which he has gotten.</p> <p>(3) Provide practice in using a card catalogue by making an actual card file in a box. Give the name of a book and have the pupils find which drawer the card is in. Give subject and other book titles upon request to test proficiency.</p> <p>(4) Provide practice in using a card catalogue by having pupils indicate certain titles, authors, and subjects found.</p>



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 SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>s. Using a card catalogue and other library aids</p>	<p>(4) Provide practice using an atlas and maps by having pupils locate countries, states, mountains, rivers, and cities which appear in their stories.</p> <p>(5) Provide practice using magazines and newspapers by having pupils tell type of content each features. List several topics and magazines. Have pupils tell which topics can be found in which magazine.</p> <p>(1) Arrange a trip with the class to the school library or the nearest public library. Ask the librarian to explain the card catalogue system and the different groupings of books by subject matter. Help the pupils to obtain library cards. Encourage use of the library.</p> <p>(2) Display and discuss with the class samples of an author card, a title card, and a subject card. Give each pupil three 3 x 5 cards and have him make each type of card for the book which he has gotten from the library.</p> <p>(3) Provide practice in using outside guides of card catalogue by mimeographing sketches of actual card file in library. Announce the name of a book and have pupils indicate in which drawer the card for the book will be found. Give subjects' and authors' names and other book titles until pupils demonstrate proficiency.</p> <p>(4) Provide practice for pupils with inside guides by having pupils indicate between what cards certain titles, authors, or subjects will be found.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		t. Underlining <u>titles of books</u> and enclosing "magazine titles" in quotation marks in writing activities	-- Have pupils make cards for books which they have read. Write book titles and magazine titles on cards. Have pupils write a brief note on each card.
		u. Making a bibliography of books on a given topic	(1) Have the pupils select a topic assigned to them. Have them check the card catalog for a sample list of books. Have them show the proper format for authors' last names in a bibliography. Have them make a list of books on the topic.
		v. Using a timetable	(2) Have pupils select a topic of interest. Have them check the room library and card catalog for bibliographies. Have them make a list of books on the topic so that each pupil has a book to read.
		w. Using the various sections of the newspaper	-- Ask pupils to bring in newspapers from different parts of the country to locate and read. Have them select one city to analyze. Have them read train schedules, newspaper schedules, etc.
			(1) Have the pupils select a topic and devote attention to reading selected topics.
			(2) Make newspapers. Have them locate and read selected sections. Ask them to write on each section a

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>t. Underlining <u>titles of books</u> and enclosing "magazine titles" in quotation marks in writing activities</p> <p>u. Making a bibliography of books on a given topic</p> <p>v. Using a timetable</p> <p>w. Using the various sections of the newspaper</p>	<p>-- Have pupils make out reading interest record cards for books and articles from magazines which they have read. Emphasize underlining book titles and placing quotation marks around magazine titles. On the card have the pupil write a brief review of the book or article.</p> <p>(1) Have the pupils compile a list of books on an assigned topic. Discuss with them the use of the card catalogue and other library aids. Put a sample list of books on the chalkboard and show the proper arrangement of these books by authors' last names, etc., as it should appear in a bibliography. Have the pupils put their list of books in bibliographical form.</p> <p>(2) Have pupils select topics about which they are interested. Have them select books from the room library about their topics and make bibliographies. Have the bibliographies mimeographed so that each pupil may have a copy for his use.</p> <p>-- Ask pupils to bring in various timetables related to different forms of transportation. Help them to locate and list the time it takes to get from one city to another. Compare bus schedules with train schedules, train schedules with plane schedules, etc.</p> <p>(1) Have the pupils make current events notebooks--devoting attention each week to one or two selected topics.</p> <p>(2) Make newspapers available for the class to study. Have them locate and identify the various sections. Ask them to determine the type of news each section carries and to study the structure</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words</p>	<p>of each type of</p> <p>(3) Select a class paper with either fictional news a</p> <p>(1) List the new words pupils the possible words will be to check their definitions. Ask the pupils to illustrate selected</p> <p>(2) Write difficult words before it is read. Words in the dictionary, have him read the word, have him read the word is four guide words are pronounced, have the marks and turn the entry word. silently and check the word as it is sentence from the word in an original its meaning.</p> <p>(3) Have the pupils that are thumb encyclopedias, files, or push these and make thumb indexed card file for vocabulary</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	<p>x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words</p>	<p>of each type of news in the various sections.</p> <p>(3) Select a class editorial staff. Develop a class paper with either real (when possible) or fictional news and social events.</p> <p>(1) List the new words in a story. Discuss with pupils the possible meanings, after which the words will be looked up in the dictionary to check their definitions and pronunciations. Ask the pupils to use the words in sentences to illustrate selected meanings.</p> <p>(2) Write difficult words in context from a story before it is read. With the class look up the words in the dictionary. As a pupil locates a word, have him raise his hand. Have different pupils tell in what section of the dictionary the word is found, on what page, and what the guide words are. If the word cannot be pronounced, have the pupils note the diacritical marks and turn to the key words, then pronounce the entry word. Have them read the definitions silently and choose the one which applies to the word as it is used in the context of the sentence from the story. Have pupils use the word in an original sentence without changing its meaning.</p> <p>(3) Have the pupils bring to class books or devices that are thumb indexed, such as dictionaries, encyclopedias, address books, cookbooks, card files, or push button type indices. Discuss these and make an exhibit of them. Make a thumb indexed composition notebook or a card file for vocabulary lists.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		<p>y. Adjusting rate of speed to purpose and to materials (rapid reading, skimming, reading for details)</p> <p>z. Following printed directions</p> <p>a<sup>1</sup> Utilizing all critical comprehension skills</p>	<p>-- Provide a variety of various rates of reading before the selection has been made following questions:                      What rate of reading to read this selection?                      Why?                      What parts did you like?                      Why?                      What parts did you dislike?                      Why?</p> <p>Have the pupils make selections to determine which they comprehended the best.</p> <p>(1) Have the pupils make graphs, maps, etc. Provide progress words in a variety of ways.</p> <p>(2) Have the group make questions for a work member to explain.</p> <p>-- (See Developmental Comprehension B-1)</p>
	3. Purposeful Oral Reading Skills	a. Desiring to share reading materials with others	<p>(1) Provide time when selections which are shared.</p> <p>(2) Have the pupils</p>

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
purposeful reading skills	y. Adjusting rate of speed to purpose and to materials (rapid reading, skimming, reading for details)	<p>-- Provide a variety of reading materials requiring various rates of speed. Specify a purpose for reading before the material is read. After each selection has been read, ask the pupils the following questions:</p> <p style="padding-left: 40px;">What rate of speed should you have used to read this story? (rapid, slow, skim)</p> <p style="padding-left: 40px;">Why?</p> <p style="padding-left: 40px;">What parts did you read rapidly?</p> <p style="padding-left: 40px;">Why?</p> <p style="padding-left: 40px;">What parts did you read slowly?</p> <p style="padding-left: 40px;">Why?</p> <p>Have the pupils answer questions about the selections to determine whether or not they comprehended the reading material.</p>
	z. Following printed directions	<p>(1) Have the pupils follow printed directions for making graphs, maps, charts, small objects, etc. Provide progressively difficult directions worded in a variety of ways.</p> <p>(2) Have the group read silently the printed directions for a workbook activity. Choose one member to explain them to the group.</p>
	a <sup>1</sup> Utilizing all critical comprehension skills	<p>-- (See Developmental Activities for <u>Critical Comprehension</u> B-2, page 85-93)</p>
	a. Desiring to share reading materials with others	<p>(1) Provide time when the pupils may read to others selections which they have particularly enjoyed.</p> <p>(2) Have the pupils read part of a book report.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		<p>b. Having a purpose for oral reading</p>	<p>-- Have the pupils:</p> <ul style="list-style-type: none"> <li>- Read sentences or sections.</li> <li>- Read lines which answer questions. How did John feel? Why did Jane run? How did the new home feel?</li> <li>- Read lines, sentences, paragraphs and express a particular meaning.</li> </ul>
		<p>c. Being able to read fluently, using conversational tone, being relaxed, and using good posture</p>	<p>(1) Be sure that students have a purpose for reading before asking them to read.</p> <p>(2) Set standard cooperative learning groups. Example:</p> <p style="text-align: right;"><u>A Good Reader</u></p> <ul style="list-style-type: none"> <li>Has a purpose for reading.</li> <li>Prepares material and makes it interesting.</li> <li>Makes his voice show feeling.</li> <li>Pronounces each word clearly so that listeners can understand.</li> <li>Reads ideas, not just words.</li> <li>Changes his rate of reading to show meaning.</li> <li>Breathes at the right places, making breathing and reading smooth.</li> </ul>
		<p>d. Having complete understanding of the selection being read</p>	<p>-- Have the pupils read after the content, give each a part to read to the group.</p>



SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS SPECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	<p>b. Having a purpose for oral reading</p> <p>c. Being able to read fluently, using conversational tone, being relaxed, and using good posture</p> <p>d. Having complete understanding of the selection being read</p>	<p>-- Have the pupils:</p> <ul style="list-style-type: none"> <li>- Read sentences or sections to prove particular points.</li> <li>- Read lines which answer such questions as: How did John feel? Why did Jane run? How did the new home look?</li> <li>- Read lines, sentences, or sections which express a particular mood, etc.</li> </ul> <p>(1) Be sure that students have read the material before asking them to read orally.</p> <p>(2) Set standard cooperatively with the group. Example:</p> <p style="text-align: center;"><u>A Good Reader</u></p> <p>Has a purpose for reading. Prepares material ahead of time. Makes his voice show feeling and meaning. Pronounces each word clearly so that listeners can understand. Reads ideas, not just words or phrases. Changes his rate of reading to convey meaning. Breathes at the right places so that breathing and reading will be smooth.</p> <p>-- Have the pupils read after discussing with them the content, give each an opportunity to read to the group.</p>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
GENERAL	SPECIFIC		
		e. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Vary the method of devices as <u>A Radio</u>
		f. Using the voice and attitude to express mood	-- Write a short sketch of "inflections of the try it." Example: Narrator: It's Jack about sewing Jack: I do I do Mother: (Mat Jack: Aw, l Mother: (Coa Jack: I ca swim Mother: (War Narrator: Jack home
		g. Knowing how well oral reading is done	-- Use the tape recording to stimulate record for discussion with the pupil and may be saved and used at other time

## SECONDARY DEVELOPMENTAL READING ACTIVITIES

ALLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	<p>e. Being provided with a comfortable and pleasant environment or setting conducive to oral reading</p> <p>f. Using the voice and attitude to express mood</p> <p>g. Knowing how well oral reading is done</p>	<p>-- Vary the method of presentation with such devices as <u>A Radio Program</u> or <u>The Book Club</u>.</p> <p>-- Write a short sketch built upon different inflections of the same expression, as "Just try it." Example: Narrator: It's a cold sunny day in spring. Jack is restless as he moves about the room where Mother is sewing. Jack: I don't want to put away my toys. I don't know where to start. Mother: (Matter of fact) Just try it. Jack: Aw, Mom, I don't know how. Mother: (Coaxingly) Just try it. Jack: I can't do it. I guess I'll go swimming. Mother: (Warningly) Just try it. Narrator: Jack did try it. When he got home, what do you think happened?</p> <p>-- Use the tape recorder or make discs of oral reading to stimulate pupils and serve as a record for discussion of needed improvement with the pupil and with the parents. (These may be saved and used for comparison with readings at other times.)</p>

APPENDIX

## LISTENING<sup>1</sup>

Listening, as a facet of reading, is a new frontier which must be recognized, developed, and interrelated with all we do to help students. If we want students to listen, we must use materials that are interesting to them, have purposes for listening, and help them understand that good listening, good reading, and remembering go hand-in-hand.

Listening is important because it provides a background for reading and study. It helps develop sentence sense, and it improves vocabulary. In order to make the listening-reading experience meaningful, the teacher must use a vocabulary in keeping with the understanding of the students. This is especially true of the bi-lingual student. Also, plans must be made for the student to use words both in speaking and reading soon after they listen to them. Thus, the listening vocabulary will become the spoken and reading vocabulary.

The following outline classifies the kinds of listening and suggests goals and activities for each.

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1. This material on Listening was presented by Donna M. Mills at the 1963 University of Chicago Reading Conference. (The text in its entirety can be found in the Annual Proceedings.)

## GOALS AND ACTIVITIES FOR LISTENING

Donna M. Mills

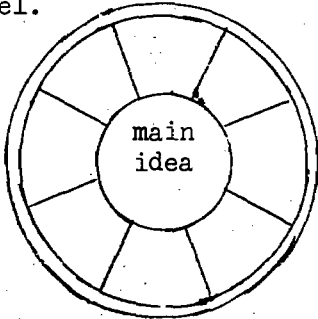
Horace Mann School  
Gary, Indiana

KIND	GOAL	
I. Simple	<p>A. To discriminate and locate phonetic and structural elements of the spoken word.</p> <p>B. To discover and to identify sounds, words, or ideas new to the listener.</p> <p>C. To listen for details in order to interpret the spoken word and to respond accurately.</p> <p>D. To listen to a selection for the purpose of answering a previously stated question.</p> <p>E. To listen to a selection, then answer a question which is asked after the listening.</p> <p>F. To listen for the main idea when stated in the topic or key sentence.</p>	<p>1. Use selection</p> <p>2. Select sounds medial, and final initial, locate.</p> <p>-- Close eyes and as well as name can be used.</p> <p>-- After listening spokes on a wheel</p> <p>-- Ask the question selection.</p> <p>NB Difficult used when needs</p>

## GOALS AND ACTIVITIES FOR LISTENING

Donna M. Mills

Horace Mann School  
Gary, Indiana

GOAL	ACTIVITIES
<p>discriminate and locate phonetic and structural elements of the spoken word.</p> <p>cover and to identify sounds, words, as new to the listener.</p> <p>listen for details in order to interpret spoken word and to respond accurately.</p> <p>listen to a selection for the purpose of answering a previously stated question.</p> <p>listen to a selection, then answer a question which is asked after the listening.</p> <p>listen for the main idea when stated in a key sentence.</p>	<ol style="list-style-type: none"> <li>1. Use selections with rhyming words.</li> <li>2. Select sounds or syllables in initial, medial, and final positions. Examples: coal, locate, bake.</li> </ol> <p>-- Close eyes and identify sounds--man made as well as natural. The tape recorder can be used.</p> <p>-- After listening, show the details as spokes on a wheel.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>-- Ask the question before listening to the selection.</p> <p>NB    Difficulty of the material used will depend upon the needs of the students</p>

LISTENING

KIND	GOAL	
II. Discriminative (Recognition)	G. To distinguish between the main idea and the details	1. After listening outline. A.  2. For longer segments while listening listening to form.  3. After listening one sentence
	A. To distinguish and locate phonetic and structural elements of the spoken word.  B. To discriminate between spoken facts and fancies.  C. To listen for words with variant meanings.  D. To distinguish between relevant and irrelevant details.	-- Listen to a passage sounds such as words.  -- Listen to an list the fact selection. D verify each i  -- Use selection "And even when switchings with trees, we felt was a comfort  --- List in two categories relevant, the Afterwards st

1. Mary Roelofs Stott, "My Most Unforgettable Character," Reader's Digest, April 1963



GOAL	ACTIVITIES
<p>Distinguish between the main idea and details.</p> <p>Distinguish and locate phonetic and orthographic elements of the spoken word.</p> <p>Discriminate between spoken facts and fancies.</p> <p>Listen for words with variant pronunciations.</p> <p>Distinguish between relevant and irrelevant details.</p>	<ol style="list-style-type: none"> <li>1. After listening to a selection, make an outline.               <ol style="list-style-type: none"> <li>A. Main idea                   <ol style="list-style-type: none"> <li>1.)</li> <li>2.) Details</li> <li>3.)</li> </ol> </li> </ol> </li> <li>2. For longer selections make the outline while listening. Give time after the listening to edit and rewrite in better form.</li> <li>3. After listening to the selection write a one sentence summary.</li> </ol> <p>-- Listen to a paragraph selected because of sounds such as "shun" words. Write these words.</p> <p>-- Listen to an appropriate selection and list the facts and the fancies in the selection. Discuss the list and read to verify each item.</p> <p>-- Use selections such as the following:          "And even when we were crying over the switchings with suckers from the fruit trees, we felt she was right and that was a comfort."<sup>1</sup></p> <p>-- List in two columns the details, one relevant, the other irrelevant. Afterwards students read to verify.</p>

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LISTENING

KIND	GOAL	
	E. To listen to select the type of writing: Narrative Descriptive Expositive Essay	-- Use va Studer readin
III. Relaxing and Appreciative	A. To listen to music to determine moods. B. To listen to poetry or prose to determine mood. C. To listen to music, poetry, or prose to set a mood. D. To listen in order to visualize a scene.	-- After which -- After and p. mood. -- Selec mood -- After this verif
IV. Informative	A. To follow oral directions. B. To retain ideas from spoken materials for future recall. C. To use oral context clues to build meaningful associations.	-- Liste desig 1. Deliv 2. Stude is re -- List selec

GOAL	ACTIVITIES
<p>To listen to select the type of writing:  narrative  descriptive  expository  essay</p>	<p>-- Use various sentences and paragraphs. Students select type. Follow this with reading of same types.</p>
<p>To listen to music to determine moods.  To listen to poetry or prose to determine mood.  To listen to music, poetry, or prose to set a mood.  To listen in order to visualize a scene.</p>	<p>-- After listening, select and discuss words which could be used to give the same mood.  -- After listening, select and discuss words and phrases which were used to set the mood.  -- Select material suited to set the desired mood for reading.  -- After listening, draw the scene, follow this by student reading for himself to verify his visual concept. Discuss.</p>
<p>To follow oral directions.  To retain ideas from spoken materials for future recall.  To use oral context clues to build meaningful associations.</p>	<p>-- Listen to and take an oral message to a designated person.  1. Deliver oral messages.  2. Students give assignments to another who is returning from an absence.  -- List words on the board. Listen to a selection to determine meaning by context.</p>

LISTENING

KIND	GOAL	
	<p>D. To listen for news.</p> <p>E. To listen for unspecified information on a topic.</p> <p>F. To listen for main ideas when expressed as feelings.</p> <p>G. To listen for pertinent information on a specified topic.</p>	<p>--- Use a radio presentation of</p> <p>-- Give the que activity.</p> <p>1. Use the lect points. Give statements, finally, etc</p> <p>2. Use the radi</p>
<p>V. Organiza- tional</p>	<p>A. To determine oral story sequence.</p> <p>B. To organize in outline form material heard.</p> <p>C. To list the stated facts to obtain an inference.</p> <p>D. To listen in order to make space and time relationships</p>	<p>1. Ask for the paragraph he</p> <p>2. Listen to a cut the stor</p> <p>3. Listen to a specified nu lone strip o</p> <p>-- Listening-No</p> <p>-- Stated Facts</p> <hr/> <hr/>

GOALS	ACTIVITIES
<p>Listen for news.</p> <p>Listen for unspecified information on a topic.</p> <p>Listen for main ideas when expressed feelings.</p> <p>Listen for pertinent information on a specified topic.</p>	<p>-- Use a radio news report or an oral presentation of a newspaper report. Discuss.</p> <p>-- Give the question after the listening activity.</p> <p>1. Use the lecture method. Discuss pertinent points. Give clues for following the statements, such as: first, second, finally, etc.</p> <p>2. Use the radio or T.V.</p>
<p>Determine oral story sequence.</p> <p>Organize in outline form material heard.</p> <p>List the stated facts to obtain an inference.</p> <p>Listen in order to make space and relationships</p>	<p>1. Ask for the sequence of events for a paragraph heard.</p> <p>2. Listen to a story and with puppets act out the story sequentially.</p> <p>3. Listen to a story. Students draw a specified number of sequential steps on a long strip of paper.</p> <p>-- Listening-Notetaking.</p> <p>-- Stated Facts</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Inference</p>

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LISTENING

KIND	GOAL	
VI. Critical (Evaluative)	A. To discriminate and locate phonetic and structural elements of the spoken word.	-- Listen in other
	B. To associate descriptive ideas or sounds heard with more concrete objects and life situations.	-- Listen and deta
	C. To discriminate between fact and fancies.	--- Use soc statements definite but with is true
	D. To evaluate the worth of listening material accurately.	1. Discuss read ora
		2. Discuss under d
	E. To determine and to reflect the mood of the listening materials and the sound effects that words symbolize.	1. From a words w
		2. Listen words.
F. To use oral context clues to build meaningful associations.	-- Listen of defi compari	
G. To determine the main and subordinate ideas in spoken material.	-- Listen a progr the mai	

GOAL	ACTIVITIES
discriminate and locate phonetic and structural elements of the spoken word.	-- Listen for structural elements and use in other words.
associate descriptive ideas or sounds heard with more concrete objects and life situations.	-- Listen to descriptions of familiar people and determine the identities.
discriminate between fact and fancies.	-- Use social studies concepts. Make three statements for each, one true, one definitely untrue, and the third untrue but with a shade of truth. Decide which is true, give reasons.
evaluate the worth of listening material accurately.	<ol style="list-style-type: none"> <li>1. Discuss appealing qualities of material read orally.</li> <li>2. Discuss how material relates to the topic under discussion.</li> </ol>
determine and to reflect the mood of listening materials and the sound effects that words symbolize.	<ol style="list-style-type: none"> <li>1. From a list of words given orally, select words which give a certain mood or sound.</li> <li>2. Listen to a story or poem. Select sound words.</li> </ol>
use oral context clues to build meaningful associations.	-- Listen to materials using context clues of definition, experience, synonym, comparison, and summary.
determine the main and subordinate ideas in spoken material.	-- Listen to three paragraphs each describing a program or activity but only one giving the main idea. Students select this one.