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ABSTRACT

This handbook provides the guidelines, procedures, and techniques for teaching basic reading to adults. The chapters outline the scope and sequence of an adult Basic Education course, characteristics of the adult learner, terminology, an ABE assessment instrument, vocabulary, comprehension, study skills, materials and a bibliography. Included in the handbook are many diagrams and exercises. (KP)

ED 083453

ADULT BASIC EDUCATION

Alabama

U.S. DEPARTMENT OF HEALTH,
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Gift
GOOD IDEAS FOR TEACHING
Reading

CE 000467

READING

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**ALABAMA STATE DEPARTMENT
OF
EDUCATION**

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READING

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ACKNOWLEDGMENTS

A group of educators, knowledgeable in teaching adult reading, was chosen to produce this handbook in an effort to strengthen the total reading program in Adult Basic Education. This involved analyzing content to be taught, identifying objectives and selecting appropriate methods, examples and materials suitable for adults. This handbook reflects the work of the following people:

Dr. Robert K. Leigh, Professor of Education, University of Alabama, served as the consultant for the preparation of this handbook.

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Also, we are grateful to the superintendents and principals of each participant for making it possible for him to attend these meetings.

The efforts of these people will be rewarded as Adult Basic Education teachers use this handbook to help adult learners improve their reading ability. As the teachers become familiar with the content and apply the suggested activities to their individual situation, we hope they will feel free to offer ideas for improvement; since, in order for this handbook to be effective, it must be the tool which meets the needs of each Adult Basic Education learner.

Norman O. Parker, Coordinator
State Adult Basic Education Program

PREFACE

There is probably more concern over the improvement of reading programs than over any other single area of the curriculum. By the end of the 1970's the right-to-read should be a reality for all. No one should go through life without the skills and desire necessary to read to the full limits of his capability.

The success of any effort to improve the reading skills of adults depends in large measure on whether adult education programs continue to improve their total reading program. This handbook, **GIFT**, is intended to enhance continuity in learning from level to level; broadening the range of skills taught; and developing interest in reading beyond demands of everyday assignments within the program. Cooperative planning and cooperative teaching are essential to solving these programs.

Adults at all ages and ability levels can engage in critical thinking. Imagination and the ability to read between the lines are needed if the reader is to develop to the "full limits of his capability."

The basic objectives of this handbook, **GIFT**, is to present guidelines, procedures, and techniques for teaching basic reading to adults. The handbook is directed primarily at the practicing Adult Basic Education teachers.

Robert K. Leigh,
Professor of Education
University of Alabama

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SCOPE AND SEQUENCE

The skills developed in this handbook were selected from the Adult Basic Education Scope and Sequence Chart and represent the basic skills needed by every adult. This shorter form of the Chart will provide experiences in four areas; 1) **Word Attack**, 2) **Vocabulary**, 3) **Comprehension**, and 4) **Study Skills**. There are seven levels in each area on the complete Chart, but skills from each of the seven levels do not appear on the short form. It is generally felt that if the learner is competent in the skills which come early in the sequence—rather than being simply familiar with the entire sequence—he will find content mastery less threatening.

The complete Adult Basic Education Scope and Sequence Chart has been included in this handbook, in order that you will be able to see where and how each skill fits into the overall picture, and in order that you will not be limited to the skills included in the short form, but will be able to generalize from this handbook to those skills not included in the short form.

It is important to remember that a learner may need only a few skills from a particular level, and may be working on four different levels in the four areas. This scope and sequence should be used as a guide, and not as a bible. Your own particular teaching situation and learners will dictate what you should teach and in what order it should be presented.

The scope of this handbook (**Word Attack, Vocabulary, Comprehension, and Study Skills**) has been presented in order that the skills in each area appear together, and in sequence. The areas have been color-coded, and the following chart illustrates the levels from which skills have been selected for use in the short form. Each asterick represents a skill selected from the Adult Basic Education Scope and Sequence Chart and included in the short form.

SEQUENCE ↓	SCOPE →			
	Word Attack	Vocabulary	Compre- hension	Study Skills
Level I	***	*****	*	*
Level II	*****	***	****	**
Level III	*****	**	***	****
Level IV	*	*	***	***
Level V			**	*
Level VI			*	*
Level VII				*

ADULT BASIC EDUCATION SCOPE AND SEQUENCE CHART — SHORT FORM

WORD ATTACK

- I - B The learner knows single initial consonant sounds.
- I - E The learner uses picture - word associations.
- I - F The learner is aware of likenesses and differences in words and letters.

- II - C The learner is introduced to the names of vowels.
- II - D The learner knows the sounds of initial consonant blends.
- II - E The learner knows the sounds of initial consonant digraphs.
- II - F The learner knows the use of silent letters.
- II - G The learner recognizes compound words.

- III - A The learner knows short vowel sounds.
- III - B The learner knows long vowel sounds.
- III - C The learner knows "r"- controlled vowel sounds.
- III - H The learner is introduced to prefixes, suffixes, and roots.
- III - I The learner is introduced to contractions.
- III - J The learner is introduced to possessives.

- IV - E The learner knows open and closed syllables.

VOCABULARY

- I - A The learner recognizes his own name in print.
- I - B The learner knows the names of the letters.
- I - C The learner knows the names of the numbers.
- I - D The learner knows the names of the colors.
- I - E The learner knows the names of the shapes.
- I - F The learner composes oral sentences to show word meaning.

- II - A The learner recognizes words with both capital and lower case initial letters.
- II - B The learner identifies the basic sight words.
The learner determines word meaning from the context.

- III - A The learner identifies basic sight phrases.
- III - B The learner knows synonyms, antonyms, homonyms, and heteronyms.

- IV - A The learner brings in words for class vocabulary use.
- IV - B The learner uses the dictionary to define words.

COMPREHENSION

- I - C The learner follows and gives simple oral directions.
- II - A The learner follows printed directions.
- II - D The learner recalls from oral and silent reading.
- II - E The learner locates answers to simple questions.
- II - F The learner places events in sequence.
- III - A The learner predicts outcomes.
- III - C The learner makes inferences.
- III - D The learner finds specific information.
- IV - A The learner is introduced to reading for a specific purpose.
- IV - B The learner completes open sentences and stories.
- IV - C The learner identifies and composes topic sentences and writes paragraphs from topic sentences.
- V - C The learner summarizes.
- V - D The learner does critical reading (fact versus opinion).
- VI - A The learner does critical reading (propaganda).

STUDY SKILLS

- I - A The learner uses simple punctuation.
- II - A The learner uses simple punctuation rules.
- II - D The learner uses symbols.
- III - C The learner uses the pronunciation guide found in the dictionary.
- III - E The learner uses the table of contents.
- III - H The learner uses dictionary meanings.
- III - I The learner uses abbreviations.

IV - A The learner uses the encyclopedia.
IV - B The learner uses the index.
IV - D The learner selects the meaning which best fits the context.

V - C The learner is introduced to outlining.
V - D The learner takes various kinds of tests, and fills out various kinds of forms.

VI - F The learner finds information.

VII - A The learner recalls, aided and unaided.

ADULT BASIC EDUCATION SCOPE AND SEQUENCE CHART — LONG FORM

WORD ATTACK

- I - A The learner identifies the correct number of syllables in spoken words.
- I - B The learner knows single initial consonant sounds.
- I - C The learner knows word patterns.
- I - D The learner uses left to right orientation.
- I - E The learner uses picture - word associations.
- I - F The learner is aware of likenesses and differences in words and letters.

- II - A The learner knows single consonant sounds in final position.
- II - B The learner knows single consonant sounds in medial position.
- II - C The learner is introduced to the names of the vowels.
- II - D The learner knows the sounds of initial consonant blends.
- II - E The learner knows the sounds of initial consonant digraphs.
- II - F The learner knows the use of silent letters.
- II - G The learner recognizes compound words.

- III - A The learner knows short vowel sounds.
- III - B The learner knows long vowel sounds.
- III - C The learner knows "r"- controlled vowels.
- III - D The learner knows the function of "y" as a consonant and as a vowel.
- III - E The learner knows the hard and soft sounds of "c" and "g".
- III - F The learner knows consonant blends in any position.
- III - G The learner knows consonant digraphs in any position.
- III - H The learner is introduced to prefixes, suffixes, and roots.
- III - I The learner is introduced to contractions.
- III - J The learner is introduced to possessives.

- IV - A The learner knows how to form plurals.

- IV - B The learner knows three letter initial blends.
 - IV - C The learner knows diphthongs.
 - IV - D The learner knows there are usually as many syllables as vowels.
 - IV - E The learner knows open and closed syllables.
 - IV - F The learner knows that when there is a double consonant, the syllable break is usually between the two consonants and one is silent.
 - IV - G The learner knows the use of primary and secondary accent marks.
 - IV - H The learner knows prefixes, suffixes and roots.
 - IV - I The learner knows contractions.
 - IV - J The learner knows possessives.
- V - A The learner reviews word attack skills.

VOCABULARY

- I - A The learner recognizes his own name in print.
 - I - B The learner knows the names of the letters.
 - I - C The learner knows the names of the numbers.
 - I - D The learner knows the names of the colors.
 - I - E The learner knows the names of the shapes.
 - I - F The learner composes oral sentences to show word meaning.
- II - A The learner recognizes words with both capital and lower case initial letters.
 - II - B The learner identifies the basic sight words.
 - II - C The learner determines word meaning from the context.
 - II - D The learner writes sentences to show word meaning.
- III - A The learner identifies basic sight phrases.
 - III - B The learner knows synonyms, antonyms, homonyms, and heteronyms.
- IV - A The learner brings in words for class vocabulary use.
 - IV - B The learner uses the dictionary to define words.
- V - A The learner is introduced to new words in the content fields.
 - V - B The learner continues to bring in words for class vocabulary use.

- V - C The learner is introduced to semantics.
- VI - A The learner continues to learn new words in the content fields.
- VI - B The learner continues to bring in words for class vocabulary use.
- VI - C The learner continues in semantics.
- VII - A The learner continues to learn new words in the content fields.
- VII - B The learner continues to bring in words for class vocabulary use.

COMPREHENSION

- I - A The learner remembers oral stories.
- I - B The learner keeps events in proper sequence.
- I - C The learner follows and gives simple oral directions.
- II - A The learner follows printed directions.
- II - B The learner verifies statements.
- II - C The learner draws conclusions.
- II - D The learner recalls from oral and silent reading.
- II - E The learner locates answers to simple questions.
- II - F The learner places events in sequence.
- III - A The learner predicts outcomes.
- III - B The learner associates text with pictures.
- III - C The learner makes inferences.
- III - D The learner finds specific information.
- IV - A The learner is introduced to reading for a specific purpose.
- IV - B The learner completes open sentences and stories.
- IV - C The learner identifies and composes topic sentences, and writes paragraphs from topic sentences.
- V - A The learner selects titles for material.
- V - B The learner interprets story ideas.
- V - C The learner summarizes.

- V - D The learner does critical reading (fact versus opinion).
- V - E The learner identifies character traits and physical characteristics.

VI - A The learner does critical reading (propaganda).

STUDY SKILLS

I - A The learner uses simple punctuation.

- II - A The learner uses simple punctuation rules.
- II - B The learner phrases according to punctuation.
- II - C The learner uses capital letters.
- II - D The learner uses symbols.

III - A The learner divides the dictionary into thirds or fourths to pinpoint the position of a word.

III - B The learner uses diacritical markings found in the dictionary.

III - C The learner uses the pronunciation guide found in the dictionary.

III - D The learner uses the guide words found in the dictionary.

III - E The learner uses the table of contents.

III - F The learner uses the title page.

III - G The learner alphabetizes by initial letter.

III - H The learner uses dictionary meanings.

III - I The learner uses abbreviations.

IV - A The learner uses the encyclopedia.

IV - B The learner uses the index.

IV - C The learner hyphenates according to syllable rules.

VI - D The learner selects the meaning which best fits the context.

IV - E The learner alphabetizes by first two letters.

V - A The learner uses more complicated punctuation.

V - B The learner uses map, chart and graph terminology.

V - C The learner is introduced to outlining.

V - D The learner takes various kinds of tests, and fills out various kinds of forms.

VI - A The learner recognizes and uses the abbreviations found in the dictionary.

- VI - B The learner uses cross references.
- VI - C The learner uses the glossary.
- VI - D The learner uses the atlas.
- VI - E The learner uses reference material of special interest.
- VI - F The learner finds information.

- VII - A The learner recalls, aided and unaided.
- VII - B The learner uses indirect quotation marks.
- VII - C The learner takes notes from reading and from lectures.

CHARACTERISTICS OF THE ADULT LEARNER

It is impossible to describe, with any accuracy, the typical adult learner; just as it is impossible to describe the typical American. The following list of characteristics will not apply to any one student you may meet in the Adult Basic Education classroom, but it should give you an idea of the special problems and strengths found in some adult learners. Most of these characteristics can work for or against the learner, depending, to a great degree, on your ability to turn a potential weakness into an asset.

The adult learner:

- has recognized his inability to function adequately in our society.
- may be very fearful of, and intimidated by, the school situation.
- will have definite educational goals of his own.
- may have been a failure, or a drop - out, in previous school situations.
- has a great need for a sense of dignity and a feeling of worth.
- is a complex, seasoned, mature individual with fully developed tastes and interests.
- will have an achievement level, mode and rate of learning, and ability different from every other adult learner.
- may have a great deal of knowledge in specific areas.
- may be more non - verbal than verbal in orientation.
- may be timid, unemployed, and unaware of job opportunities.

- may possess a negative attitude toward social institutions which represent authority.
- may have values, goals, and attitudes different from those of the typical member of the middle class.
- may be very fearful of competition and evaluation.
- may have a slower reaction time, and suffer some decline in sight and hearing.
- has had a great deal of experience in living.
- is a part-time student, often with heavy responsibilities at home, on the job, in the church, and community.
- is a voluntary student and can leave class at will.
- expects information to be relevant, correct and up-to-date.
- may come from a low socio-economic background.
- may be a highly successful and respected member of the community.
- may be very serious about education, and may have pre-conceived notions about the roles and activities involved.

TERMINOLOGY

The following are terms and phrases that are used in this handbook, or are commonly used in reading materials.

ACCENT: a term used to indicate stress given to syllables.

AFFIX: a prefix, suffix, or inflectional ending.

ASSESSMENT: the act of analyzing the progress a particular learner has made in order to determine a future course of action.

BLEND: a combination of consecutive consonants, each of which retains its own sound when pronounced.

COMPREHENSION: an understanding. There are two types:
Inferential Comprehension: the use of the literal content, personal knowledge, intuition, and imagination to form conjectures and hypotheses.

Literal Comprehension: the use of information which is explicitly stated in the material.

DERIVED FORM: a word composed of a root plus an affix or affixes.

DIAGNOSIS: the act of analyzing the skills a learner has in order to devise a program which will be most effective.

DIGRAPH: a combination of two letters, which represents a single sound unlike either of the original letters.

DIPHTHONG: vowel combinations that have a single sound unlike either of the original letters.

DISCRIMINATION: the ability to recognize similarities and differences. There are two types:

Auditory Discrimination: the ability to recognize the similarities and differences among sounds, with particular reference to the sounds of individual letters.

Visual Discrimination: the ability to recognize the similarities and differences among objects, figures, letters and words.

INDIVIDUALIZED MATERIALS: materials that are structured so that the learner may move at his own rate through a sequenced unit.

INSTRUCTION: providing each learner with educational experiences which will allow him to progress as rapidly as possible.

LEVEL: the point at which each student lies on the reading continuum. There are three levels:

Independent Level: the level at which the learner can function with little difficulty (knows and recognizes more than 95% of running words).

Instructional Level: the level at which the learner's instruction should take place (knows and recognizes 90% of running words).

Frustration Level: the level at which it is difficult for the learner to gain sufficient comprehension (knows and recognizes less than 90% of running words).

MULTI-LEVEL MATERIAL: material that gradually gets more difficult.

PHONETICS: the scientific study of speech sounds, including the action of the speech organs in producing those sounds.

PHONICS: the study of the sounds of printed symbols as well as the function and use of those sounds in pronouncing printed words.

PREFIX: a meaningful unit affixed to the beginning of a root word to modify the meaning of the word.

PROGRAMMED MATERIAL: material organized so that each step builds on the information found in the preceding step.

READING DISABILITY: a lack of skills which prevents the learner from reading at his intellectual level.

READING STAGES: the point at which each student lies along the reading continuum. There are roughly four stages:

Introductory Stage: learners who are learning to read for the first time. The mechanics of reading are taught at this stage.

Elementary Stage: learners who have mastered most of the techniques needed for pronouncing printed words. Vocabulary development, comprehension skills, speed, and critical awareness are taught at this stage.

Intermediate Stage: learners who have mastered most of the reading techniques. Vocabulary development, comprehension skills, speed and critical awareness are continued at this stage.

Developmental Stage: learners can read with ease and competence. Refinement of critical reading skills, the establishment of mature reading habits, and an increased flexibility of reading rates are taught at this stage.

REINFORCEMENT: that which encourages a learner to continue.

ROOT WORD: the base to which affixes may be added.

STRESS: the emphasis, in pronunciation, given to a syllable to separate it from other syllables.

STRUCTURAL ANALYSIS: the process of analyzing the usual structure of words to determine pronunciation and meaning units.

SUFFIX: a meaningful element affixed to the end of a root word to modify the meaning of the word.

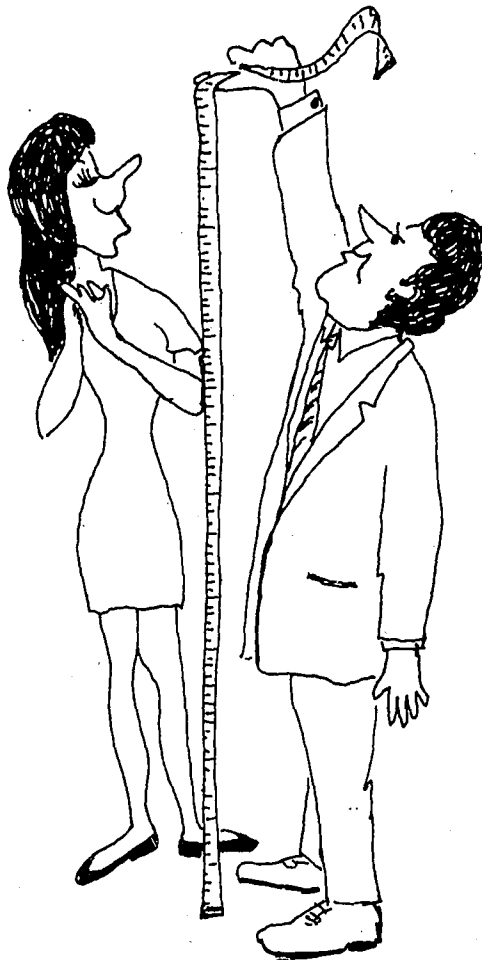
SYLLABLE: a word, or word part, in which a vowel sound is heard. There are two types:

Open Syllable: a syllable that ends in a vowel. It is generally a long vowel.

Closed Syllable: a syllable that ends in a consonant. It generally contains a short vowel.

ABE ASSESSMENT

INSTRUMENT



ADULT BASIC EDUCATION ASSESSMENT INSTRUMENT

This Adult Basic Education Assessment Instrument has been developed for use with the handbook, and should be administered early in the learning situation and can be re-administered at a later date to check progress. Because adult learners are often threatened by evaluation, it might be wise to avoid a prolonged testing session, especially before you have gained the confidence and trust of your class members. The **ABE Oral Reading Test** should be administered first, to give you a quick evaluation of the learner's reading grade level. After you have determined his reading grade level, you can involve him immediately in material designed for him. Along with the ABE Oral Reading Test, you should administer the ABE Interest Inventory. This will give you an idea of what types of material will prove most interesting for the learner.

You will not need to administer the entire test battery to each student, but should use only those items which apply to the learner under consideration.

ABE ORAL READING TEST

The ABE Oral Reading Test is to be given individually and is based on the learner's ability to pronounce words at different levels of difficulty. It takes about 5 minutes to give and score.

DIRECTIONS

1. Allow the learner to read from one sheet of the ABE Oral Reading Test while you keep score on another. Start the learner on a list where you think he can pronounce all 20 words. If the learner misses even one word on the starting list, go back until you reach a list where he can pronounce all 20 words correctly.
2. At the beginning of the test, say: "I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can. When you come to a word you do not know, say 'blank' and go on to the next word."
3. After you find the starting list, go on to more advanced lists until you find the stopping list. This is where the learner mispronounces or is unable to read all 20 words. When the words get difficult for the learner, say: "Look down this list quickly and read the words you think you know."
4. Count as an error any mispronounced or omitted word. If more than one pronunciation is given for a word, count as an error even if one of the pronunciations was correct. Enter the number of correct words at the bottom of each word list. The types of errors made will indicate areas of weakness.
5. To find the learner's score for reading, count the total number of words the learner was able to pronounce correctly in all attempted lists. e.g. If the learner begins the test on List III and successfully completes it, he automatically receives credit for List I and List II.
Take half the score and you have his reading grade level in years and months. For example, if his score was 66, half of this number would be 33 and the reading grade level would be 3rd grade - 3rd month.

ABE ORAL READING TEST

NAME _____ DATE _____

EXAMINER _____ READING LEVEL _____

List 1	List 2	List 3	List 4
1. do	1. would	1. hunger	1. price
2. home	2. large	2. knife	2. weather
3. look	3. together	3. follow	3. west
4. very	4. hide	4. reason	4. afternoon
5. his	5. sound	5. empty	5. important
6. from	6. much	6. moment	6. distant
7. mother	7. better	7. blow	7. force
8. milk	8. happen	8. county	8. introduce
9. was	9. wishing	9. hour	9. future
10. make	10. river	10. magic	10. grateful
11. story	11. care	11. enough	11. strike
12. little	12. always	12. against	12. hearts
13. just	13. heavy	13. strange	13. predict
14. gone	14. dark	14. discover	14. machine
15. with	15. lunch	15. reward	15. silence
16. come	16. stars	16. salad	16. common
17. first	17. exciting	17. matter	17. permanent
18. good	18. them	18. anything	18. partly
19. road	19. neighbors	19. understood	19. mountains
20. there	20. quick	20. picture	20. develop

List 5

List 6

List 7

-
- | | | |
|---------------|----------------|------------------|
| 1. thick | 1. medicine | 1. knowledge |
| 2. listened | 2. arrangement | 2. environment |
| 3. concern | 3. exhilarated | 3. compassionate |
| 4. marriage | 4. camera | 4. products |
| 5. loudly | 5. emergency | 5. approximate |
| 6. accomplish | 6. smoothly | 6. society |
| 7. suggestion | 7. abundant | 7. friendly |
| 8. custom | 8. practice | 8. amusing |
| 9. fragrant | 9. candidates | 9. malignant |
| 10. confusing | 10. rumored | 10. punishment |
| 11. tailor | 11. installed | 11. attentively |
| 12. freedom | 12. sensitive | 12. hesitated |
| 13. ranger | 13. inventory | 13. disaster |
| 14. repairing | 14. distance | 14. administer |
| 15. poured | 15. rebellion | 15. crisis |
| 16. delicious | 16. customers | 16. employee |
| 17. define | 17. repulsive | 17. generations |
| 18. obedient | 18. wreath | 18. slender |
| 19. examined | 19. movement | 19. standardize |
| 20. sharpness | 20. compliment | 20. required |
-

WORD ATTACK TEST LEVEL I

Read the following words aloud twice, allow plenty of time for the learner to write the letter for the initial sound for each of these words. Say the following at the beginning of the test: "I will pronounce some words. Write the letter for the sound you hear at the beginning of each word."

This can be an individual or a group test.

This skill is Level I of Word Attack.

CONSONANT SOUNDS:

1. social
2. delightful
3. radical
4. glorious
5. transfer
6. piston
7. hurdle
8. banter
9. fantastic
10. yeast
11. follicle
12. medieval
13. lavish
14. nervous
15. wobble

WORD ATTACK TEST LEVEL II

Read the following words aloud twice, allow sufficient time for the learner to write the first two letters of the word before moving to the next word. Say the following: "I will say a word. Write the first two letters that you hear at the beginning of each of these words."

This can be either an individual or a group test.

This skill is a Level II of Word Attack.

CONSONANT BLENDS

- | | |
|---------------------|--------------------|
| 1. <u>b</u> low | 6. <u>f</u> lower |
| 2. <u>s</u> mall | 7. <u>p</u> light |
| 3. <u>s</u> traight | 8. <u>s</u> lash |
| 4. <u>b</u> rown | 9. <u>s</u> pider |
| 5. <u>t</u> win | 10. <u>g</u> lance |

CONSONANT DIGRAPHS

1. whine
2. thimble
3. shout
4. challenge

OR

Ask the learner to give you a word that begins with the following letters. (This is an individual test.)

CONSONANT BLENDS:

cl fr sk cr sp gr sc fl

CONSONANT DIGRAPHS:

th ch wh sh

If learner successfully completes the above test, proceed to Word Attack Test Level III.

WORD ATTACK TEST LEVEL III

The following tests are individual tests.

The skill is Level III of Word Attack.

Give the learner a list of vowels, ask him to give you a word for each with the correct vowel sound asked.

SHORT VOWELS:

i a o

LONG VOWELS:

e u a

OR

From the list of words below, ask the learner to name the vowel and to tell you whether it is long or short.

- | | |
|----------|----------|
| 1. hat | 7. hot |
| 2. help | 8. hi |
| 3. basic | 9. rope |
| 4. close | 10. play |
| 5. egg | 11. use |
| 6. rid | 12. but |

If learner successfully completes the above test, proceed to the Prefix and Suffix Test for Level III and IV.

PREFIX AND SUFFIX TEST FOR LEVEL III AND LEVEL IV

The learner is asked to pronounce the following nonsense words in order to demonstrate his ability to handle common affixes and compounds.

If the learner misses half of the common prefixes and common suffixes, then the learner is on Level III of Word Attack. If he can read more than half of the common prefixes and common suffixes, then he is on Level IV of Word Attack in this area.

Affixes and Compounds

Common prefixes:

unget	excry
prowrite	debat
repaper	disname

Common suffixes:

feetness	skinly
dayer	earthful
burnance	mallng

Compounds:

daystand	drinkmobile
chairmeet	treeshaker
jumpfeather	bowlscraper
fieldbroom	leafmuncher

VOCABULARY TEST LEVEL I

Have the learner read orally all the following letters (both upper and lower case), numbers, colors, and shapes. Record all incorrect responses by circling the item.

These skills are on Level I of Vocabulary.

LETTER NAMES:

C R M P G S A O Z N
t p r b e d f m x s

NAMES OF NUMBERS:

three nine seven two six
ten five eight one four

NAMES OF COLORS:

red green blue black yellow white

NAMES OF SHAPES:

circle triangle rectangle square

VOCABULARY TEST LEVEL II

Have the learner read the following story and fill in the blanks with words that fit. The teacher should record the responses the learner makes. If he misses 4 or more of the words, then the learner needs work on context clues. (Level II of Vocabulary).

CONTEXT CLUES

"I need some groceries," Sally said. "I'm going to the store. Do you want to come with me, Mary?"

"_____, I have some work to do around the _____," Mary _____.

"But be sure to get a loaf of _____ and a dozen _____ I want to make an egg salad _____."

"All right, can you think of anything else we need?" asked Sally.

"Maybe you better get a quart of _____ and a _____ of butter," said Mary.

"_____ you, Mary," said Sally. "I think that _____ we need."

VOCABULARY TEST LEVEL II

Have the learner read as many words on this list as he can. Draw a circle around all words not attempted, and a line under words the learner gets incorrect. If the learner misses 15 or more of these words, then he needs help on basic sight words (Level II of Vocabulary).

These words are common to Geeslin's list of 300 commonly used words and Dolch's basic sight words.

BASIC SIGHT WORDS

and	here	this	soon
for	if	very	under
jump	when	which	round
own	pull	yes	give
their	upon	ask	been
every	know	big	much
open	far	cold	now
your	many	full	please
where	again	help	right
them	bring	gave	stop
once	could	its	take
is	down	live	what
did	good	must	today
his	keep	old	will
never	little	said	long

TEACHER - EVALUATION

How well does your teacher do the following:

	VERY WELL	AVERAGE	NEEDS IMPROVEMENT
1) makes allowances for individual differences among class members			
2) prepares for class meetings			
3) maintains a relaxed and comfortable atmosphere			
4) encourages participation by every member of the class			
5) makes use of the special skills and strengths of individual class members			
6) encourages class involvement in planning class activities			
7) presents material in an interesting manner			
8) expresses feelings honestly and encourages class members to do the same			
9) takes an interest in class members as individuals			
10) shows courtesy in dealing with each member of the class			

LEARNER SELF - EVALUATION

The following test can be self - administered, taped for individual playback, or read aloud to an entire class. It will probably be most helpful if followed by an informal conference with the teacher. The emphasis should be placed on the student's potential for gaining insight from this evaluation.

LEARNER SELF - EVALUATION

Read, or listen to, each of the following statements carefully. Each describes a particular feeling or attitude, and you are to indicate whether you agree (mark the "yes" column), whether you are not sure how you feel about it (mark the "I'm not sure" column), or whether you disagree with it (mark the "no" column).

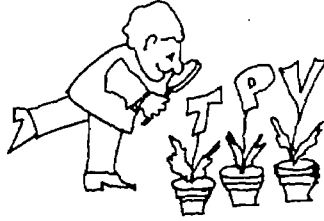
	YES	I'M NOT SURE	NO
1) I have changed my educational goals since I entered the Adult Basic Education program.			
2) I feel that my experiences in the Adult Basic Education Program are helping me reach my goals.			
3) I feel comfortable about my relationships with other class members.			
4) I feel comfortable about my relationship with my teacher.			
5) I speak up in class when I have something to say, or when I have a question to ask.			
6) I try to encourage other class members to participate in class activities.			
7) I feel that my class performance is a good indication of my real ability.			
8) I am satisfied with the progress I am making in class.			

WORD ATTACK



Word Attack
I - B

THE LEARNER KNOWS
SINGLE INITIAL CONSONANT
SOUNDS.



ACTIVITY 1

The learner will name the consonant and make its sound.

b.....	m.....	t.....
d.....	n.....	v.....
f.....	p.....	w.....
h.....	q.....	x.....
j.....	r.....	y.....
k.....	s.....	z.....
l.....		

ACTIVITY 2

The teacher reads a list of words. From a list of four words, the learner will circle the word that begins with the same consonant sound as the word the teacher read.

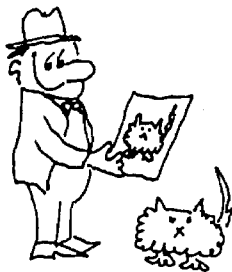
<u>Teacher</u>	<u>Learner choices</u>			
1. lamp	1. candy	laugh	help	please
2. wash	2. start	green	wish	best
3. keep	3. long	round	vote	kind

MATERIALS:

MCH - 4

Word Attack
1 - E

**THE LEARNER USES
PICTURE - WORD ASSOCIA -
TIONS.**



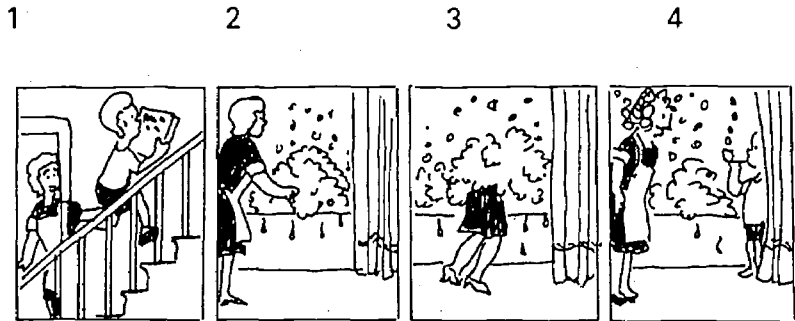
ACTIVITY 1

The teacher will present pictures depicting people, places, scenes, and events. The learner will answer questions concerning the pictures.

EXAMPLES:

1. What is happening in this picture?
2. What type expression is on the face of this person?
3. Is the man in this picture a milkman, postman, or doctor?

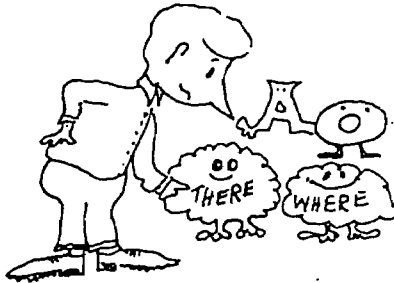
ACTIVITY 2



The above sequence of pictures tells a story. What is it?

Word Attack
I - F

THE LEARNER IS AWARE OF LIKENESSES AND DIFFERENCES IN WORDS AND LETTERS.



ACTIVITY 1

The learner is given pairs of words. He will underline the part of each word that is alike and circle the part of each word that is different.

1. there - where
2. church - chose
3. show - shine
4. boat - goat

ACTIVITY 2

The learner is given a list of words. He will circle the word that is most like or underline the word that is **most** different from the first word.

- | | a. | b. | c. |
|----------|------|-------|-------|
| 1. tall | sit | speak | mall |
| 2. short | shot | shoot | spell |
| 3. dot | egg | dog | tag |

MATERIALS:

EGH - 5
EGH - 1

Word Attack
II - C

THE LEARNER IS INTRODUCED TO THE NAMES OF VOWELS.



ACTIVITY 1

The learner is introduced to the vowels—a, e, i, o, u, and sometimes y. The following words are used as keys to the vowel sounds.

Apron for long A.

Eve for long E.

Ice for long I.

Open for long O.

Use for long U.

Apple for short A.

Egg for short E.

Indian for short I.

Ox for short O.

Umbrella for short U.

Y has the long sound of e in pony and the long sound of i in my.

ACTIVITY 2

The learner will write the words with short vowels under the column marked "Short Vowels" and the words with long vowels under the column named "Long Vowels".

SHORT VOWELS

LONG VOWELS

hope

note

hat

he

fast

up

**Word Attack
II - D**

**THE LEARNER KNOWS THE
SOUNDS OF INITIAL CONSO-
NANT BLENDS.**



A consonant blend is a combination, in one syllable, of two or three consecutive consonants each of which retains its own sound when pronounced.

The consonant blends are:

bi	br	sk	squ
cl	cr	sm	str
fl	dr	sn	dw
gl	fr	sp	tw
pl	gr	st	st
sl	pr	sw	nt
spl	tr	scr	sn
thr	sc	spr	nd

ACTIVITY 1

The learner is given a list of words. He will underline the consonant blends.

scrape	freeze	sleep
dwel	skate	spill
green	twin	plan
clown	spring	throw
blue	smoke	splice

ACTIVITY 2

The learner is given a list of consonant blends. He will make a word with each.

cr _____	sp _____	pr _____
sm _____	fl _____	tw _____
gl _____	squ _____	sc _____
spr _____	fr _____	br _____

MATERIALS:

MCH - 1
MCH - 2

Word Attack II - E

THE LEARNER KNOWS THE
SOUNDS OF INITIAL CON-
SONANT DIGRAPHS.



Two consecutive consonants which produce one sound are called a consonant digraph.

wh	ph
ch	gh
th	ck
sh	ng

ACTIVITY 1

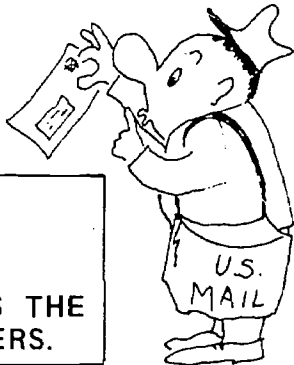
The learner is shown objects or pictures of objects that begin with consonant digraphs. He will write the digraph that begins each word.

EXAMPLES:	shoe	phone
	wheel	thermometer
	chair	whistle
	chalk	ghost

ACTIVITY 2

The learner is given a list of words. He will underline the consonant digraphs.

when	chick
show	phone
ghost	church
them	



MATERIALS:

MCH - 1
MCH - 2

Word Attack
II - F

THE LEARNER KNOWS THE
USE OF SILENT LETTERS.

Rules for silent letters:

- When there is a double consonant in a word, one is silent. (miss)
- When k comes before n in a word, the k is silent. (knee)
- When w comes before r in a word, the w is silent. (write)
- When c is joined with k in a one - syllable word, the c is silent. (kick)
- When gh comes at the end or near the end of a word, it is silent. (though)

When t comes in the middle of a one - syllable word, it is silent. (hatch)

When gh appears in a word, the gh is silent. (thought)

When a word or syllable begins with gn, the g is silent. (gnat)

When bt or mb appear together in a word, the b is silent.
(climb, doubt)

ACTIVITY 1

Given a group of words, the learner will underline the silent letter or letters in each word.

gnat

fight

wreck

high

thought

doubt

hatch

comb

sick

knee

ACTIVITY 2

Given a list of rules for silent letters, the learner will match the rule with a word that applies.

A consonant is silent in these cases:

a. k when it comes before n

b. w when it comes before r

c. c when it is joined with k

d. gh when it comes at the end
or near the end of a word

e. t when it comes in the middle
of a one - syllable word

f. gh when it appears with t

fight _____ bright _____

knee _____ knife _____

hatch _____ wrench _____

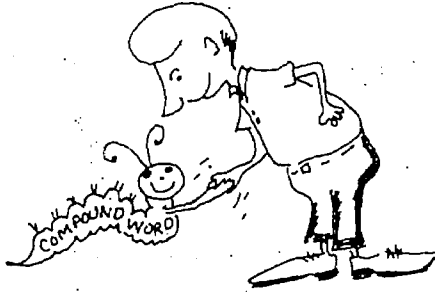
write _____ black _____

kick _____ sigh _____

though _____ patch _____

Word Attack
II - G

THE LEARNER RECOGNIZES
COMPOUND WORDS.



Compound words are two words put together to form a word whose meaning is different from the original words.

ACTIVITY 1

Given a list of words in pairs, the learner will combine the words to form compound words and then pronounce the new word.

Column I

pay days
super market
news paper
bath room

Column II

ACTIVITY 2

Given a list of compound words, the learner will draw one line under the first word and two lines under the second word of the compound word.

EXAMPLE: into

livingroom

sometime

motorboat

drugstore

Word Attack
III - A

THE LEARNER KNOWS
SHORT VOWEL SOUNDS.



ACTIVITY 1

The learner will name things in the room that contain a short vowel and give the correct vowel sound.

EXAMPLES:

desk
 window
 pencil

pen
 picture
 clock

ACTIVITY 2

Given a list of words, the learner will circle the words with short vowels.

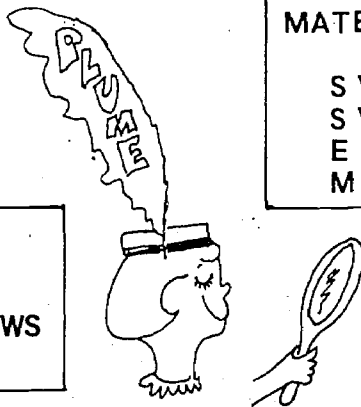
that
 nice

we
 my

bite
 boat

Word Attack
III - B

THE LEARNER KNOWS
LONG VOWEL SOUNDS.



MATERIALS:

SVE - 3
 SVE - 4
 EGH - 6
 MCH - 6

ACTIVITY 1

The learner will underline the words which contain long vowels.

hat

gate

mute

hail

kick

use

ACTIVITY 2

The learner is given a list of rules concerning long vowels. Using the list of vowel rules given, he will match the rules with the words.

Rules:

1. When a one - syllable word contains two vowels, one of which is the final e, the first vowel is usually long and the final e is silent.
2. A single vowel at the end of a word is usually long.
3. When two vowels appear together in a word, the first is usually long and the second one is silent.

WORDS

RULE NUMBER

go

goat

pine

hi

rain

make

MATERIALS:

SVE - 3

SVE - 4

EGH - 6

MCH - 6

Word Attack
III - C

THE LEARNER KNOWS
"R" - CONTROLLED VOWEL
SOUNDS.



When a vowel is followed by r, the r controls the vowel sound.

Car is the key word for the vowel sound of ar.

Her is the key word for the vowel sound of er.

Fir is the key word for the vowel sound of ir.

For is the key word for the vowel sound of or.

Turn is the key word for the vowel sound of ur.

ACTIVITY 1

The learner will circle the words which have "r" - controlled vowels and pronounce them.

bright

mercy

draft

bird

farm

receive

barn

her

car

more

ACTIVITY 2

The learner will underline all words with "r" - controlled vowels in the following sentences.

1. Mr. Smith got very dirty planting that fir tree.
2. In April her son will leave for the Army.
3. The merchant put all his fur coats on sale.

Word Attack
III - H

THE LEARNER IS INTRODUCED TO PREFIXES, SUFFIXES, AND ROOTS.



Prefixes are syllables added to the beginnings of words to alter their meanings. (unhappy)

Suffixes are word endings which usually change the service function of the words. (sleeping)

Roots are the base words in words that have prefixes or suffixes. (rewrite, washed)

ACTIVITY 1

The learner is given a list of words. He will underline the root word and circle the prefix or mark through the suffix.

loving

rerun

exchange

prettiest

dislike

unkind

willing

hurts

jumped

telephone

ACTIVITY 2

The learner is given a list of words. He will add as many suffixes as he can.

EXAMPLE: play player playing played plays

write _____ _____ _____ _____

The learner will add prefixes to the following words.

grateful _____

appoint _____

MATERIALS:

M C H - 13
C F - 7

Word Attack
III - I

THE LEARNER IS INTRO-
DUCED TO CONTRACTIONS.

A contraction is a short form of two words. When one or more letters are left out or omitted from a word, an apostrophe (') is used in place of the letter or letters.

Some contractions are:

does not	doesn't	I am	I'm
is not	isn't	we have	we've
do not	don't	we are	we're

ACTIVITY 1

The learner will write the two words from which the following contractions are made.

isn't _____ let's _____

he's _____ don't _____

ACTIVITY 2

The learner is given sentences with blanks to be filled in with appropriate contractions.

_____ going to the store. (He's, Hes)

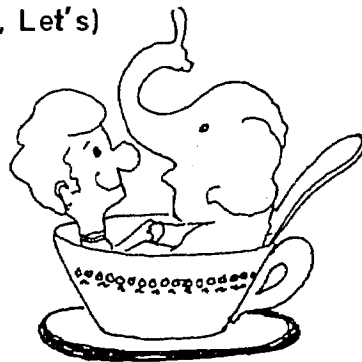
_____ going to the game with me? (Whose, Who's)

Joe _____ home when I went by. (wasn't, we've)

_____ have a party? (Lets, Let's)

Word Attack
III - J

THE LEARNER IS INTRO-
DUCED TO POSSESSIVES.



A possessive is a word that shows ownership.

SINGULAR POSSESSIVE. To form the possessive of a singular word or name, add an apostrophe and an s ('s).

EXAMPLES: the girl's dress
Joe's car

PLURAL POSSESSIVE. To form the possessive of a plural word ending in s or a singular word ending in s, add an apostrophe.

EXAMPLES: girls' dresses
the Jones' cars
the dogs' bones

ACTIVITY 1

The learner will change the underlined words to possessives in the following sentences.

- Mr. Martin son is leaving for the Navy next week.
- The shopping center will be built next to Sally house.

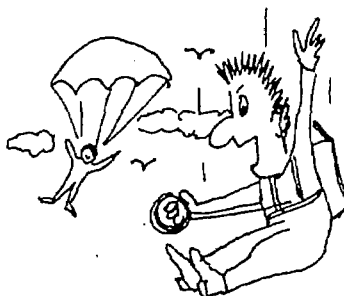
ACTIVITY 2

The learner will underline the correct word in the following sentences.

- a. The (boys, boy's) dog ran into the street.
- b. (Kays', Kay's) sister is coming for a visit.

Word Attack
IV - E

THE LEARNER KNOWS OPEN
AND CLOSED SYLLABLES.



Syllables that end with a vowel are called open syllables. Open syllables usually end with long vowel sounds. (me, o/pen)

Syllables that end with a consonant are called closed syllables. Closed syllables usually contain short vowel sounds. (pin, pic/nic)

ACTIVITY 1

The learner is given a list of words and asked to divide them into syllables then circle open syllables and underline closed syllables.

EXAMPLE: open

table

before

bed

acorn

notice

garden

pencil

bug

lotion

climax

ACTIVITY 2

The learner will write four words with examples of open syllables and four words with examples of closed syllables.

Open syllables

1. _____

2. _____

3. _____

4. _____

Closed syllables

1. _____

2. _____

3. _____

4. _____

ADDITIONAL MATERIALS:

Webster's Classroom Clinic
Phonics We Use
Programmed Reading for
Adults.

VOCABULARY



Vocabulary

I-A

THE LEARNER RECOGNIZES HIS OWN NAME IN PRINT.



ACTIVITY 1

Make use of file folders, name tags, seating charts, and similar methods to give the learner experience in finding his own name. Avoid constant use of alphabetical order, so that the learner doesn't simply memorize his position in relation to others.

ACTIVITY 2

Use telephone directories, insurance policies, church records, payrolls and similar materials to provide the learner with a variety of experiences. These materials may be simulated.

Vocabulary

I-B

THE LEARNER KNOWS THE NAMES OF THE LETTERS.



ACTIVITY 1

The teacher calls out the following letters one at a time: 1. c, 2. a, 3. g, and 4. s. The learner will circle the letter the teacher named.

1. l v x c r

2. k u s w a

3. l p b d g

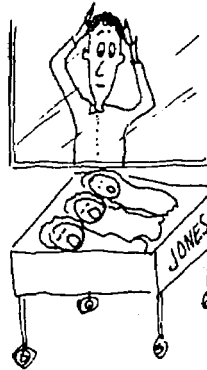
4. c o u o s

ACTIVITY 2

The teacher shows flash cards with letters of the alphabet. The learner will orally name the letter presented.

Vocabulary
I - C

THE LEARNER KNOWS THE
NAMES OF THE NUMBERS.



ACTIVITY 1

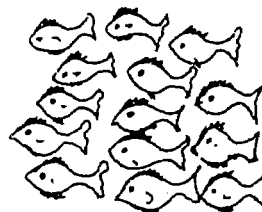
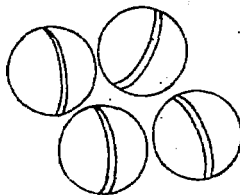
Have the learner fill in the blanks in the following chart.

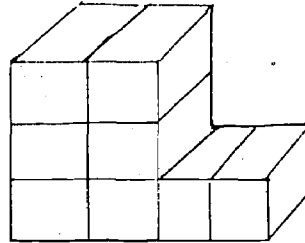
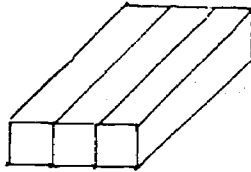
NAMES OF NUMBERS

Cardinal Number name	Ordinal Number name	Number Symbol
five	fifth	
three		3
six	sixth	
	fourth	4
	second	2

ACTIVITY 2

Have the learner select the correct number for each blank. (14, 8, 7, 5, 4, 3)





Vocabulary
I - D

THE LEARNER KNOWS THE
NAMES OF THE COLORS.



ACTIVITY 1

Have the learner color the following bars with the correct colors.

YELLOW

BLUE

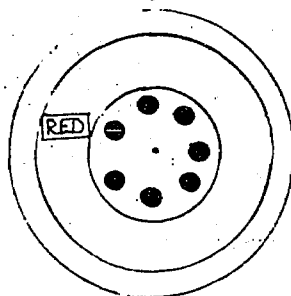
GREEN

RED

BLACK

ACTIVITY 2

Make a color wheel with two revolving discs. On one disc have the colors, and on the other have the names of the colors. Have the learner match the name and the color.



Vocabulary
I - E

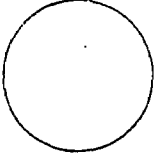

THE LEARNER KNOWS THE
NAMES OF THE SHAPES.



ACTIVITY 1

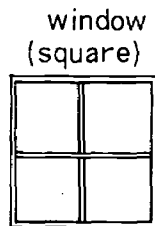
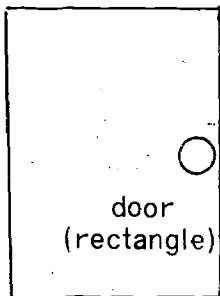
Have the learner fill in the blanks in the following chart.

NAMES OF SHAPES

SHAPE	NAME
	
	square
	
	rectangle

ACTIVITY 2

Have the learner make a list of the shapes he can find in the room without leaving his desk. The following are common examples.



Vocabulary

I - F

**THE LEARNER COMPOSES
ORAL SENTENCES TO SHOW
WORD MEANING.**

ACTIVITY 1

List groups of homonyms on the chalk board or on an overhead transparency. Let the learner make up sentences to show the different meanings of the words in each pair.

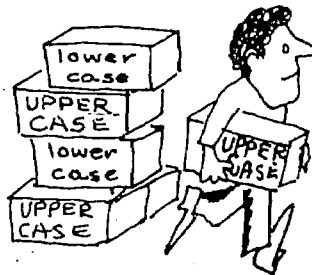
see	die	fare	read
sea	dye	fair	red
new	aisle	know	boar
knew	isle	no	bore
fore	two	blue	meet
four	too	blew	meat

ACTIVITY 2

Have the learner bring in words with which other members of the class might not be familiar. The learner then uses the word in a sentence so that the other members of the class will be able to understand the word meaning.

Vocabulary
II - A

THE LEARNER RECOGNIZES WORDS WITH BOTH CAPITAL AND LOWER CASE INITIAL LETTERS.



ACTIVITY 1

Have the learner select the word which is the same, with the exception of the initial letter.

Bed	ted	red	shed	bed	led
Nook	took	nood	rook	shook	hook
Door	bore	tore	pour	door	shore
Eat	Pat	sat	cat	rat	eat

ACTIVITY 2

Give the learner a list of words, some with initial capital letters and some with initial lower case letters. Have the learner write the word with the other type of initial letter.

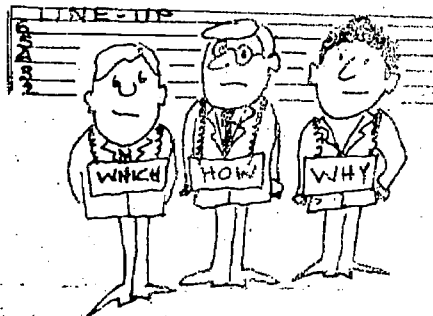
head -
Apple -

pretty -
cattle -

Trouble -
folder -

Vocabulary
II - B

THE LEARNER IDENTIFIES THE BASIC SIGHT WORDS.



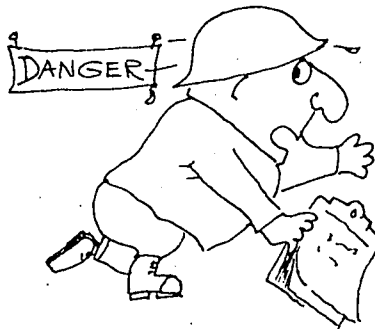
ACTIVITY 1

Have the learner identify the following basic sight words:

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

Vocabulary
II - C

THE LEARNER DETERMINES
WORD MEANING FROM CON-
TEXT.



ACTIVITY 1

Have the learner read the following pairs of sentences, and explain the different meanings of the word which appear in both sentences.

He can open the door.
The can is on the shelf.

Run the water down the pipe.
The boy can run fast.

ACTIVITY 2

Have the learner explain the meaning of the underlined word using context clues.

1. Many of the grinch were eaten by the hungry Indians.
2. There are many times when having an austof will prevent drowning.

SPECIAL
EVERY KIND OF APPLE

Vocabulary
III - A

THE LEARNER IDENTIFIES
BASIC SIGHT PHRASES.



ACTIVITY 1

Have the learner use these sight phrases until he can identify them. They are made of the basic sight words, plus nouns. You may make up phrases to suit your particular class.

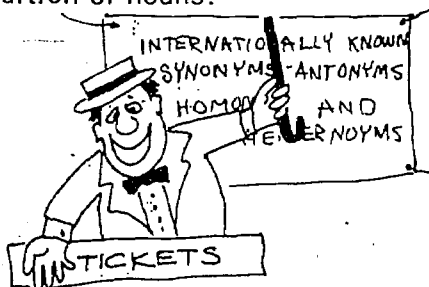
every kind of apple
 because we think of them
 together we can buy them
 seven of us are here
 again and again we found her at home
 many can help

ACTIVITY 2

Have the learner use the basic sight word list to make up sight phrases of his own. Allow the addition of nouns.

Vocabulary
 III - B

THE LEARNER KNOWS SYNONYMS, ANTONYMS, HOMONYMS AND HETERONYMS.



SYNONYMS—words which mean the same i.e. aid - help.

ANTONYMS—words whose meaning is opposite to that of another word. i.e. hot - cold.

HOMONYMS—words with the same pronunciation as another but with different meanings, and spelling. i.e. bore - boar.

HETERONYMS—words with the same spelling, but with different meaning and pronunciation. i.e. tear - a drop from the eye. tear - to rip.

ACTIVITY 1

Have the learner complete the following exercises:

A. Circle the homonyms(words spelled differently and pronounced alike) for the words in the left hand column.

ate	sit	bathe	eight
blue	floor	blew	turn
right	wright	wrung	real
buy	lower	by	sweet

B. Circle the antonyms (opposite) for the words in the left hand column.

hot	warm	cold	plan
play	work	chair	sleep
large	ball	walk	small
few	many	fair	over

C. Circle the synonyms (similar words which mean the same) for the words in the left hand column.

lift	run	raise	farm
aid	help	mask	island
large	go	big	house
sure	after	run	certain

D. Write sentences (two) for each word to show the different meanings of heteronyms (words spelled alike, pronounced differently depending on context).

read object tear

project wind

MATERIALS:

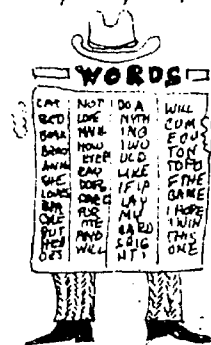
E G H - 2

ACTIVITY 2

Have the learner make his own lists of synonyms, antonyms, homonyms and heteronyms.

Vocabulary
IV - A

THE LEARNER BRINGS IN
WORDS FOR CLASS VOCABULARY USE.



ACTIVITY 1

Have the learner tell a story about his daily activities and use language particular to his occupation or hobby. (cooking terms, farming terms, etc.)

ACTIVITY 2

Have the learner make lists of words he encounters when he is not in class that he would like to add to his vocabulary. Take a few words from each person's list to make a class vocabulary list.

DEFINE - TO
DETERMINE THE
LIMITS OF

MATERIALS:
CF - 1

Vocabulary
IV - B

THE LEARNER USES THE
DICTIONARY TO DEFINE
WORDS.

ACTIVITY 1

Have the learner use the dictionary to find the meanings of words selected as being relevant to the current news scene.

ACTIVITY 2

Have the learner use the different meanings listed for a particular word.

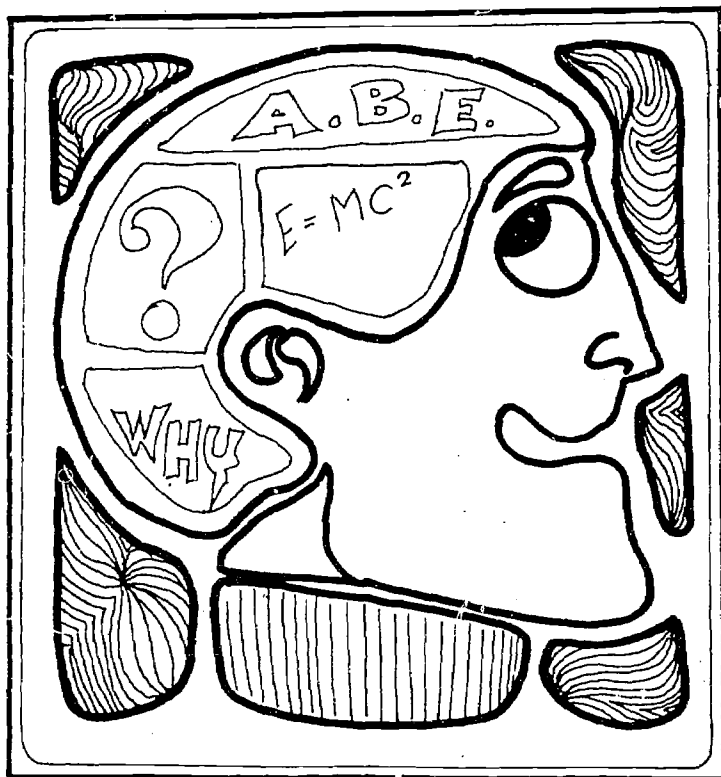
ADDITIONAL MATERIALS:

**Barnell - Loft, Specific
Skills Series.**

**S R A Reading Labs II a, II b,
II c.**

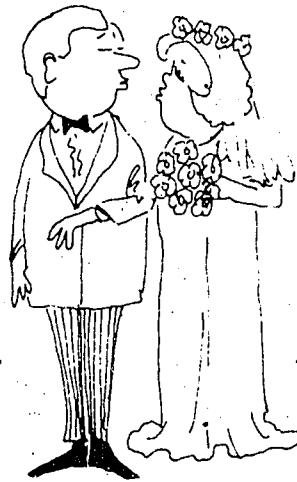
**Mott Basic Language Skills
E D L Study Skills Library.**

COMPREHENSION



Comprehension
I-C

THE LEARNER FOLLOWS
AND GIVES SIMPLE ORAL
DIRECTIONS.



ACTIVITY 1

Have the learner follow directions such as the following:

- Bring two newspaper clippings to class.
- Ask several people for their birthplaces, so we can chart them on our map.
- Pass out these papers so that every member of the class has at least one, and so that all the women have more than one.
- Place your books in your desk, or on the floor, so that your desk top is clear.
- Observe the predominant tree colors during the next week, and be able to relate these to the season.

ACTIVITY 2

Have the learner prepare and present oral directions such as the following:

- Directions for finding several specific landmarks in your area.
- Directions from the school to the learner's home.
- Directions for preparing a favorite recipe.
- Directions for performing a household, or outside task (drape-making, dress-making, gardening, simple household repairs).

**Comprehension
II - A**

**THE LEARNER FOLLOWS
PRINTED DIRECTIONS.**



ACTIVITY 1

Have the learner answer specific questions, or demonstrate specific skills in relation to recipes, patterns, seed packets, directions from household appliances, directions from yard and garden tools, etc.

ACTIVITY 2

Have the learner follow the directions on printed forms, such as the following:

FILL IN THE BLANKS

NAME _____

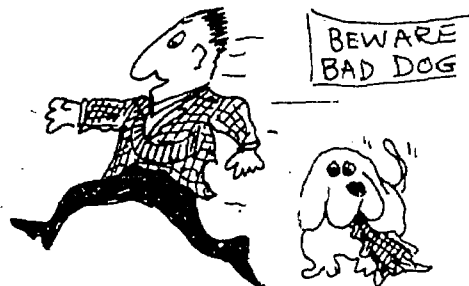
ADDRESS _____

TELEPHONE NUMBER _____

PLACE OF EMPLOYMENT _____

**Comprehension
II - D**

**THE LEARNER RECALLS
FROM ORAL AND SILENT
READING.**



ACTIVITY 1

Have the learner read "Robert Peary — Explorer" and answer the following questions. (This story is at the end of this section)

- A) Underline the sentence that best expresses the story about Robert Peary.
- a. Peary never became discouraged.
 - b. Peary never gave up until he had reached his goal.
 - c. Peary discovered the North Pole when he was a young man.
 - d. Peary wanted to be rich and famous.
- B) How many times did Peary travel in the Arctic region?
- a. 2
 - b. 1
 - c. over 4
 - d. over 20
- C) What was the purpose of Peary's first trip to the Arctic region?
- a. To discover Greenland.
 - b. To learn how to fly the plane he wanted to use.
 - c. To make friends who could help him when he went back.
 - d. To learn about survival and get the feel of the land.
- D) Why were Peary's toes amputated?
- E) Why does it say he "learned the taste of dog"?

ACTIVITY 2

Have the learner read the story "Ulysses Grant - President" (at the end of this section) aloud, or have it read to him, and answer the following questions.

- A) Ulysses Grant became famous when he:
- a. Captured a giant elephant for the United States.
 - b. Captured a garrison at Fort Appomattox.
 - c. Captured the presidency.
 - d. Captured the garrison at Fort Donelson.

B) The American public respected Grant during the Civil War because:

- a. he fought hard and used common sense.
- b. he made up interesting excuses for his defeats.
- c. he had been famous before the war.
- d. invented the Bowie Knife.

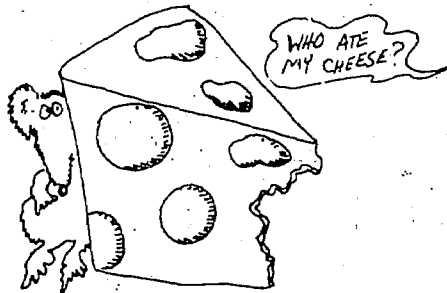
C) Grant wrote a history of his personal life so that he could:

- a. give his side of the story about his defeats.
- b. give his excuses for having lost a battle.
- c. provide for his family.
- d. live in Paris.

D) What was Ulysses Grant's greatest characteristic?

Comprehension
II - E

THE LEARNER LOCATES
ANSWERS TO SIMPLE QUESTIONS.



ACTIVITY 1

Have the learner answer the following questions about the paragraph:

Jeff lives on a farm in Georgia. He plants acres of cotton every year. The fields are plowed in the fall or winter in order to catch the winter rains. When Spring comes, Jeff plants the cotton with the aid of a tractor-like planting machine. Many seeds are planted to be sure that there will be enough plants for a good crop. When the plants are about two inches high, some of them are cut down with a hoe so that the other plants will not be crowded.

- a. In what state does Jeff live? _____
- b. When is the ground planted? _____
- c. What tool is used to chop out some of the plants? _____

d. Why are the seeds planted close together? _____

e. When is the ground plowed? _____

ACTIVITY 2

Have the learner answer questions assigned from the text. This can be done either as an oral or a written assignment.

Comprehension
II - F

THE LEARNER PLACES
EVENTS IN SEQUENCE.



ACTIVITY 1

Have the learner unscramble the following events and place them in the correct chronological order:

- a. Governor Wallace was the third party candidate for the presidency.
- b. Governor Wallace married for the second time.
- c. Governor Wallace's first wife became governor of Alabama.
- d. Governor Wallace won the democratic primary in Florida.
- e. Governor Wallace attended the University of Alabama.

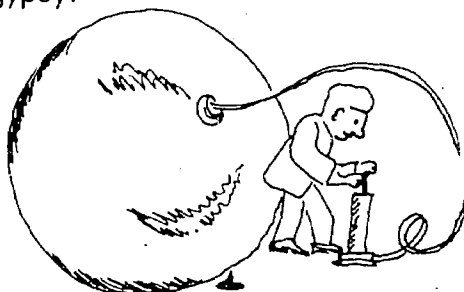
ACTIVITY 2

Have the learner unscramble the following events and place them in the correct chronological order.

After breakfast, they all went back into the yard. There was a terrible commotion in the yard. Everyone suddenly woke and ran to the window. They watched until breakfast was ready. In the yard was a gypsy.

Comprehension
III - A

THE LEARNER PREDICTS
OUTCOMES.



ACTIVITY 1

Have the learner predict an outcome from the following situation. Do this in small groups and as an oral assignment.

At the church homecoming (reunion) Mr. Smith was helping to move the food table when suddenly his end of the table fell to the ground. What did Mrs. Smith say when they returned home?

ACTIVITY 2

Have the learner prepare a written prediction of the outcome of the following situation.

The Jones' son goes off to the Army after high school. After his first furlough, his parents hear that he has boasted to some of his friends about having smoked marijuana. What will the Jones family do?

Comprehension
III - C

THE LEARNER MAKES
INFERENCES.



ACTIVITY 1

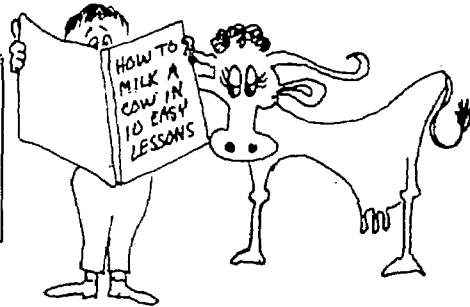
Have the learner make inferences about the actions of the characters after viewing a movie or television program or listening to a radio program. What will the characters do next, etc.?

ACTIVITY 2

Have the learners write stories from which class members make inferences.

Comprehension
III - D

**THE LEARNER FINDS
SPECIFIC INFORMATION.**



ACTIVITY 1

Have learners answer specific questions related to the content area being studied. The following are examples:

- questions concerning a current political situation
- questions concerning occupational information
- questions concerning local history

ACTIVITY 2

Have the learner answer questions concerned with civic affairs.

- Who is the governor of the state?
- Who are your state representatives?
- Who are your federal representatives?
- Who are your local elected officials?

Comprehension
IV - A

**THE LEARNER IS INTRO-
DUCED TO READING FOR
A SPECIFIC PURPOSE.**



ACTIVITY 1

Have the learner bring examples of different types of reading material to class. (Remember that what one student reads for pleasure, another might read for specific information.)

ACTIVITY 2

Structure situations so that the learner will gain experience in reading for pleasure, in reading to find a specific piece of information, and in reading to obtain a general idea of the content.

MATERIALS:
CF - 6
MCH - 12
MCH - 3

Comprehension
IV - B

**THE LEARNER COMPLETES
OPEN SENTENCES AND
STORIES.**



ACTIVITY 1

Have the learner complete the following open sentences, either as a written or an oral assignment.

- a. When I am at home alone, _____

- b. Many people think that _____

- c. The people who live in my neighborhood _____

- d. If I could, I would invent a (an) _____

ACTIVITY 2

Have the learner complete the following open - ended stories, either as an oral or a written assignment.

- a. There were already three people who knew the secret of the cave, and if they told anyone else, Jim knew everyone would find out. But they needed more help, or they would never be able to dig the treasure chest out before the winter rains flooded the cave.
- b. Sally had been expecting some people to drop by after church. After all, her father, who lived out of town, didn't visit her very often and he had many friends to talk to. Everyone wanted to see him, and so she had prepared herself for a full house, but she never imagined that there would be so many!

MATERIALS:

E G H - 8

**Comprehension
IV - C**

**THE LEARNER IDENTIFIES
AND COMPOSES TOPIC
SENTENCES, AND WRITES
PARAGRAPHS FROM TOPIC
SENTENCES.**



ACTIVITY 1

Have the learner identify the topic sentences in a variety of material.

ACTIVITY 2

Have the learner develop paragraphs from topic sentences such as the following:

- a. Cotton has long been an influential crop in the South.

- b. People's attitudes toward moral values seem to have changed since I was very young.
- c. There's one person in my community that everyone seems to know.
- d. After living in this part of the country for many years, I am still surprised at times by some of the things that I see.

ACTIVITY 3

Have the learner compose topic sentences on topics similar to the following:

- a. Superstitions
- b. Manners
- c. Shopping
- d. Buying a car
- e. Emotions
- f. Children
- g. A relative
- h. Humor

Comprehension
V - C

THE LEARNER SUMMARIZES.

ACTIVITY 1

Have the learner read the following paragraph and select the best summary. This could be done in small groups initially.

She was one of those pretty, charming young ladies born, as if through an error of destiny, into a family of clerks. She had no dowry, no hopes, no means of becoming known, appreciated, loved and married by a man either rich or distinguished; and she allowed herself to marry a petty clerk in the office of the Board of Education.

- a. If she had been pretty, she could have married a rich, or distinguished man.
- b. She had everything but money and social standing.
- c. She wanted to marry a clerk, since she came from a family of clerks.
- d. She married below her social class.

ACTIVITY 2

Have the learner prepare a one-sentence summary of the following paragraph.

Spiders and dinosaurs lived on earth millions of years ago. The early spiderlike animals were tiny and weak, and by comparison, dinosaurs were large and very powerful. Some of the dinosaurs weighed 30 tons and were larger than the largest elephant known today. Now the dinosaurs are gone, but the spiders are still here.

Comprehension

V-D

THE LEARNER DOES
CRITICAL READING (FACT
VERSUS OPINION).

ACTIVITY 1

Have the learner list five facts from the following paragraph.

The United States mainland is so large that it has many different kinds of soil. Some of the land is high and rocky, other parts are flat and have rich soil. Along the eastern side of the country, there are low mountains called the Appalachian Highland. On the western side of the country, there is the Great Cordilleran Highland. Great forests cover much of the highland sections, and in some places there are rich stores of coal and minerals.

ACTIVITY 2

Have the learner classify each of the following statements as fact or opinion.

- a. College professors are notoriously absent-minded because they are usually thinking deep thoughts.
- b. Almost half the people who enter college do not succeed in finishing college.
- c. Physicians must have a license to practice medicine in the state of Alabama.

- d. The British have a better sense of humor than the Americans.
- e. The cost of bread has gone up in the last four years.
- f. Tests show that third grade girls usually read better than third grade boys.
- g. If you use this product, you'll have a more successful life.
- h. Artists and musicians are very temperamental, and display their emotions freely.
- i. A law breaker under 18 is considered a juvenile delinquent, and one over 18 is generally considered a criminal.
- j. There are more cars in Alabama today than there were 25 years ago.

MATERIALS:

CF - 4

Comprehension
VI - A

THE LEARNER DOES
CRITICAL READING
(PROPAGANDA).

ACTIVITY 1

Have the learner collect examples of propaganda. These can include advertising, political material, letters to the editor, etc.

ACTIVITY 2

Have the learner select the best interpretation of the following proverbs.

- a. "The short cut is often the longest way round."
 - 1. It does not always pay to avoid taking a little trouble.
 - 2. Know where you are going.
 - 3. The smart person knows his own shortcomings.
 - 4. Only the foolish go the long way around.

b. "If you would enjoy the fire, you must put up with the smoke."

1. Not everyone is a good camper.
2. Forest rangers have a hard time with smoke.
3. Small children should be taught how to use matches wisely.
4. Every convenience has its inconvenience.

c. "Experience is the best teacher."

1. Mr. Experience is an excellent classroom teacher.
2. Books really tell you what is best.
3. You can learn best by doing.
4. You won't get hurt if you are careful.

ADDITIONAL MATERIALS:

Barnell - Loft, **Specific Skills Series**

Addison - Wesley, **Reading Development Kits.**

Programmed Reading for Adults

S R A Reading Labs

Steck - Vaughn, **Basic Education for Adults.**

ROBERT PEARY - EXPLORER

For twenty years Robert Peary thought of very little except reaching the top of the world. He ate only to gain strength for the enterprise, exercised only to harden his body against the elements, and read only to obtain knowledge that would help him reach his goal.

The first time he went to the top of the world, it was to get the feel of the ice-cap, and to learn survival in that frozen wasteland.

On his second trip he crossed Greenland to the Arctic Ocean and proved that Greenland is an island. He was awarded medals and written about in the history books. However, these were not what he had set as his goal.

He kept going back. His toes had to be amputated because his feet froze. The Arctic fought him for every inch he gained. He learned the taste of dog and the taste of failure. He grew older.

He gathered the strength for one more try. When the ship could go no further, he went on foot. Finally he stood, with Mathew Hensen and five Eskimos, at the top of the world; the North Pole.

Robert Peary had found that the secret of his greatness and of his country's greatness is that when a man is free to try, and willing to try, he sets his own limits, and the way to the top is never closed.

ULYSSES GRANT - PRESIDENT

Ulysses Grant seemed a strange choice for a man who was to play such a major role in American history. He had tried several jobs, but had had little luck. Prior to 1860 he was known for only one characteristic: Grant could take it! No matter how rough the going got, no matter how tough it became to hang on, no matter how hopeless things became; Grant could take it!

Looking at the man himself, it is odd that he ever became a soldier in the first place. He was a quiet, sensitive man for whom war was an abomination. But when war came, and the country needed him, he was there. At first nobody paid much attention to him; then he captured Fort Donelson and its whole garrison. Suddenly he was famous. The public loved this general. They were tired of generals who retreated and then made excuses.

The discouragement and buffets of earlier years had molded his character, and when other men panicked, Grant grew cooler. The more desperate and confused the situation became, the more unable to function other men became, the greater Ulysses Grant became. He took action when it was needed and applied common sense to the mechanics of war.

After the war, Grant became president. He faced the problems of the presidency just as he had always faced everything. When he died, penniless and of cancer, he was racing death to write his memoirs in order to provide for his family.

There are many lessons to be learned from the life of this great man. His great determination and ability to continue the fight, no matter what the conditions; his ability to do what had to be done; these serve us, even today, as examples of what makes a man truly great.

STUDY SKILLS



Study Skills
I - A

THE LEARNER USES SIMPLE
PUNCTUATION.



Activity 1

Provided with written sentences, the learner will determine the correct punctuation mark needed. Sentences used should be relevant to adult experiences.

Examples:

What time do you go to work (?)

John(,) your foreman was considerate in allowing you to
leave your job early today (.)

Joe(')s rent is due on the fifth of the month (.)

Everyone must file an income tax report by April 15 (.)

ACTIVITY 2

Have a general review discussion on the reasons for using punctuation marks with illustrations to show how improper punctuation can change the entire meaning.

Examples:

Is he going?

Is he going!

Bill loves chocolate cake and vanilla ice cream.

Bill loves chocolate, cake and vanilla ice cream.

MATERIALS:

MCH - 7

PSP - 2

MCH - 11

Study Skills
II - A

THE LEARNER USES SIMPLE
PUNCTUATION RULES.

ACTIVITY 1

Short simple sentences which illustrate two simple punctuation rules (a period is used at the end of a telling sentence and a question mark is used at the end of an asking sentence) are placed on flash cards. When a sentence is flashed, the learner is asked to state why the punctuation mark is used.

Examples:

The stove was very hot (.)

Where was the foreman when the accident occurred (?)

ACTIVITY 2

The learner will create simple sentences and insert the correct punctuation marks.

Study Skills
II - D

THE LEARNER USES
SYMBOLS.



ACTIVITY 1

The teacher will illustrate the use of symbols (\$, %, +, x) and road signs, then the learner will make examples of his own.

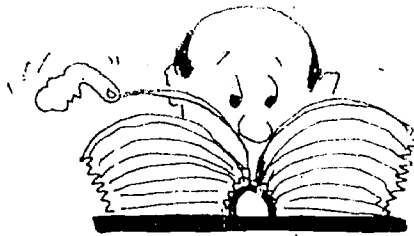
ACTIVITY 2

Make simple signs that adults encounter daily. Post them in the room a few at the time. The learner will explain the meaning of the signs. Examples:

Stop Here - One Way - Do Not Enter - School Crossing -
Bus Stop - Yield - Pedestrian Crossing - Caution

Study Skills
III - C

THE LEARNER USES THE
PRONUNCIATION GUIDE
FOUND IN DICTIONARY.



ACTIVITY 1

The learner will be presented with a list of guide words to be used for explanation of pronunciation. The list will include pairs of words with accents. The learner will pronounce each pair of words and mark the primary accents.

Examples:

he ro
he ro ic

im i tate
im i ta tion

pub lic
pub lic i ty

ACTIVITY 2

Teacher will record a word on tape leaving sufficient time for practice in pronunciation by learner. Then the word is pronounced again by teacher in order for the learner to reinforce the correct pronunciation. After this step, the teacher will proceed to the next word and follow the same pattern.

MATERIALS:

E G H - 6
M C H - 10

Study Skills
III - E

THE LEARNER USES THE
TABLE OF CONTENTS.

ACTIVITY 1

Ask the student to locate the Table of Contents of a certain book. The teacher will ask specific questions concerning the chapter headings.

Examples: How many chapters are in this book?
What information is found in Chapter 4?
If you wanted to read something in Chapter 6
to what page would you turn?

ACTIVITY 2

Present the student with a three by five card and a list of related books containing chapter headings. Ask the student to list the title of each book and page number of the chapter using the table of contents.

MATERIALS:

CF - 4

Study Skills
III - H

**THE LEARNER USES
DICTIONARY MEANINGS.**

ACTIVITY 1

Provided a list of practical words that are commonly used by adults, the learner will write all the meanings listed in the dictionary for each one. A discussion of the different meanings and how they may be used differently.

Example:

- Watch:**
1. The **watch** was over fifty years old.
 2. He will **watch** the fishing quill with anticipation.
 3. The **watch** dog was alerted to the noise.

ACTIVITY 2

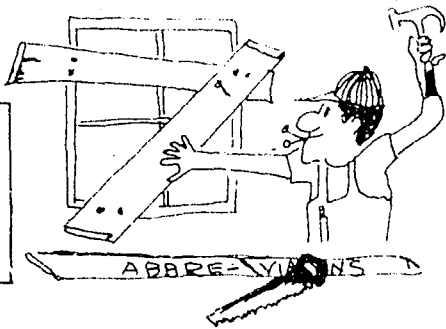
Using a dictionary, the learner will compile a list of words which have more than one meaning.

MATERIALS:

SVE - 5
EMC - 1

Study Skills
 III - I

THE LEARNER USES ABBREVIATIONS.



ACTIVITY 1

Each learner will bring to class a list of abbreviations with which he is familiar. The class will be divided into small groups and will share lists with one another. In group discussions each learner will become familiar with all abbreviations. This will be "learner sharing" instead of "teacher telling."

ACTIVITY 2

Provide the learner with a story that includes many words which can be abbreviated. Ask the learner to insert abbreviations over all words that can be abbreviated.

Study Skills
 IV - A

THE LEARNER USES THE ENCYCLOPEDIA.

ACTIVITY 1

The learner will copy the following topics and underline the word to be used to look for information, and identify the volume used:

	Volume
Insurance
Benjamin Franklin
The Magna Charta
Famous Museums
United Nations
Consumer Buying

ACTIVITY 2

Using an encyclopedia, find the answer to one of the following questions. Tell the word under which you found the information. The following are examples:

Who established the first lending library in the United States?

What year did the Civil War end?

Where was the first bank established?

For a drowning victim, what are the first aid procedures?

MATERIALS:

F E E C - 1
A A S L - 1

Study Skills
IV - B

THE LEARNER USES THE
INDEX.

ACTIVITY 1

Provided with a catalog, the learner will locate a name in the first third, the middle and the last third of the catalog. Discussion should follow on the advantages of using the index.

ACTIVITY 2

Provided with a simple textbook in history, the learner will be given questions pertaining to material within the book. e.g. "Did people travel by stagecoach in Colonial days?" Using the words stagecoach and travel the learner would look in the index for location of desired material.

Study Skills
IV - D

THE LEARNER SELECTS
THE MEANING WHICH BEST
FITS THE CONTEXT.

ACTIVITY 1

Given the following or similar sentences, the learner will be asked to select the best meaning for the underlined word.

He is a lay leader in his club.

lay: to deposit; to place; nonprofessional; a short poem.

The Civil War was a hard fought and bitter war.

bitter: not sweet; sour, disagreeable, short.

ACTIVITY 2

The learner is provided a short paragraph with words omitted. Using the dictionary, the learner will select from a given list the word which best fits the context.

Mr. Jones is interest in getting a _____. He has worked as an electrician for ten _____. He read a newspaper _____ advertising a need for electricians at A-Jax Construction _____. He made an _____ for an _____ with the personnel manager for 9:00 on Thursday _____.

List of words: morning
job
appointment
years
company
ad
interview

Study S
V-C

THE LEARNER IS INTRODUCED TO OUTLINING.



ACTIVITY 1

Give to the learner samples of simple outlines. Write an outline on the chalkboard. Discuss points of the outline.

Example:

Number the main topics with Roman Numerals - I, II, III. Keep these in line down the page and put a period after each.

Use capital letters—A, B, C—for subtopics under the Roman Numerals. Indent these letters, print them, and put a period after each.

For subtopics under the capital letters, use Arabic numbers —1, 2, 3. Indent these numbers, print them, and put a period after each.

Capitalize the first word of each topic and other words that would be capitalized in a sentence.

ACTIVITY 2

The learner will be asked to read and outline a short paragraph. This activity is to be done after a chalkboard or overhead projector presentation on how to make outlines.

EXAMPLE: how to prepare a cake.

I. Materials

A.

B.

C.

II. Procedure

A.

B.

III. Result

A.

B.

Study Skills

V - D

THE LEARNER TAKES
VARIOUS KINDS OF TESTS,
AND FILLS OUT VARIOUS
KINDS OF FORMS.

MATERIALS:

C F - 5

ACTIVITY 1

Provided with an application for employment, the learner will fill in the correct information with assistance from the teacher.

APPLICATION FOR EMPLOYMENT

Incomplete or inaccurate information may be cause for dismissal --- please print or type.

Name _____ Tel. No. _____
Last Middle First

Address _____
Street City State County Zip

Social Security No. _____ Job Applied for _____ Wages Expected \$ _____ per _____

Will you work night shift? _____ Yes, _____ No _____ Have you ever been Employed by this Corp _____ Yes, _____ No.

If Yes, give division and termination date _____

CITIZENSHIP

Date of Birth _____ Age _____ Male _____ Female _____ Birthplace _____
Month Day Year

If Foreign born give proof of citizenship: Petition No. _____ Certificate No. _____

Place issued _____ Date issued _____ Entry date _____

PHYSICAL CHARACTERISTICS

Hair _____ Eye _____ Color _____ Color _____ Height: Ft. _____ In. _____ Weight _____ lbs.

Any Physical Disability? _____ What Serious Illness? _____ When _____

HOME & MARITAL STATUS

Single _____ Married _____ Date of Marriage _____ Separated _____ Widower _____ Divorced _____

Number of Children _____ Children's Ages _____ Other Dependents _____

Own Home _____ Rent _____ Live with Parents _____ Do you have Transportation? _____

ACTIVITY 2

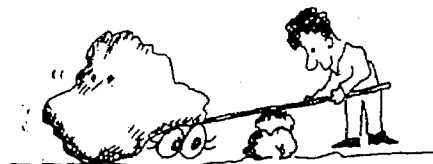
The learner will be requested to bring in actual application for employment obtained from local places of employment. These forms, if permissible, can be duplicated and used for practice forms. Follow by discussing the importance of accuracy and then reasoning of employers in requesting certain items of information.

MATERIALS:

S B C - 1
E G H - 3
E G H - 4

Study Skills
VI - F

THE LEARNER FINDS
INFORMATION.



ACTIVITY 1

Given the "For Rent" ads from a newspaper, the learner will be asked to answer questions similar to the following:

What telephone number would you call to rent a studio apartment with all appliances, completely furnished, and with part of the rent paid by the last tenant?

- 452 - 3096 465 - 5678
 454 - 4969 I don't know

How much was the monthly rate?

Give the address of the apartment.

ACTIVITY 2

Provided with a newspaper supermarket ad, the learner will figure the cost of groceries to be purchased that week.

**Study Skills
VII - A**

**THE LEARNER RECALLS,
AIDED AND UNAIDED.**



ACTIVITY 1

The learner will be provided a short story to read silently. After reading, he will answer questions on the story that will demand recall of specific facts. For questions not answered, the learner will refer to the written story for answers.

ACTIVITY 2

Provided a paragraph the learner will recall facts to answer written questions on the paragraph.

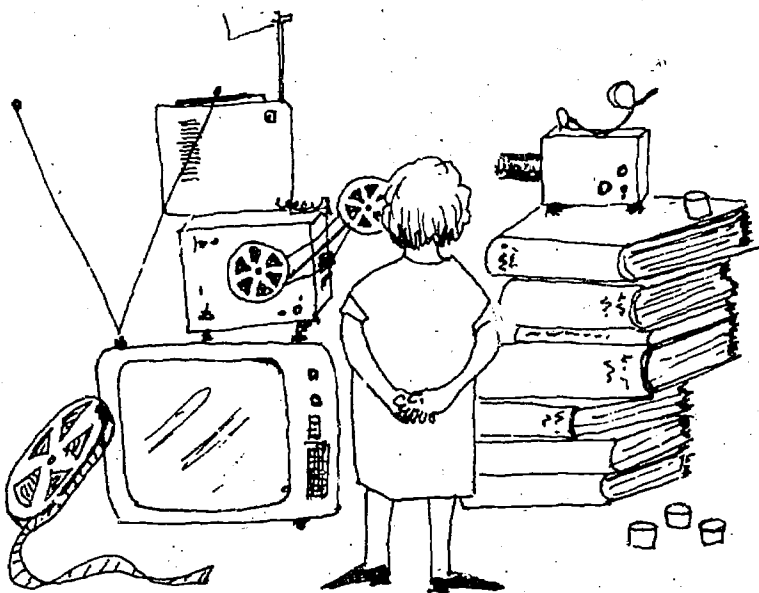
Since a meal is generally built around the meat that is served, it is wise to plan ahead before buying everything that appeals to the eye. Many of the less tender cuts are good buys if more time is used in preparing them, and the cost per pound is a big saving. For instance, a chuck roast has just as much food value and is just as tasty as a rib roast, if it is prepared carefully, with plenty of time allowed for cooking. Sometimes, you can save money by paying a little more, as in the case of ground beef. The cheapest grade of hamburger usually has a lot of fat included, and so cooks down to about half its volume, while the better grade has more lean meat in it, and goes further.

- Questions:**
1. Chuck roast has as much value and is just as tasty as a rib roast. T or F
 2. The cheapest grade of hamburger usually has a lot of fat. T or F

ADDITIONAL MATERIALS:

E D L Study Skills Library
Barnell - Loft, Specific
Skills Series.

MATERIALS AND BIBLIOGRAPHY



FILMS AND FILMSTRIPS FOR USE WITH SCOPE AND SEQUENCE

(F) means film

(FS) means filmstrip

(AASL) American Association of School Librarians
50 East Huron Street
Chicago, Illinois 60611

1. "Using the Encyclopedia" (FS)

(CF) Coronet Film
Coronet Building
Chicago, Illinois 60614

1. "Better Choice of Words" (F)
2. "Building Better Paragraphs" (F)
3. "Building Your Vocabulary" (F)
4. "How to Read a Book" (F)
5. "Reading Improvement — Comprehension Skills"
(F)
6. "Reading Improvement — Effective Speeds" (F)
7. "Word Building in Our Language" (F)
8. "Writing a Good Paragraph" (F)

(EB) Encyclopedia Britannica Film Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091

1. "Better Reading" (F)

(EGH) Eye Gate House, Inc.
14601 Archer Avenue
Jamaica, New York 11435

1. "Concepts — Comparisons and Contrasts" (FS)
2. "Fundamentals in Reading — Finding the Right
Word" (FS)
3. "Fundamentals in Reading — Games with Words"
(FS)
4. "Fundamentals in Reading — Reading Puzzles"
(FS)

FILMS AND FILMSTRIPS

(E G H)

5. "Fundamentals of Thinking — Comparisons" (FS)
6. "Fundamentals of Thinking — Fun with A, E, I, O, U" (FS)
7. "Fundamentals of Thinking — Observing" (FS)
8. "Reading Readiness — Recognition Phases" (FS)

(FEEC) **Field Enterprises Educational Corporation**
510 Merchandise Mart Plaza
Chicago, Illinois 60654

1. "Look - It - Up" (FS)

(FMC) **Film of the Month Club**
Holt - Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

1. "Expanded Numerals" (FS)

(McH) **Mc Graw - Hill**
Text - Film Division
330 West 42nd Street
New York, New York 10036

1. "Beginning Consonant Sounds" — Part A and B (FS)
2. "Consonant Sounds and Letters" — Parts A and B (FS)
3. "Reading and Critical Thinking" (F)
4. "Goals in Spelling—Hearing Sounds in Words" (FS)
5. "Hearing Phonemes" (FS)
6. "Hearing Vowel Sounds" — Parts A and B (FS)
7. "Improving Your Punctuation" (FS)
8. "Improving Your Vocabulary" (FS)
9. "The Colon, the Semi - Colon, and the Dash" (FS)
10. "Using A Dictionary" (FS)
11. "Using Punctuation" (FS)
12. "Who and Why of Reading" (F)
13. "Word Study Series — Keys to Word Building" (FS)

FILMS AND FILMSTRIPS

(PSP) Popular Science Publishing Co.
355 Lexington Avenue
New York, New York 10017

1. "Presenting the Comma" — Parts 1, 2, and 3 (FS)
2. "Presenting the Apostrophe" (FS)

(SVE) Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

1. "First You Find It — Then Define It" (FS)
2. "Making Alphabetizing Work for You" (FS)
3. "The Vowel, Backbone of the Syllable" (FS)
4. "Who's Mispronouncing" (FS)
5. "Words and Their Ways" (FS)
6. "You Can Find Words Easily" (FS)

FILMS AND FILMSTRIPS

(SBC) The Stanley Bowmar Co.
12 Cleveland Street
Valhalla, New York 10595

1. "Hearing Sounds in Words" (FS)

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