

A STUDY OF A SPECIFIC READING PROCEDURE
AND ITS EFFECT ON ACHIEVEMENT
IN A FIRST GRADE CLASSROOM

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IN A FIRST GRADE CLASSROOM

By

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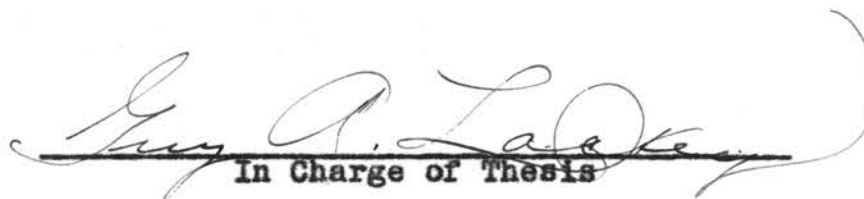
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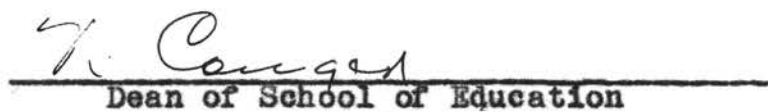
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CHAPTER I

INTRODUCTION

The purpose of this thesis is to describe the various steps employed in a reading experiment in a first grade classroom, and to measure, if possible, the effectiveness of the procedure by means of mental tests, reading readiness tests, and achievement tests.

The writer has attempted to determine if standard achievement in reading can be obtained for practically every child by a proper analysis of deficiencies and a conscientious application of remedial work based upon the results as shown by tests of each individual pupil.

In carrying out the experiment the following questions are answered:

1. Will the development of those children who are not ready to read at the beginning of the school year be sufficient, by the end of the year, to justify a first grade teacher in taking six weeks of their time from the reading program to develop a readiness?

2. Will these pupils reach standard requirements for passing into the second grade?

3. What answer should be given to the parent making the following inquiry: "Should my child, who will not be six years old until January, enter school in September, or should I keep him home another year?"

4. Is it effective to initiate a remedial reading program during the last half of the first year?

This investigation has been carried on in a school system where there is no formal kindergarten training supplied. Other school systems over the state are similar, in that a child is allowed to enter school at the beginning of the school year if he will reach the age of six years by the end of the first semester of that school year. Many children enter school at five and one-half years of age with no kindergarten training. It is important to determine if a first grade teacher should take time to establish a readiness for reading before starting her pupils into the initial stage of reading instruction.

Psychologists and educators have analysed the readiness process sufficiently so that we are in possession of facts which indicate clearly its complexity, and we find that to read requires that very specific and accurate verbal responses be made to very specific visual stimuli. Certain well-developed psycho-physical organizations are required for the accurate reception of the specific visual stimuli, and for co-ordinating impressions of these stimuli with learned patterns of verbal response. If these organizations for reception and co-ordination are interfered with in any way, we cannot have reading. If patterns of verbal responses are inadequate or are impaired, reading cannot be adequately carried on. In case such lack of development occurs, or if normal development is interfered with in a functional way by other factors, the desired and necessary reading abilities do not usually result, no matter how skillful the teacher, nor what the nature of her teaching methods may be. This means there is a need for readiness for reading before adequate reading can result.¹

1

M. Lucile Harrison, Reading Readiness, Revised and Enlarged, p. 1.

It is up to the teacher to try to determine the stage of development of each child in her group. The children who are not developed sufficiently to cope with the difficult process of learning to read should be provided with activities leading to that development.

In attempting to solve this problem the writer has made a review of some previous investigations of related problems.

Elizabeth L. Wood and Staff² made a study of entering Bl children in the Los Angeles City School. The purpose was to evaluate the criteria existing for the placement of Bl pupils, and to determine to what extent the present educational philosophy, with regard to reading readiness, is functioning throughout the Los Angeles schools. The data from the Detroit First Grade Intelligence Test, teacher's rating, and physical condition were summarized and evaluated. On the basis of these findings classes were established to bridge the gap between kindergarten and Bl. These were called transition groups where no formal reading was required.

Information was collected at the end of the semester concerning the success or failure of these children. Results indicate it might be better to defer reading for all pupils until they have reached the level of mentality

2

Elizabeth L. Wood and Staff, "A Study of the Entering Bl Children in the Los Angeles City Schools," Journal of Educational Research, 31:9, September, 1937.

represented by Al pupils. It was found that teachers' judgments are not as reliable as mental tests in placement of pupils. The present philosophy in regard to reading readiness is functioning in the Los Angeles system.

A. J. Huggett³ carried on an experiment to determine if it is possible to measure factors other than intelligence and so predict when the child is ready to read. He used the Metropolitan Reading Readiness Test, the Van Wagenen Reading Readiness Test, the Rhode Island Intelligence Test, and an Activity Naming Test. After a period of time the Detroit Word Recognition Test was given to determine the predictive value of the readiness tests.

It was found that the Van Wagenen and Metropolitan readiness tests may be used individually to predict reading readiness with quite a high degree of reliability. Several tests used together, however, would give a much better indication as to probable success in reading.

The results of another study by Mable Vogel Morphett and Carleton Washburne⁴ indicate that a mental age of six years and six months was the best for beginning reading instruction.

³
A. J. Huggett, "An Experiment in Reading Readiness," Journal of Educational Research, 32:263, December 1938.

⁴
Mable Vogel Morphett and Carleton Washburne, "When Should Children Begin to Read?" Elementary School Journal, 31:496, March 1931.

An investigation was made of the Ironwood, Michigan, schools by Inez B. Petersen⁵ to determine if the reading readiness program in their school had been successful. There was a reading readiness program initiated in the kindergarten. At the end of this year all children were given the Stanford Revision of the Binet-Simon Intelligence Test. This record along with statements by the teacher concerning the child's weakness, special abilities, emotions, and home condition, was filed for the use of the first grade teacher. The Lee Clark's Reading Readiness Test was then given. According to their scores children were divided into transition or non-reading groups, and ready-to-read groups. Transition groups were given special orientation courses. There were no grade distinctions in the primary department. The normal child would finish in three years, others might take four years.

As a check on the success of the program, the Gates Silent Reading Test and the Metropolitan Achievement Tests were given. The results proved the program a success.

The results of an experiment by Arthur I. Gates⁶ indicate that mental age requirement changes according to the type of instruction given. Under ideal conditions

5

Inez B. Petersen, "The Reading Readiness Program of the Ironwood, Michigan, Public Schools," Elementary School Journal, 37:438, February 1937.

6

Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," Elementary School Journal, 37:497, March 1937.

a child with a mental age of five years can be taught to read successfully. Under average conditions this experiment brought out the fact that a mental age of six years and six months is best.

It was found in another investigation by Arthur I. Gates and Guy L. Bond⁷ that certain factors such as lack of material and absence from school had more effect on achievement in reading than the time of beginning to learn to read. Readiness for reading is something to develop rather than something to wait for. J. Murray Lee, Willis W. Clark, and Dorris May Lee⁸ made an experiment to determine which had more predictive value, reading readiness tests or kindergarten teachers' ratings. The conclusions were that teacher ratings had as much predictive value as intelligence tests, but not as much as reading readiness tests.

In trying to determine what type of reading readiness test is most useful in predicting achievement in reading, Gates⁹ found that the predictive value of particular

⁷
Arthur I. Gates and Guy L. Bond, "A Study of Factors Determining Success and Failure in Beginning Reading," Teachers College Record, 37:679, May 1936.

⁸
J. Murray Lee, Willis W. Clark and Dorris May Lee, "Measuring Reading Readiness," Elementary School Journal, 34:656, May 1934.

⁹
Arthur I. Gates, "An Experimental Evaluation of Reading Readiness Tests," Elementary School Journal, March 1939.

tests varies with the teaching method. The better a teacher adjusts her work to a pupil's special abilities as revealed by the readiness tests, the better the prediction made by the test. The tests of picture interpretation, word matching, word card recognition, rhyming and blending are valuable because they reveal the pupil's status in each of the important skills involved in the early stages of reading so that achievement may be assured by giving each pupil the kind and the amount of help he needs.

A study of reading readiness in a progressive school was made by Frank T. Wilson and Agnes Burke.¹⁰ It was found that certain abilities with letter forms and sounds, namely: giving phonic combinations, naming letters, giving letter sounds, and writing words, are directly related to reading progress. These relationships are much closer than other measured abilities including mental age and intelligence quotient. The Van Wagenen, the Stone, and the Metropolitan reading readiness tests gave very little evidence of predictive value as to reading progress. Teacher's prediction correlated more closely with reading ability than any other measures used in this study.

10

Frank T. Wilson and Agnes Burke, "Reading Readiness in a Progressive School," Teachers College Record, 38:565, April 1937.

Charles Dean¹¹ found that mental age is superior to the score on reading readiness tests as an instrument for predicting reading achievement. Absence or presence of visual difficulties do not affect reading achievement to the extent that success or failure can be predicted.

11

Charles D. Dean, "Predicting First Grade Reading Achievement," Elementary School Journal, 39:609, April 1939.

CHAPTER II

MATERIALS AND METHODS

The twenty-four pupils enrolled in one of the first grade classrooms in the Woodward school system were used in this experiment. The Detroit First Grade Intelligence Test was given during the first week of school. It was followed the next week by the Metropolitan Reading Readiness Test. At the end of the first semester the Metropolitan Achievement Test was given to determine progress. The norms set up on the tests were used. Only test one, word picture, test two, word recognition, and test three, word meaning, were used at this time. At the end of the year all of the Metropolitan Achievement Test, Form A, was given.

The county health nurse was brought in to examine each child as to vision, hearing and general health.

The teacher made a test for hand dominance, and studied each child for personal information such as: emotional stability, responsiveness, attitudes, work habits, behavior, and attention span.

Following the preliminary testing, and after careful analysis of other available data, the children were grouped into three groups. The two upper groups were given reading instruction. The lower placement was a group of five children who made scores of sixty or below on the readiness test. These children also made the lower scores on the

intelligence test. They were given the reading readiness program for six weeks with no formal instruction in reading. After the conclusion of the reading readiness program they were given the Metropolitan Reading Readiness Test again. All made scores above the norm and were given instruction in beginning reading.

At the end of the first semester four of these five children made scores below one year and five months on the Metropolitan Achievement Test, Form A. This is the standard set up for 1A pupils as given on the tests.

A remedial reading program was set up for these four children and two others who seemed to need more instruction. Each case was carefully diagnosed and the particular instruction needed was given. These remedial periods were about twenty minutes long, and were held at 11:30 and 3:30 each day. In this way they did not interfere with the regular daily procedure. This work was carried on for about nine weeks after which the Metropolitan Achievement Test was given again.

The Reading Readiness Program

It is important to consider the environment into which a little child is placed during a large part of the day. The room used in this experiment is the south one of a two-room building, built about twenty years ago. There are five large windows and a door on the east, and a door leading to a large covered porch on the west, which is used for play on rainy days. Two cloak rooms and toilets are also on the west. There are twenty-eight single desks fastened to the floor in four rows. There are two low work tables around which about eight children may sit. Twelve small chairs are used to form a reading circle at the front. A sand table and painting easel are on one side. A large bulletin board is located on the west wall. Low blackboards fill up the remainder of the wall space. Two pictures, "The Spring Song" and "The Boy with the Rabbit," are on the front wall. The upper walls are tinted a soft cream color. Tan colored shades and sash curtains of blue and yellow checked gingham are at the windows. The bookcase between the two radiators affords a convenient place by the windows for the large fern and two geraniums. It was the purpose of the teacher to produce a home-like atmosphere as far as it was possible to do so.

The play ground is large and equipped with six teeter-totters and two horizontal bars.

The following daily program was used as a guide. Changes were made at any and all times when the opportunity offered itself for a more interesting arrangement. The teacher tried always to keep away from any semblance of hard and fast set rules of procedure.

Morning

9:00 - 9:15 Opening, Music, Story
 9:15 - 9:35 Reading Readiness
 9:35 - 9:55 Beginning Reading
 9:55 -10:15 Beginning Reading
 10:15 -10:30 Recess
 10:30 -10:50 Manuscript Writing
 10:50 -11:15 Number Experiences
 11:15 -11:30 Games Stories

Noon

1:00 - 1:15 Opening, Music or Story
 1:15 - 1:35 Reading Readiness
 1:35 - 1:55 Beginning Reading
 1:55 - 2:15 Beginning Reading
 2:15 - 2:30 Recess
 2:30 - 3:00 Social Studies, Health, Nature Study
 3:00 - 3:30 Activity Period: Free choice of Art, Rhythm, Auditorium

As is shown by the daily program, two periods of twenty minutes each were given entirely to the reading readiness group. In the case of group activities such

as manuscript writing, number experiences, social studies and games and stories all children were kept at the readiness group level for the first six weeks.

In the morning twenty-minute period, the Diagnostic Reading Readiness Workbook, "Mother Goose" by Eleanor M. Johnson was used. This book was chosen because it is unusually well motivated, covers systematically all important oral, visual and mechanical skills, and contains a strong program in speech development. Training in the following skills was given in this workbook period.

1. Ability to follow directions.
2. Oral expression and imagination.
3. Enunciation, pronunciation and voice quality.
4. Eye movements from left to right.
5. Color sense.
6. Visual discrimination.
7. Observation and memory.
8. Auditory acuity.
9. Motor control.
10. Increasing breadth of experience.
11. Story telling and recalling ideas in sequence.
12. Problematic thinking.
13. Development of meaningful concepts and vocabulary.
14. The association of meaning with printed symbol.

Twenty-nine periods were devoted to this book and a test at the end was given on the last morning.

The following thirty planned lessons were given in the afternoon reading readiness periods. In the case of planning and taking excursions all pupils in the room took part.

First Week Getting Acquainted

Lesson 1. Excursion around the room.

Explanation of all equipment.

Familiarizing child with his own desk.

Lesson 2. Introduction of child's name on oak tag card.

Activity to acquaint child with his own name card.

Discovering their names written on gummed labels placed on desks and cloakroom space.

Games of matching names with labels.

Lesson 3. Unit, The Rodeo

During the first week of school the world's third largest rodeo is held in this community. All citizens, both young and old, are particularly enthusiastic about this event. For this reason the children in this experiment had been thinking in terms of rodeo for weeks. With this background the writer decided to use the rodeo as the first unit of instruction following the "getting acquainted" period. Lessons were presented as follows:

Free conversation on the rodeo.

Exchange of experiences.

Description of his cowboy suit by each child.

Lesson 4. Plan excursion to see Rodeo Parade.

Children planned with help of teacher.

Teacher placed plans on the board.

Cooperative Lesson

The parade is at 11:00 o'clock.

We shall leave school at 10:30.

We shall all stay together.

We shall try to remember the things we see.

We shall wear our cowboy suits.

The plans were read and emphasized by the teacher.

Lesson 5. Taking the Trip

Second Week

Lesson 1. Relating experiences of trip.

Language development.

Free conversation on things most interesting.

A vote was taken on the most interesting thing seen.

"A little dog dressed like a cowboy."

Lesson 2. Cowboys

Talk of the cowboys work, his clothes, his songs.

A story was made about a particular cowboy seen in the parade. The children composed the story with the aid of the teacher who tried at all

times to get free expression from them.

The Cowboy on the White Horse

The cowboy wore a big hat.

The cowboy wore boots with spurs.

He wore a bright red shirt.

He waved his hand at us.

We liked the cowboy on the white horse.

Lesson 3. Playing Rodeo

Plans were made for every child to wear his cowboy suit on this particular day.

Each child was to bring to school an old broomstick for his pony.

Each pony was labeled and kept in place until time for the lesson.

All children in the room participated.

A parade around the room with a band leading.

Roping events followed with those children taking seats who were not in the events.

Every child took part in some way.

Lesson 4. The Story of Our Rodeo

The following cooperative story was made by the children:

Our Rodeo

We had a rodeo in our room.

We rode our stick ponies.

We wore our cowboy suits.

The band marched and played.

Some of us were calves.

We roped calves.

We like to play rodeo.

This story was then copied in manuscript
on a large oak tag chart and kept for review.

Lesson 5. A review of the story from the oak tag chart.

Recalling of ideas in sequence.

More conversation.

Third Week

Lesson 1.

Unit, The Farm

Planning an excursion to a farm.

Teacher selected a typical farm to visit
which had five members in the family, hoping
to introduce the idea of the five members
of the Elson Gray family the children were
to take up in their reading later.

Rules for our trip to the farm:

Stay in one group.

Do not put feet on the upholstery of the car.

Come when the teacher blows the whistle.

Things we want to see:

Animals

buildings

machinery

crops

Questions to ask:

Certain children were designated to ask questions. All could not ask questions at once.

Lesson 2. Taking the trip.

Mothers furnished cars.

All children went on trip.

Lesson 3. Relating experiences.

Oral language abilities developed.

All children expressed themselves.

Lesson 4. The following stories were dictated by the children and written on the board by the teacher. There was no attempt at teaching words.

Farm Horses

We saw four farm horses.

Two horses were in the barn.

Two horses pulled the wagon.

Some horses are gentle.

Horses help the farmer work.

Lesson 5.

Cows

The cows were in the pasture.

They looked at us when we came by.

One cow said "Moo."

Cows eat grass.

Cows give the farmer milk to drink.

Fourth Week

Lesson 1.

Pigs

The farmer had a Mother Pig with five little baby pigs.

The pigs were black and white.

The pigs ran away.

The Mother Pig did not like us.

Lesson 2.

Sheep

The sheep were in the pasture.

The sheep looked dirty.

The sheep had long white wool.

The sheep were afraid of us.

The sheep give us wool.

Lesson 3.

The Big Yellow Dog

The big yellow dog barked.

He wagged his tail.

He wanted to be friendly.

He went with us around the farm.

We liked the big yellow dog.

Lesson 4.

The Chickens

The farmer's wife fed the chickens some corn.

The chickens came running.

They were all colors.

They all tried to get the corn.

The chickens have a house.

They lay eggs in the nests.

They roost on poles.

Lesson 5. Making a Booklet of Farm Animals

The seven stories of farm animals were hectographed and a copy of each given to each child. The children found suitable pictures in old magazines to illustrate stories. Pages were clamped together and an attractive cover made.

Fifth Week

Lesson 1. Farm Crops

Wheat

The farmer grows wheat.
The wheat was stored in a bin.
The grains of wheat were yellow.
The wheat bin was dark.
It was fun to put our hands in the wheat.

Lesson 2. Kaffir Corn

Kaffir corn is gray.
Kaffir corn grows in a long head.
The farmer cuts the heads off and stores them in a granary.
Chickens like to eat kaffir corn

Lesson 3. Apples

Apples were growing in the orchard.
They were red and yellow.
The trees were large.
The trees were full of apples.
Some apples were on the ground.

We all ate apples.

Apples are good.

Lesson 4. Pears

Pears are yellow.

Pears are longer than apples.

Pears were on the ground.

We took our picture under the pear tree.

Lesson 5. Making Hay

The farmer was making hay.

Two men were helping the farmer.

The hay was loaded on a wagon.

Horses pulled the load of hay.

Bobby and Kenneth rode on the load of hay.

The farmer said "Whoa" when he wanted the horses to stop.

Sixth Week

Lesson 1. The Windmill

The windmill pumps water.

When the wind blows the wheel goes round.

The windmill fills the tank with water.

The animals come to drink.

We took a drink of water

The water was so good!

Lesson 2. Making a frieze of our excursion to the farm.

On butcher paper which was thumb-tacked to the wall, the children drew free-hand scenes of our trip to the farm.

These illustrations were made:

The car we went in.

The dog that barked when we came.

The barn.

The windmill.

The cows.

Feeding the chickens.

The pigs.

The little calf.

Lesson 3. Naming the family on the farm.

We named the farm lady "Mother".

We named the farmer "Father".

We named the boy "Dick".

We named the girl "Jane".

We named the baby "Baby".

Lesson 4. Planning a Party

A birthday party was planned in honor of all children whose birthdays come in September and October. All other pupils are to be honored sometime during the year. Rules of politeness and party etiquette were discussed.

Our Birthday Party

We shall invite our Mothers to our party.

We shall let those who have birthdays in September or October sit in chairs at the front.

We shall sing to them.

We shall let them choose the games to play.

We shall serve fruit juice and wafers.

Lesson 5. The Party

Seven mothers attended.

All plans of the previous lesson were carried out.

The children were enthusiastic over the party.

ACTIVITIES

The following additional activities were taken up during the activity period to further develop reading readiness:

1. Making a play farm scene on the sand table.
2. Making a list of all farm animals seen on trip.
3. Making a list of farm crops.
4. Telling and retelling stories.
5. Dramatic play.

All stories that would lend themselves to this activity were dramatized.

6. Games

The following games were suggested in the little booklet "Before They Read" by Elson Gray:¹²

(a) Guessing games

One child describes a thing, other children
guess.

¹²

(b) Riddles.

(c) Game of adjectives.

Think of something little, big, round, etc.

(d) Adverbs.

Do something quietly, happily, slowly, etc.

(e) Prepositions.

Put a ball in, on, under, beside, etc.

Follow verbal directions with drawings.

Put a handle on the pail.

Put a line under the box.

Draw a house. Put two windows in the house.

(f) Show a picture that represents comparisons.

Let children answer yes or no.

Is the colt bigger than the duck?

(g) Sentence completion.

A cow gives us _____.

(h) Opposites.

The desk is big - the eraser is little.

Activities that afford training in the following abilities:

7. To see relationship through classification.

1. Select from group of pictures all animals, etc.

2. Select from a group those toys that "go".

3. Have children match baby and mother animals.

8. Association.

Make me think of something.

Wash board - soap, etc.

One child does something, another guesses what he represents.

9. Color discrimination.

Find something green, etc.

What color is this?

Distribute colored sticks. Have children put all of one color in one row.

10. Memory.

Follow the leader.

Expose a series of articles, cover and remove one.

Have children identify the one missing.

Expose picture with a number of items. Cover and see if child can name all items.

11. Auditory discrimination.

Have children close eyes and try to distinguish whether the teacher taps on table, blackboard, etc. Tap a long and short interval. Have child imitate.

12. Muscular coordination.

Skipping, marching to music.

Building with large blocks.

Free experimentation with clay.

Finger painting.

Painting with large brushes.

13. Reversals.

Have pictures of a profile hectographed some facing right, some facing left. Have children cut apart and arrange in rows, all facing same direction.

14. Left to right sequence.

Put a row of objects on the table. Have children count by touching each from left to right.

THE PERIOD OF INITIAL INSTRUCTION IN READING
Building a Sight Vocabulary Through Experience Charts
Unit, The Home

Lesson 1.

Pets.

Pets were chosen for the first lesson in reading because nearly every child has had some experience with pets. These lessons took about twenty minutes of time and were followed by a period of seat work closely related to the reading lesson.

Free conversation about pets.

Teacher asked if children would like to tell what pets they had at home. As each told of his pet the teacher asked if they would like to see just what they said put on the board.

Pets at Home

I have a dog.

I have a kitten.

I have a dog.

I have a rabbit.

Each child remembered the part of the lesson he had given. The story was read over. It was noticed that two children had dogs. The word dog was carefully studied. Each child went to the board and put his hand under the word dog. The word dog was then written in manuscript writing on an oak tag card, and this

card was matched with the word on the board. The word kitten was studied and found to look different from the word dog. It was put on a card and matched with the word on the board. There was similar procedure for the word rabbit. These three words were used in games.

Catching Pets

The three words were placed at different places on the board. Each child tried to "catch the pets" by naming the words as they were found.

These cards were used to begin a word pack with which to practice on sight vocabulary.

Seat work: A large page of simple drawings of cats, dogs, and rabbits was given to each pupil. At the bottom of this page was a list of the three words learned in the lesson, which were to be cut apart and pasted under the right pictures.

Lesson 2. For the next lesson this story was printed on an oak tag chart and reread.

Word matching.

Drill with word pack.

Seat work: The pupils were given another list of these three words. They were to find pictures in old magazines, cut them out, paste on a large sheet of paper, and paste the right word under the pictures.

Lesson 3.

Pets at School

Pupils were asked to bring their pets to school for this lesson. Those pets that would allow us to do so, were handled and petted around the reading circle.

The following stories resulted.

Jack's Dog

Jack brought his dog to school.

Jack's dog was little.

Jack's dog was black and white.

Jack's dog had a funny tail.

Mary Jane's Kitten

Mary Jane brought a kitten.

Mary Jane's kitten was gray.

Mary Jane's kitten said "Mew, mew".

Bobby's Dog

Bobby brought a big dog.

The big dog would not stay in school.

The big dog ran away.

New words: little, funny, big, "Mew mew".

Review words: dog, kitten.

These four new words were added to word cards.

Review on all word cards.

Seat work: Page hectographed having pictures of very simple little dogs, big dogs, and funny dogs for word matching.

Lesson 4. Reading same stories from oak tag chart.

Word matching with word cards.

Games.

The lessons introducing the new words were given in the afternoon reading period thereby giving the teacher the evening in which to make the oak tag chart for the next lesson.

Lesson 5. Action words, run, hop, jump.

Action words are interesting material because pupils may dramatize their meaning.

Conversation on different ways of moving about.

One pupil came to the front and showed how he could move about. Others demonstrated action words. The following story was composed.

Things we can do.

John can run.

Mary can hop.

Billy can jump.

Jack can jump.

New words, can, run, hop, jump.

Matching and practice with word cards.

Seat work: Hectographed page of stick children running, hopping, and jumping. Children color this page and draw stick children on another page doing these things.

Lesson 6. Reread oak tag chart of last story.

Children were asked if pets could do these things. This story was composed.

Things Pets Can Do.

Dogs can run.

Dogs can jump.

Rabbits can hop.

Rabbits can jump.

Rabbits can run.

Kittens can run.

Kittens can jump.

Word matching and games.

Lesson 7.

A Horned Toad

One of the children very proudly brought a little horned toad into the school room. The children seemed so interested we put it in a big box for further study. After watching it and talking about it for some time this story was composed.

The Horned Toad.

Kenneth found a horned toad.

We put the horned toad in a box.

The horned toad can run.

The horned toad can see.

The horned toad has horns.

Come and see the horned toad.

We put the last sentence on oak tag as a sign on the box, and invited the second grade in to see our toad.

New words on word cards, come, see, box; phrase, come and see.

Practice with word cards.

Seat work: Drawing and coloring of boxes.

Lesson 8. Review

Reading story on chart.

Meaningful repetition of old and new words.

Lesson 9. Something Good

The teacher brought a covered box before the children and told them there was something good in it. They took turns in guessing. They were allowed to look and found the box contained cookies. Each child ate one.

They composed this story.

Something Good

Something good was in a box.

We guessed what it was.

It was cookies.

Cookies are good.

"Thank you, thank you," we said.

New words or phrases: something good, cookies, thank you.

Matching and practice.

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Seat work: Draw large cookies, place raisins
in with brown crayola.

Copy the word cookies from the board.

Lesson 10.

Review

Read from chart.

Matching with word cards.

Games with words.

Lesson 11 and 12.

It was thought necessary at this time to have
another day of review before presenting any
other new words.

Lesson 13. The colors red, blue, yellow.

A large chart containing uncolored balloons
was placed before the class.

Conversation about balloons, their colors, and
where we usually see them. Three real balloons
were then shown to the children, one red, one
blue, and one yellow. We decided which we
liked best. We colored one balloon on the big
chart that color.

We continued until all balloons were colored.
We planned a trip to a nearby park and decided
to remember things we saw that were these
three colors.

Lesson 14. The story composed after the trip to the park.

Our Trip to the Park

We went to the park.

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We saw red leaves.

We saw blue sky.

We saw yellow leaves.

We saw a yellow house.

We saw a red car.

It is fun to look for red, blue, and yellow things.

New words, red, blue, yellow.

Seat work: Matching color words with colored paper balloons and pasting on paper.

Lesson 15. Review and reading of previous story from chart.

More matching for seat work.

Lesson 16. Making things with scissors.

Children came to the chairs with scissors and paper. Teacher talked of many things that could be made using scissors and paper.

First, balls were cut free hand, then boxes, then houses. After all scraps were picked up a story about the lesson was written.

Things We Made with Scissors

We made a red ball.

We made a blue house.

We made a yellow box.

Mary Jane's ball was big.

Kelsie's box was little.

We like to make things with scissors.

Seat work: Free hand cutting of same things at seat. Words given to paste under right pictures.

Lesson 17. Reading from chart.

Review of words.

Drill on new words, ball, house.

Seat work: More matching words with pictures.

Lesson 18. Introduction of names of members of the family used in the Elson Gray Preprimer.

Recalling of visit to farm where we saw a mother, father, and baby of the farm family. We remembered the two older children who were at school that day. We named them "Dick" and "Jane" just for fun because we did not know their names.

Teacher introduced this family by showing their pictures and placing them on the blackboard ledge.

We pretended this family came to visit us.

Our story:

Visitors Today

We had visitors today.

Mother came.

Father came.

Dick came.

Jane came.

Baby came.

New words, Mother, Father, Dick, Jane, Baby.

Seat work: Children were asked to find pictures of Mothers, Fathers, Babies, Dicks, and Janes in old magazines.

They were cut out and pasted on pages which were Clamped together into a booklet.

Lesson 19. Reading of story from chart.

Same procedure for review.

Seat work: Matching of words and pictures.

Lesson 20. Additional review on all word cards.

Twenty-seven words had been introduced at this time.

A test was given to see how well the words could be recognized at sight.

The teacher considered the sight vocabulary established well enough to begin reading from books.

Incidental reading other than planned lessons consisted of reading directions or announcements from the bulletin board and reading labels which were placed about the room.

Reading from Books

When the children were ready to read from books they were given first the Elson Gray Preprimer Dick and Jane. They were told how to open and care for a book. They were given plenty of time to look at pictures and comment upon

them. Small markers of cardboard were introduced to guide their eyes across the page. They were delighted to see many familiar words. They spent some time finding words they knew. The stories on pages one, two, and three were read. They were read silently, then aloud. Before pages four, five, and six were read the new words "said" and "what" were introduced through experience.

Incidental chart reading was continued throughout the preprimer period.

After the Elson Gray preprimer the following five preprimers were read before a primer was taken up.

Jack and Nell

Suzzallo, Freeland, McLaughlin Skinner. Fact and Story.

Row, Peterson and Company. Rides and Slides.

Quinlan, Myrtle Banks. Winky.

Dopp, Pitt, Garrison. Little Friends.

List of Primers Read

Dopp, Pitt, Garrison. Little Friends at School.

Elson, Gray. Primer.

Buckley, White, Adams, Silvernale, Happy Times.

List of First Readers Read

Buckley, White, Adams, Silvernale. In Storm and Sunshine.

Dopp, Pitt, Garrison. Busy Days with Little Friends.

Elson Gray. First Reader

Gray and Others. Number Stories Book One.

Gray and Others. Science Stories Book One.

Baker and Baker, Bobbs Merrill. First Reader.

Bolenius. First Reader.

White and Hanthorn. Our Friends at Home and School.

Dressel, Ververke and Robbins. The Laidlaw Reader
Book One.

Suzzallo, Freeland, McLaughlin, Skinner. Fact and
Story Book One.

There were six preprimers, three primers and ten first readers read during the year. During the book reading period the workbook that accompanies the Happy Road to Reading Series for the primer was used as seat work. Silent reading or teacher-made seatwork was used at other times.

Phonics, One Method of Word Recognition

When the child had a sight vocabulary of about seventy-five words training in phonetics was begun. Nila B. Smith¹³ tells us that:

The major objective in teaching phonetics is to enable the child to develop independence in the recognition of new and unfamiliar words so that he will become a more efficient reader. A few children develop this ability naturally, but there are many others who have to be taught how to associate letter sounds with symbols. Another value resulting from the teaching of phonics is the development of good habits of enunciation and pronunciation. The study of phonics enables the child to see clearly the different parts of words, and to give them their correct sounds thus aiding them to overcome slovenly and incorrect habits of speech.

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Nila B. Smith, Grace E. Storm, Reading Activities in the Primary Grades, p. 221.

McKee¹⁴ believes that the child must acquire effective means of recognizing new words. There are many indications that the right phonics will be helpful in attacking new words of a phonetic character.

The phonic period was separate from the reading period. The sounds to be taught were derived through the analysis of familiar sight words.

Ear training was given first. Many of the familiar Mother Goose Rhymes were used. Games to sharpen perception for sound were played.

(a) Teacher would give part of a familiar rhyme and then let child finish.

(b) Teacher would say, "I am thinking of a word that begins like soon". Children guess word.

(c) Lip study was made by calling attention to position of lips and tongue when making a sound.

After many exercises in ear training, the teacher placed a familiar sight word on the board and had children pronounce it very distinctly. She then asked the children to think of other words that began like the one on the board. When a sufficient number of words were thought of, all were pronounced again. It was noticed that all began with the same sound. All parts of the words were erased except the beginning letter. They noticed that wherever this letter was it stood for that same sound. It was

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Paul McKee, Reading and Literature in the Elementary School, p. 192.

placed on an oak tag card and used for future practice with sounds.

The following phonetic elements were taught during this year. All consonant sounds. All short sounds of vowels. The following phonograms and letter groups: ed, ing, er, oo, ou, an, ar, th, sh, wh, gr, br, fl, st.

The teacher was careful not to over emphasize the sounding of words. She did not make it an end in itself but merely one means by which a child might be enabled to recognize an unfamiliar word, thus helping him in the thought getting process.

THE REMEDIAL PROGRAM

A remedial program was set up for those children who made scores which signified a reading age of less than one year and five months. On the Metropolitan Achievement Tests the reading year was divided into ten months. When the child reached the reading age of two years he was ready for the second grade.

The five children of the readiness group and two others who seemed to need extra help were placed in this remedial class, and given twenty minutes of instruction at eleven thirty and three thirty each day for about nine weeks.

The causes of a child's failure to learn to read may be (1) insufficient practice, (2) improper methods of work, (3) deficiency in fundamental skills, (4) absence of interest, (5) physical defects, (6) subnormal intelligence, or (7) a combination of some or all of the above-named deficiencies.

It is the opinion of the writer that the chief cause of failure to learn to read in most of these cases was insufficient instruction in reading. It will be remembered that most of these children were started in beginning reading six weeks later than the other children on account of the reading readiness program.

CASE A

Introductory statement. This pupil was large for his age and seemed to take quite a while to become adjusted to the school situation. He was the son of elderly

parents who had grandchildren. Two of his brothers had the record of spending two years in the first grade. He was shy and unresponsive at times.

Preliminary diagnosis. According to the Detroit Intelligence Test this pupil's mental age was six years and nine months. His chronological age was six years and seven months. On the achievement test at mid-year his reading age was one, two which was three points below the standard of one, five for 1A pupils. He scored lowest on the word picture test, perhaps because this test has a time limit and this particular pupil is slow in all his responses. He scored next higher in word recognition which was not yet up to standard. He scored highest in word meaning.

A study of his oral reading showed that he lacked ability in word recognition, was weak in phonetic ability, had short eye span, and made the errors of repetition and substitution. A visit to his home disclosed the fact that the parents were extremely interested in his progress and would aid in every way possible.

Remedial instruction. As one of the chief causes of retardation in this group was thought to be insufficient instruction in reading, a continuation of the same reading instruction given in the regular reading class was made, with extra help on individual difficulties where encountered. Extra practice on phonetics was given. Practice on recognition of phrases on flash cards was administered to

increase eye span. To arouse interest and effort, a large chart was made showing a mountain up which the children in this class were starting to climb. Each child's name was placed on a card, and when he finished a story his card was advanced a step up the mountain.

Results. In a short time this child showed a marked improvement in reading, and at the end of the year his achievement test reading age was above the standard, two, which is minimum for second grade entrance.

CASE B

Introductory statement. This child's reading age was a little above our standard for mid-year, but she was allowed to meet with the remedial group as it was thought that she needed more experience in reading.

Diagnosis. More instruction in the regular procedure of reading was needed. Phonics and word recognition needed emphasis.

Remedial instruction. Same instruction as for Case A with more individual practice on word recognition.

Results. The score at the end of the year showed progress four points beyond standard.

CASE C.

Introductory statement. This child was not included in the reading readiness group at the beginning, but fell below standard in the achievement test at mid-year. She was an adopted child with an older sister in the home.

She had been caught taking things that belonged to other children, and would not tell the truth when questioned. She was of a very affectionate disposition, but would not get down to work unless made to do so.

Preliminary diagnosis. The Detroit First Grade Intelligence Test showed this child with a mental age of six years and eight months, her chronological age being the same. On the achievement test it was found that the score on word meaning was lower than word recognition.

Remedial instruction. Continued instruction in the initial stages of reading. More emphasis placed upon content than upon word recognition for this child. She was allowed to read a paragraph and then interpret it.

Result. Decided improvement was seen. Her score at the end of the year was up to standard.

CASE D

Introductory statement. This child was one of a very poor family of six children. He seemed so immature that the teacher suspected that the mother had added a year to his age just to have him off to school.

Preliminary diagnosis. The intelligence test showed this child to have a mental age of six years and six months, while his chronological age was six years and five months. On the achievement test he scored lowest on word picture, next higher on word recognition, and highest on word meaning. His difficulty was mostly in mechanics.

There was a lack of ability in word recognition, a narrow span of recognition and a need for more phonetic training.

Remedial measures. More drill in phonics with flash cards. More practice given in reading. Word drills, games, and flash cards with phrases were used.

Results. About half way through the second semester this child began to show a decided improvement. His whole attitude changed and at the end of the year his achievement score was four points above standard.

CASE E

Introductory statement. This child's mother had died the summer before he started to school. He had been through quite an emotional strain, and at the time of beginning school he was living with his grandmother. He was very shy and did not want to take part in the different school activities at first. He had an eye defect which was taken care of by a specialist.

Preliminary diagnosis. The intelligence test revealed a mental age of six years and five months for this child. Chronologically, he was five years and ten months old. On the mid-year achievement he made a very low score. He made a score of zero on word meaning, a little better in word recognition, and somewhat better in word picture. He did not seem to care whether he achieved anything or not. He was mischievous and somewhat of a discipline problem at times. He had this lack of sufficient instruction as all the readiness group had, besides a lack of interest.

Remedial instruction. This child was given much individual attention. The chart of mountain climbing appealed to him and seemed to arouse his interest. At every opportunity the teacher praised all gains made, however small.

Results. A very rapid improvement was seen in this case. The score at the end of the year was a point beyond standard.

CASE F

Introductory statement. This case was the subject of many consultations between the teacher and the mother of the child, who was very concerned about his progress. He was large for his age, tired easily, and was out of school much on account of illness. The mother promised to consult a physician about glandular trouble but no report was made to the teacher. He was a discipline problem. There was no desire to learn to read.

Preliminary diagnosis. The intelligence test gave a mental age of five years and seven months for this child, while the chronological age was five years and eleven months. On all tests, intelligence, readiness, and achievement, this child made the lowest score in the class. He was in need of all remedial measures.

Remedial instruction. The teacher made a special effort to see if anything could be done with this pupil. He was given the extra periods of instruction together with other periods of individual help. Flash cards were

made especially for him, and sent home in the evening so his mother could help. He could not retain what he had learned from one day to the next.

Result. A very low score on achievement was made and it was decided to retain this child in the first grade for another year.

CASE G

Introductory statement. About three weeks after school began, this pupil became seriously ill, and was kept out of school until after the beginning of the second semester. It was thought that since the child's intelligence quotient was high she could make up the work she had missed.

Preliminary diagnosis. The intelligence test gave this child a mental age of seven years and seven months. The teacher had made special visits to the child's home when the child was better, and tried to give some instruction to keep her up with the class. The child had been continually entertained in an effort to keep her in bed. This caused her to put forth no effort on her own part. When she came back to school she wanted a continuance of entertainment with no self effort.

Remedial instruction. This child was placed with the remedial group, and in the evening after supper she was given more individual help. Word drill with flash cards, and the complete course in phonics was given. She was allowed to read much easy reading material for practice.

Results. The desired results were not obtained. The illness had left her in a nervous condition. With every effort of the teacher to give her what she had missed, she was not able to take it all. She soon acquired a dislike for reading and the teacher advised the mother to discontinue the extra instruction. This was done. The child seemed more happy about school but did not make enough progress to pass into the second grade.

CHAPTER III

DATA AND INTERPRETATION

The results of all the tests given during the year, along with the mental and chronological ages of all participating pupils, are given in Table I. Due to withdrawals, only sixteen cases were carried throughout the experiment.

Table II shows an analysis involving traits, attitudes, and deficiencies of each pupil, according to the judgment of the teacher.

The intercorrelation between the different traits measured and studied in this experiment are given in Table III.

The relatively low correlation of mental age and achievement at the end of the year, and reading readiness and achievement at the end of the year was greatly influenced by one pupil who rated high in both mental age and reading readiness, but made a very low score on the achievement test. This was due to her absence from school for four months. Omitting this pupil the correlations show:

Mental age and achievement at the end of year,	$r = .73 \pm .07$
Reading readiness and achievement	" $r = .74 \pm .07$

From the results shown in Table III, it may be interpreted that there is a high correlation between reading readiness and mental age, and a correspondingly low correlation between reading readiness and chronological age.

Likewise, in the achievement tests at the end of each semester, the correlation between achievement and mental age, and between achievement and reading readiness is high. The correlation between achievement and chronological age is neither significant nor reliable.

TABLE I

DETROIT FIRST GRADE INTELLIGENCE TEST SCORES, MENTAL AGES, CHRONOLOGICAL AGES, INTELLIGENCE QUOTIENTS, METROPOLITAN READING READINESS SCORES AT FIRST OF YEAR AND END OF PROGRAM, AND METROPOLITAN ACHIEVEMENT TEST SCORES AT END OF SEMESTER AND END OF YEAR, OF THE SIXTEEN EXPERIMENTAL SUBJECTS

Pupil	Detroit Intelli- gence Test Score	M. A.	C. A.	I. Q.	Met. Read- ness Score First of Year	Met. R. R. at End of Readiness Program	Met. Achieve- ment Test Reading Age First Semester	Met. Achieve- ment at End of Year Reading Age		
							Year - Month	Year - Month		
1	93	8-7	6-8	128	103		2	5	2	9
2	82	7-8	6-6	118	95		2	5	2	7
3	81	7-7	6-1	126	92				1	6 G*
4	79	7-5	6	123	66		1	8	2	2
5	79	7-5	6-9	110	81		1	8	2	7
6	78	7-4	5-11	123	76		2	1	2	4
7	78	7-4	6-5	111	74		2	2	2	5
8	77	7-3	5-11	125	83		1	9	2	5
9	69	6-9	6-3	108	75		1	9	2	9
10	68	6-9	6-7	103	43	85	1	2	2	1 A*
11	67	6-8	6-5	104	60	96	1	7	2	4 B*
12	65	6-8	6-8	100	74		1	5	2	2 C*
13	61	6-6	5-9	113	78		2		2	2
14	60	6-6	6-5	101	47	95	1	3	2	4 D*
15	56	6-5	5-10	110	64	80	0	8	2	1 E*
16	36	5-7	5-11	94	37	79	0	8	1	1 F*

*Remedial Case

TABLE II

TRAITS, ATTITUDES AND DEFICIENCIES OF THE
EXPERIMENTAL GROUP ACCORDING TO TEACHER'S RATING

Pupil	Mental Age	Vision	Hear- ing	Hand Domi- nance	Atten- tion Span	Home Back- ground	Emotion- al Sta- bility	Atti- tudes	Work Habits	Be- havior	Respon- siveness
1	8-7	±	±	R	±	±	±	±	±	±	±
2	7-8	±	±	R	±	±	±	±	±	±	±
3	7-7	±	±	R	±	±	±	±	±	±	±
4	7-5	±	±	R	±	±	±	±	±	-	±
5	7-5	±	±	L	±	±	±	±	±	±	±
6	7-4	±	±	R	±	±	±	±	±	±	±
7	7-4	±	±	R	±	±	±	±	±	±	±
8	7-3	±	±	R	±	±	±	±	±	±	±
9	6-9	-	±	L	±	±	±	±	±	±	±
10	6-9	-	±	R	-	±	±	±	±	±	±
11	6-8	±	±	R	±	-	±	±	±	±	±
12	6-8	±	±	R	-	±	±	±	±	±	±
13	6-6	±	±	R	-	±	-	-	-	-	±
14	6-6	±	±	R	±	-	±	±	±	±	±
15	6-5	-	±	R	-	-	-	±	-	-	±
16	5-7	±	±	L	-	±	±	-	-	-	±

Plus (±) indicates average or above in characteristic

minus (-) indicates below average

TABLE III
 INTERCORRELATIONS BETWEEN THE DIFFERENT TRAITS
 MEASURED AND STUDIED IN THIS EXPERIMENT

	Reading Readiness Score	Achievement First Semester	Achievement End of Year
Mental Age	.75 \pm .07	.80 \pm .05	.55 \pm .10 *
Chrono- logical Age	.20 \pm .15	.16 \pm .15	.41 \pm .12
Reading Readiness Scores		.87 \pm .04	.48 \pm .11

*Omitting the one pupil who rated high in both intelligence and reading readiness, but was absent four months on account of illness, the correlations are: M. A. and Achievement at end of year, .73 \pm .07 and Reading Readiness and Achievement at end of year, .74 \pm .07.

CHAPTER IV

CONCLUSIONS AND EDUCATIONAL IMPLICATIONS

In the introductory statement of the problem the writer expressed the aim of measuring the effectiveness of a reading procedure in a first grade classroom through the use of intelligence tests, reading readiness tests, and achievement tests. Four questions were to be answered.

The results of the measuring devices as shown in the preceding chapter reveal certain correlations that distinctly justify their use. The high correlation of mental age with both reading readiness and achievement at designated periods, and the low correlation of chronological age to these traits together with the stated results of the remedial program, combine to answer the questions.

To the question, "Will the development of those children who are not ready to read at the beginning of the school year be sufficient by the end of the year to justify a first grade teacher in taking six weeks of their time from the reading program to develop a readiness?" the answer may be found in the fact that, of the five children who scored low on the readiness tests, all scored above the standard of sixty after the readiness program. The scores were raised in the ratios shown in Table I in the reading readiness score columns. At the end of the year, four of the five pupils rated above minimum passing scores on the Metropolitan Achievement Test. This result gives at least 80 per

cent affirmative answer to the question, "Will they reach standard requirements for passing into the second grade?"

To the inquiry of the parent concerning entering his child in school, the answer is that a child's readiness cannot be measured by chronological age. Unless a readiness test can be given to the child, the parent should be advised to delay his entrance into school for another year, thus giving more opportunity for the development of readiness.

The fourth question, relative to the effectiveness of the remedial reading program, has this justification for the affirmative answer. Of the seven children not reaching the minimum passing score on the achievement test at the end of the first semester, five passed the second semester achievement test after the remedial program. One of the two remaining failures was out of school four of the nine months due to illness.

The conclusions outlined above are interrelated, and the progress of the child is affected by factors that cannot be isolated. It is very difficult to weigh and measure all elements that enter into the development of a child's mind, and to determine just which ones have most effect upon achievement. However, the writer feels that the conclusions are justified by the evidence that is measurable.

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