

1-1-1972

# Survey of innovative materials and techniques of teaching reading to promote visual and auditory discrimination at the primary level

M. Jacinta Simones

Follow this and additional works at: <https://digitalcommons.stritch.edu/etd>

 Part of the [Education Commons](#)

---

## Recommended Citation

Simones, M. Jacinta, "Survey of innovative materials and techniques of teaching reading to promote visual and auditory discrimination at the primary level" (1972). *Master's Theses, Capstones, and Projects*. 896.  
<https://digitalcommons.stritch.edu/etd/896>

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact [smbagley@stritch.edu](mailto:smbagley@stritch.edu).

**A SURVEY OF INNOVATIVE MATERIALS AND TECHNIQUES OF TEACHING READING  
TO PROMOTE VISUAL AND AUDITORY DISCRIMINATION  
AT THE PRIMARY LEVEL**

**by**

**Sister M. Jacinta Simoes, SSND**

**A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)  
AT THE CARDINAL STRITCH COLLEGE**

**Milwaukee, Wisconsin**

**1972**

This research paper has been  
approved for the Graduate Committee  
of the Cardinal Stritch College by

Sister Marie Colette  
(Advisor)

Date February 21, 1972

#### ACKNOWLEDGMENTS

The writer wishes to thank Sister M. Margareta, former provincial of the School Sisters of Notre Dame, and Sister M. Eunice, present Community Leader, for the opportunity to undertake graduate studies.

She is very grateful to Sister Marie Colette, O.S.F., for the time, effort and kind understanding given as advisor of this study.

She extends her appreciation to all her companion Sisters at St. Francis de Sales and those graduate students and faculty members at Cardinal Stritch College who through their prayers, encouragement and advice helped to make this research paper possible.

Special thanks to the typist, Sister M. Baptist, who generously offered to type this paper.

TABLE OF CONTENTS

	Page
Acknowledgments.....	iii
Chapter	
I.    THE PROBLEM.....	1
Introduction	
Statement of the Problem	
Scope and Limitations	
Plan of Search	
II.   REVIEW OF LITERATURE.....	2
Introduction	
Philosophies of Reading Experts	
Pertaining to Importance of Auditory Discrimination	
Pertaining to Importance of Visual Discrimination	
Innovations as the Writer Views Them	
Conclusion	
III.  INDEPENDENT ACTIVITIES AND TEACHER DIRECTED ACTIVITIES....	14
Introduction	
Commercial Reading Materials	
Auditory	
Visual	
Teacher Made Reading Materials	
Auditory	
Visual	
Conclusion	
BIBLIOGRAPHY.....	25

## CHAPTER I

### THE PROBLEM

#### Introduction

Reading is the essence of every primary teacher's classroom instruction. It is her belief that a child's key to success in academic achievement is learning to read. Years of research for the best methods and teaching procedures have elapsed giving us no final conclusion as to what is most effective. Research, however, has given us substantial evidence of the importance visual and auditory discrimination play in the beginning reader's development of reading skills. It is the consensus of reading experts that discrimination skills are learned and not acquired.

Discrimination of individual sounds and individual letters constitute learned skills. Children do not automatically acquire these skills with maturity and passage of time, like the arrival of their second teeth. Before he can read, every child must acquire these two skills in order to "crack" the different phonetic codes of the English language.<sup>1</sup>

Children require repetition of skills learned to ensure growth in reading. Exclusive use of one mode of teaching would result in meaningless activities and boredom for the child.

---

<sup>1</sup> Donna Connell, "Auditory and Visual Discrimination in Kindergarten," Elementary English, XLV (January, 1968, p. 51

Concerned teachers seek various types of stimulating materials and games to keep their children interested and learning.

### Statement of the Problem

The purpose of this paper was to survey the innovative materials and techniques available for the primary teacher to be used as a reference to new approaches in presenting lessons in auditory and visual discrimination.

### Scope and Limitations

This survey was limited to a review of professional literature and commercial materials since 1966. Auditory and visual discrimination games, devices, and activities were examined to select those most effective in the primary classroom.

### Plan of Search

Early in September, 1971, the writer visited various learning centers, and primary classrooms for the purpose of selecting teacher-made activities, devices, and games. Commercial materials were compiled from advertised professional and general publications.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Publications of studies on auditory and visual discrimination have emphasized the intricate role of both modalities in the teaching of reading. Reading involves the ability to make fine discriminations between word symbols that are closely related, as well as association of oral speech sounds with printed letters and letter combinations.

Reading authorities support the possibility of auditory discrimination being present as a facet of visual discrimination, as the child uses both his eyes as well as his ears when learning to read. Some writers have indicated the possibility that auditory discrimination has a greater significance for the beginning reader and that visual discrimination is used more by advanced and able readers.

#### Philosophies of Reading Experts

##### Pertaining to Importance of Auditory Discrimination

Phonetics is defined as the science of speech sounds used by people in speaking their language. Students of phonetics develop the ability to recognize likenesses and differences in sounds of letters or phonemes which are applicable to the teaching of reading.



In a truly phonetic language there would be complete consistency of written symbols and sounds. This does not hold true of the English language. Authorities in English have found it to be 85 per cent phonetic with inconsistencies in pronunciation of vowels. Some vowel and consonant combinations of letters share in this inconsistency by having more than one pronunciation. Pronunciation inconsistencies are also prevalent when the same sound is produced by more than one combination of letters. The awareness of these prevailing inconsistencies of letter sounds in the English language does not restrain reading experts from advocating the development of auditory discrimination power of beginning readers. They are in agreement that a child needs to learn that words consist of sounds, and that the same sound may be heard in more than one word.

If the child cannot hear sounds correctly, he normally cannot learn to speak them correctly. A child cannot pronounce distinctions that he cannot hear. Furthermore, if he confuses or distorts sounds in speech, it frequently is impossible for him to associate the correct sound with the visual symbol. Thus, inadequate auditory discrimination leads to improper speech and ultimately to an incorrect association of sounds and printed symbols.

The learner must discriminate the phonetic elements that make up a word. He must make appropriate association between spoken and written word. He gradually needs to realize that words that sound alike frequently look alike.<sup>1</sup>

It is also generally accepted that children who learn to differentiate between sounds in words have established an adequate

---

<sup>1</sup>Emerald V. Dechant, Improving the Teaching of Reading, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 143.

foundation for phonics. One who acquires ability in auditory discrimination is generally considered to possess one of the factors essential for success in learning to read.

Concepts developed by young children are closely related to growth in vocabulary. The understanding of concept is basic to the comprehension of a task to be performed. Ability in auditory discrimination most likely occurs in children as a result of a program designated to teach the skill of hearing separate sounds in spoken words. The knowledge of likenesses and differences in sounds is established by teaching the child what he is to listen for in specific letters, letter combinations, and word elements.

Six-year-olds often find it difficult to distinguish consistently between the sounds of "g" and "k", "m" and "n", and "p" and "b". Basic lessons in auditory discrimination should stress consonant sounds that are easily differentiated. If the child can discriminate between sounds, the concept of the terms "sound alike" and "sound differently" have been established.

The technique of blending requires a more accurate understanding. It is for this reason that blending is not introduced in the reading program until the fundamental skill of consonant discrimination has been achieved.

In blending we are asking pupils to understand, not just accept, the ideas that we can form a new sound by combining aspects of several sounds. The sound of str in street for instance, is not a simple combination of the sounds of s, t, and r. Rather the sound is a unique joining together of a particular attribute of each sound.<sup>1</sup>

---

<sup>1</sup>Gerald G. Glass, "A Look at the Teaching of Word Analysis," Elementary School Journal, LXC (October, 1958), p. 36.

Research has established evidence that competence in auditory discrimination is basic to reading achievement. All subsequent steps in teaching phonic analysis are based on the child's ability to discriminate between speech sounds in words. Poor auditory discrimination is related positively to inaccuracies in articulation and pronunciation, and subsequently to poor achievement in reading. Therefore, as auditory discrimination matures and is developed through instruction, the child is capable of producing and distinguishing the different sounds of his language.

Studies have determined a significant relationship between the skill of auditory discrimination and achievement in reading. Weintraub has stated that "ability in auditory discrimination is generally considered to be one of the factors essential for success in learning to read."<sup>1</sup> Durrell and Murphy support Weintraub's theory by reporting that "training in auditory discrimination increases general reading achievement. The child who learns to read easily is usually one who notices the distinct sounds in spoken words."<sup>2</sup> Morency<sup>3</sup> after conducting a longitudinal study on auditory discrimination, came to the

---

<sup>1</sup>Samuel Weintraub, "What Research Says About Learning to Read", Co-ordinating Reading Instruction, Edited by Helen M. Robinson. (Glenview, Illinois: Scott Foresman and Company, 1971).

<sup>2</sup>Donald D. Durrell and Helen A. Murphy, "The Auditory Discrimination Factor in Reading Readiness and Reading Disability", Education, LXXIII, (May, 1953), p. 560.

<sup>3</sup>Anne Morency, "Auditory Modality, Research and Practice", Perception and Reading. Edited by Helen K. Smith. Newark: International Reading Association, Inc., 1968.

conclusion, that growth in auditory discrimination occurred in children as they progressed through school. She determined that the poor discriminator did not in general do as well in reading as did the good discriminator at the end of each of the first three grades. McNeil has concluded through study that "auditory training enables children to progress in reading beyond the level predicted for them by their teachers."<sup>1</sup> Reading experts are in agreement that although auditory discrimination is positively related to reading achievement it is only one of the many factors contributing to competency in reading achievement.

#### Pertaining to Importance of Visual Discrimination

Vision is essential to the act of reading. Generally, vision is known to be comprised of these three elements: acuity, comprehension, and perception. "Apart from any external inhibiting factor, reading may be briefly characterized as an activity involving the use of the visual apparatus by means of which verbal symbols are apprehended and appropriate meanings elicited."<sup>2</sup>

Conscious of the direct relationship vision has to reading, experts have relied heavily on visual discrimination in determining reading readiness. Visual discrimination is a major component of the majority of published readiness tests.

---

<sup>1</sup>J. C. McNeil and J. C. Coleman, Auditory Discrimination Training in the Development of Word Analysis Skills. Paper presented at University of California at Los Angeles, Microfiche, 1967.

<sup>2</sup>Jean Turner Goins, Visual Perceptual Abilities and Early Reading Progress, Educational Monograph, No. 87, (Chicago: University of Chicago Press, 1958), p. 2.

Authorities accept visual discrimination as an important prerequisite to and component of initial reading. Children should be exposed to the meaning of discrimination at a very early age. According to Scott,<sup>1</sup> preschool training in which the child is required to recognize toys, clothing, and persons who enter his immediate family circle, will provide a background for a more intricate program of discrimination upon the child's entrance into school. Extension of these skills evolve into the capacity of recognizing differences in objects, pictures, and various configurations. School should introduce the child to a more sophisticated sequential program of noting likenesses and differences among letters, word elements, configuration of words, and a combination of words to make new words.

There are numerous programs for instructing the beginning reader in visual discrimination. Barrett indicates that "Literature in this area tends to raise questions as to which single discrimination task or combination of visual discrimination tasks have the highest predictive relationship with first grade achievement".<sup>2</sup> Some in the reading field promote programs comprised of recognition of geometric designs and figures as being the most effective indicator of achievement in reading. Researchers in this area, Goins<sup>3</sup> in particular, concludes that tasks

---

<sup>1</sup>Louise B. Scott and J. J. Thompson, Phonics in Listening, in Speaking, in Reading, in Writing, Webster Publishing Company, U.S.A., 1962.

<sup>2</sup>Thomas Barrett, "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement", The Reading Teacher, XVIII (January, 1965), p. 276.

<sup>3</sup>Jean Turner Goins, Visual Perceptual Abilities and Early Reading Progress, Educational Monograph, No. 87. (Chicago: University of Chicago Press, 1958), p. 2.

requiring visual discrimination of geometric figures requires an advanced amount of concentration and subsequently gives evidence of the child's proficiency in retention of presented figures.

Many reading experts agree to a readiness program that supplies the child with material related more directly to symbols of speech and word elements rather than figures unrelated to reading. Gagon relates that research studies show "a high correlation between visual discrimination on geometric forms and gross objects and reading, but few if any show a cause and effect relationship. This is interpreted to mean that it might profit the child more to have visual discrimination exercises on letters and word forms which he meets rather than expect the transfer to take place after being taught on geometric figures".<sup>1</sup> Mere drill is not sufficient to develop readiness for reading, as reading is a very complex process. The task must be flexible and diversified to insure that the child will become an effective reader. He must be able to distinguish elements that are useful in one word but do not apply to another. It is recommended that lessons in visual discrimination be directed toward one specific skill that is useful to the child in reading. Bagford recommends that "lessons in visual discrimination be directed toward the specific skills that a child uses in reading, discrimination between similar letters and words rather than similar pictures and figures."<sup>2</sup>

---

<sup>1</sup>G. S. Gagon, "Modern Research and Word Perception", Education. LXXXVI, (April, 1966), p. 469.

<sup>2</sup>Jack Bagford, Phonics: It's Role in Teaching Reading. (Iowa City, Iowa: Sernoll, Inc., 1967).

Fillmer supports Bagford by the following statement. "Concrete or meaningful words obtained greater accuracy and retention in sequentially ordered recall situations through the auditory or visual modalities. Material which is meaningful and rich in association can be remembered longer and more easily than material which provides no meaningful association."<sup>1</sup>

A program conceived and developed to stress meaningful elements related to reading will promote gradual growth in visual discrimination.

In professional publications in reading instruction, it has been pointed out repeatedly, that reading is a "taking to" process. In regard to development of visual discrimination this has two important implications. First, the child must have sufficient background of experience pertinent to a given selection to ensure adequate working concepts. A part of the process of perception is the association of meaning with printed symbol. Second, the child must have had considerable experience in making visual discrimination. When these experiences are lacking children may be conspicuously slow in analyzing details and reacting discriminately to small or subtle differences among word forms.<sup>2</sup>

The basic elements of visual discrimination constitute another fundamental factor for success in learning to read. If a transfer to reading is to occur the practice of emphasizing visual discrimination should be encouraged as this is closely related to the ultimate act of reading.

#### Innovative Materials as the Writer Views Them

Innovations in education take on many dimensions. The various types of innovations range from changes made spontaneously by teachers in the course of their teaching duties to innovations which are adapted throughout a school or school system. It is the writer's intention to

---

<sup>1</sup>Henry T. Fillmer and Ronald Linder, "Auditory and Visual Performance of Slow Readers", Reading Teacher, XXIV (October, 1970), p. 17-22.

<sup>2</sup>Emmett A. Betts, Foundations in Reading Instruction, (Chicago, Illinois: American Book Company, 1946), p. 335.

consider innovations dealing directly with teaching techniques and methods within a classroom rather than a complete reorganization of a school system.

Numerous articles on innovative materials have been published with varied opinions as to their worth in the teaching profession. Points of emphasis on approaches, methods, and philosophies may vary but authors seem to agree that the basic goal is always to promote the individual highest level of achievement. Shankman feels that games can be used to reinforce many different reading skills. "Games are an incentive for learning vocabulary, phonics, word structure, and sight words."<sup>1</sup> Wagner and Hasler suggest that teachers who consider instructional games for classroom use ask one single question, "Would this particular game make teaching more effective and pupil learning more efficient?"<sup>2</sup> They state further "that the first step in using instructional games is to make selections only in terms of their obvious teaching value."

Games often provide necessary self-motivating incentives for facilitating reading instruction at various age levels. The drill or repetition of certain reading skills essential to all teaching can easily be accomplished through games. Instructional games can facilitate ample reward in terms of interest and a variation in what is sometimes monotonous routine.

---

<sup>1</sup>Florence V. Shankman, "Games Reinforce Reading Skills", The Reading Teacher, XXII, (December, 1968), p. 262.

<sup>2</sup>Guy Wagner and Max Hasler, "The Importance and Use of Reading Games", Readings on Reading Instruction. Edited by Albert J. Harris. (New York: David McKay Co. Inc.) 1963, p. 383.



Games afford many opportunities to present learnings or to give additional repetition or drill in a variety of ways. Because of the many settings in which the same learnings or skill can be practiced, the pupil's interest is maintained. Instructional games can give, in an interesting way, the additional practice necessary to "fix" certain learnings. The pupil will display that characteristic which is essential to any learning situation --INTEREST!<sup>1</sup>

Reading authorities advise administrators to have specific goals in mind when developing a reading program in which they wish to incorporate the use of innovative games. Classroom teachers are cautioned to be aware of the reason why a game is appropriate and how it will meet the needs and interest of the individual using it.

There are certain characteristics that are essential for the games used in the classroom. They must have a real learning value that reinforces or teaches a reading skill. The mechanics of the game should not take much learning time and should not overshadow the skill it is supposed to reinforce. The fun of the game should center around the reading skill, rather than in the game itself. Each game should have a specific purpose that is meaningful to the child, but reinforces or enriches a classroom goal. Children should be able to act as leaders in most of the games or they should be self checking. They should be adaptable to the needs, abilities and interest of the children involved.<sup>2</sup>

Teachers are informed by Schubert "to select games that are versatile--games which can be readily adapted to different needs and purposes. The choice of games should appeal to the age group with which one is working."<sup>3</sup> He indicated the need of periodically evaluating the game to see if those being used are still valuable and useful. No game should become busy work.

Games seem to serve as ideal tools for the lower grade child.

---

<sup>1</sup>Ibid.

<sup>2</sup>Florence V. Shankman, "Games Reinforce Reading Skills", The Reading Teacher, XXII, (December, 1968), p. 263.

<sup>3</sup>Delwyn G. Schubert, "Reading Games Why, How, When," Elementary English, XLIV, (April, 1967) p. 385.

Oliver maintains that, "activities and games to teach matching letters, letter names, auditory discrimination and phoneme perception can provide the struggling beginner with readiness for initial perception of words."<sup>1</sup>

The ultimate goal of the use of innovative materials in reading instruction is to help the individual work at his instructional level with a sense of accomplishment and security.

#### Conclusion

Experts are of the opinion that there can be no single sensory approach to reading for normal children, since visual perception in reading always involves a degree of auditory perception. The ability to associate the sound of letters and the combination of letters with the printed symbol equivalents is dependent upon the child's ability to recognize and discriminate visually between printed letters and letter combinations. The successful teaching of all subsequent steps in phonics is based on the child's ability to discriminate between sounds and to synthesize phonetic elements in words. It is the concensus of authorities in reading, that the exclusive use of one modality over the other would result in a meaningless method of teaching the child how to accomplish the act of reading.

---

<sup>1</sup>Marvin E. Oliver, "Initial Perception of Word Forms", Elementary English, XLIV, (April, 1967), p. 385.

## CHAPTER III

### INDEPENDENT ACTIVITIES AND TEACHER DIRECTED ACTIVITIES

#### Introduction

Chapter III will list games and devices for developing auditory and visual discrimination skills. The objective of this study was to aid the classroom teacher in selecting available reading games, devices, and techniques for use in an innovated classroom.

The chapter is divided into two major headings; Commercial Reading Materials, Teacher Made Reading Materials. Each major heading is further subdivided into materials pertaining to the skills of auditory and visual discrimination.

#### Commercial Reading Materials

##### Auditory

Auditory Perception Training. Niles, Illinois: Developmental Learning Material, 1972.

This program is designed to present in a sequential manner, five areas of auditory perception, each containing 3 levels of activities. The area that is of interest is that of Auditory Discrimination which consists of 17 tapes and 34 spirit masters. This area develops the ability to associate sounds with pictorial symbols of the sounds. These represent both gross and fine sounds with a letter or picture representing the sound. Price (total program) \$260.00. Discrimination only \$70.

Build It. Washington, D.C.: Remedial Education Press.

Four different decks of cards words printed on them. This is a sound matching card game. The players take tricks by pairing the sounds of beginning, middle, or ending of words. No price listed.

tapes present clear instructions for completing the student response book. A comprehensive teacher's guide program. The KRI auditory discrimination tasks develop, left-to-right position, spatial positions---top initial consonants, rhyming words, and sequences---and recall. Price \$179.00.

Group Sounding Game. Champaign, Illinois: The Center There are six cards, similar to Lotto cards, in each set: Set A --- initial consonants; Set B---short vowel consonants; Set E---blended consonants; Set F---consonant Set G---long vowels; Set J---miscellaneous consonants; and surfixes. The game may be played with as many as six players. The leader pronounces a word the players covers it. Each word pertaining to the particular set chosen by the player is listed.

Go Fish. Washington, D. C.: The Remedial Education Center This is a consonant sound game consisting of a series of each consonant, each a different color, with a picture of the picture with begins with a consonant sound, and which the picture begins is given on each card. Each card, while the remaining cards are placed into the deck. Each player in turn asks any other player for a card with a consonant sound that he gives. If the player does not have the desired card from a player he goes to the Fish Pond to obtain it there. If he does get the card on his first try he obtains it there. If the player succeeds in acquiring all the cards with the same consonant sound, he forms a "book". The book is placed on the table before the player. The one with the most books wins the game. No price listed.

Phonics Practice Program. Chicago, Illinois: Harcourt Brace Jovanovich This program is a systematic approach of applying phonics in meaningful words. It

self-correcting supplement to a basic reading program. The program consists of 259 8 1/2" x 11" phonics practice cards--81 different cards with three or four duplicates of each. Cards 1 through 54 present initial consonants, initial digraphs and blends, and final consonants; cards 55 through 81 contain short vowels. A teacher's manual is part of the program. No price listed.

Phonic Quizmo. Chicago, Illinois: Beckley Cardy Company.

This game is similar to Lotto. The pupils are asked to cover on their cards those words beginning with the same letter or letter combination as those in the word pronounced by the teacher or leader. The list of words is supplied by the company. No price listed.

Phonic Rummy. Buffalo, New York: Kenworthy Educational Services, Inc. The game consists of two decks of cards with 60 cards in each deck. The cards can be obtained for different grade levels from 1 to 5. The purpose of this game is to match vowel sounds given on the cards.

Junior Phonic Rummy. Buffalo, New York: Kenworthy Educational Services, Inc. This game is similar to the game listed above. The purpose of this game is to use known words from readers and match the vowel sounds found in them.

Phonics We Use--Learning Games Kit. Chicago, Illinois: Lyons and Carnahan Educational Publishers.

This kit contains 10 separate games. Each game has directions for using the equipment to play additional games. The 10 games will be listed separately below.

1. Old Itch. This game develops good listening habits. The game is used to give practice in initial consonant sounds. By identifying and naming pictures, the child will subvocalize initial consonant sounds as he matches one with the other. The game has cards with pictures on them to be matched with another card with the same consonant sound.

2. Spin-a-around. This game continues to develop the child's skill of hearing and saying initial consonant sounds in words. It also adds the visual form of letter symbols, thus establishing the relationship between sound and symbol. The game is a large folded cardboard square with a trail drawn on it. The trail is divided into squares with a picture and corresponding consonant placed in it. Eight people can play the game. The player spins a top that has 4 peaks with numbers on each peak. The number on the peak that points up after spinning the top indicates the number of blocks the player can move the peg. As he moves the peg he gives the sound of the letter indicated.

3. Bingobang. The skill of identifying consonant sounds and symbol as they occur at the ends of the words. This game reinforces the concept that some symbols have the same sound whether they occur at the beginning or the end of words, and that these serve as clues to word pronunciation and recognition. The concept of rhyming is also reinforced.

provides a variation in the placement of the dig  
7. Vowel Dominoes. To be used only after short  
been introduced to the children. The game uses  
vowel pictured and written words.

8. Spin Hard, Spin Soft. Played with Bingo type  
of recognising soft and hard C and G is reinforce

9. Full House. Bingo type cards are used. The  
nition of vowels, vowel digraphs and diphthongs.

10. Syllable Count. Also a bingo type game to de  
hearing and recognising syllables and applying p  
syllabication.

Sight and Sound Phonics. Chicago, Illinois: CCM Sch  
1969. This is a systematic audio-visual program. Th  
three 10" records, and teacher's manual included. Fo  
sounds, beginning and ending consonants, consonant bli  
Price \$17.00.

Spelling Learning Games Kits. Chicago, Illinois: Lyr  
Kit A is to be used in the Primary grades. There are  
more advanced pupils. Kit A includes five games list

1. Snail Trail. This is a board game which emp  
experiences with beginning consonant sounds. PL  
large playing board, one small spinner board and

2. Sound Round. Rummy type game emphasizes fin  
Ability to associate words having the same final  
are also stressed.

3. Lucky Duck. This is a card game designed to sharpen the player's skill in discriminating short vowel sounds. Playing materials consist of 35 playing cards, one spinner board, and 6 card holders. (3-6 players)

4. Patch Match. A game that enriches wordbuilding skills. Beginning and ending sounds are emphasized. Simple crossword techniques are introduced. Playing material includes 8 playing boards, 100 letter squares.

5. Seat Cat. This game enriches the students experience with phoneme-grapheme relationship through wordbuilding patterns. Playing materials for this game are 8 playing boards (2-8 players), 200 letter squares.

Short Vowel Tape Program. Niles, Illinois: Developmental Learning Materials, 1972.

The Short Vowel Program is made up of five tapes, with three separate lessons on each tape. The first tape includes a basic introduction and explanation of the vowels plus an excellent explanation of when "y" is used as a vowel. Each vowel is presented in isolation as the tape progresses. The vowels are then combined with initial and final consonants. Instructions are included with each tape. Price \$20.00.

Try This. Chicago, Illinois: Harcourt Brace, Jovanovich, Inc., 1970.

The activities in this kit provide a full year's work of self-directing, self-correcting materials. The 100 cards are designed to correspond with the stages of reading as they progress through the year from prereading to first reader. There are three sets each of 100 different cards. The kit also contains 12 transparent plastic overlays (additional sets of 12 may be ordered extra). The pupils write their responses with ordinary crayons, or grease pencils on transparent plastic overlays which fit over the cards. Children can compare their responses with the correct answers on the reverse side. The program includes worksheets for sound-letter relationship, initial consonant substitutes, and vowel substitution. No price listed.

Visual

A B C Game. Buffalo, New York: Kenworthy Educational Service, Inc.

This game was designed for teaching letter, word, and picture recognition is played by matching cards. Each card in the set has a picture, the name of the picture, and the letter which the word begins. The game is played something like "Old Maid", as the players are to find mates for each card in their possession. One card entitled "Mr. ABC" does not have a partner. The child who has this card left in his hand when all the other cards have been matched is the loser.

Alphabet Cards. Niles, Illinois: Developmental Learning Materials.

These three sets of Alphabet Cards printed on coated, sturdy, regular sized playing cards are intended to teach equivalence of different letter forms in symbolizing the same sound. Capital and lower case letters for three

different kinds of alphabets are included. There is a total of 156 cards. The three alphabets are manuscript, printed and cursive. Directions are also included. This game is useful for children who are beginning to change from printing to cursive writing. The student is asked to identify and match lower case and capital letters.

Beginning Skills. Paoli, Pa.: Instructo Corporation.

A series of 7 transparencies for K-P. This is a three-dimensional visual discrimination kit containing three overlays; 44 colored transparent plastic manipulatives, 1/8" thick. Price \$4.95. Also Learning the Alphabet including 2 overlays and 4 manipulatives. Price \$3.95.

Beginning Skills. Paoli, Pa.: Instructo Corporation.

Three-dimensional Letter Shapes in both lower and capital letters. This kit also has 4 overlays; 52 plastic manipulatives, 1/8" thick. Price \$4.95.

Gateway to Good Reading. Kankakee, Illinois: Imperial International Learning Corporation, 1971.

This program consists of 20 tapes emphasizing visual perception. This is particularly recommended for children who need individual attention in strengthening their visual perceptual skills. The RK2 kit is developed to include four main areas of visual perception. These areas are: position in space---to develop visual memory and awareness of spatial relationships, constancy of shape---to develop visual discrimination and ability to recognize shapes. The other two are eye-motor coordination and figure-ground.

Letter Form Board. New York, New York: Houghton Mifflin, 1971.

This game is for children who are developing a basic familiarity with letters. It is useful in presenting tasks involving discrimination. This large, stand-up board contains capital letters on one side, and lower-case letters on the reverse side. The object of the frame is to fit the letters into their correct recessed area. No listed price.

Perception Puzzle Inset Board-Assortment A. Niles, Illinois: Developmental Learning Materials, 1970.

Assortment A has 15 different insets of everyday items which must be fitted into 15 corresponding depressions. This is to help develop visual perception skills. Price \$3.00.

Perception Puzzles. Niles, Illinois: Developmental Learning Materials, 1970.

Colorful wood puzzles offer an interesting approach to perceptual learning. The figures differ in size from biggest, smallest, in between, bigger than and smaller than. The puzzle of the five chickens differing in configuration helps to develop relationships to letter and word recognition. \$3.15.

Phonetic Word Wheel. Chicago, Illinois: Beckley-Cardy Company.

The phonetic word wheel gives opportunity to devise many games recognizing vowels, and consonants, and blends.

Same or Different Word Cards.

This game consists of two sets of cards, each having a pair of words. Some cards have identical pairs, others have different pairs. Set I consists



of cards of one letter only. Set II has word pairs that differ because of the arrangement of the letters, such as states/tastes. Cards are printed on strong colored tag board. The game comes with instructions and is contained in a sturdy cardboard file box. Price \$2.25.

Stepping Stones. Paoli, Pa.: The Instructo Corporation.  
Thirty 6 3/4" rubber composition squares to walk on. The 26 capital letters and four alternate letter forms are good for learning to recognize the names and corresponding configuration of the letters. Price \$ 10.95.

Try This. Chicago, Illinois: Harcourt Brace & World Inc.  
See Auditory Section for description of the kit. Visual discrimination section consists of discrimination of words and letters.

### Teacher-made Reading Materials

#### Auditory

Baseball. This game may be played with two teams of 4 to 6 players. Draw a diagram of a baseball diamond. Place a letter on each base. The first batter of team A starts with the letter in the box at first base. He is asked to give a word ending with this letter, for instance, leaf for the letter "f". If he can do so for each base, a run is scored for his team. If he fails on any base he is out. When the team has three outs the other team gets a chance to bat.

Basket Ball. Obtain small plastic pails. Print or paste initial consonants on the side of the pail. The child is given a small rubber ball and asked to make a basket. He is then required to give words beginning with the consonant that was printed on the basket into which his ball was thrown. He can keep making baskets until he misses giving words. Number of turns can be designated by the teacher.

Beanbag. Squares are made off on a large piece of paper. Each square has an initial consonant printed on it. The child throws his beanbag into a square and gives as many words as he can that begin with the same consonant letter. He is given a score for each word. A time limit is determined for giving words.

Break the Bubble Game - Auditory Discrimination. Have circles that resemble bubbles either on a flannel board or on the blackboard. When a word is said that begins with the right consonant, the child removes or erases the consonant. This game may also be used to check the medial or final position of the consonant.

Clip It. Paste pictures of objects on a rim of a paper plate. Print the beginning sound for each picture on a slip or clothespin. The child clips the clothes pin on the correct picture. Ending sound, vowel sounds, or blends could be used.

Discrimination Between Sounds. Recorded or taped sounds from non-human sources such as hammering, sawing a piece of wood, electric mixer, fire truck siren, kitten meow, etc. The learner can individually and orally tell the source of the given sound.

Feed the Bird. Make a bird out of a box. A slit is made for the mouth. Cut-out worms are made and pictures of objects are pasted on them. Children feed the worms to the baby bird, if they know a word starting with the same initial consonant as the picture.

Go Fish. Make the fish cut-outs. Write vocabulary words on them. Turn the Fish down on the table. Children take turns selecting a fish and reading the words, and give another word starting with the same sound. When all the words are gone the child with the most fish is the winner.

Going on a Journey. One child pretends he is going on a journey and names things, people, or places he will visit beginning with the same consonant sound. He then asks the rest of the children who would like to travel with him, and what they plan on bringing along. The child must name something that begins with the same consonant sound as used by the teacher or leader. If he does he may come along.

Match the Sound Cards. On small cards print words that children are able to read. As in a card game distribute four or five cards to each child who is playing the game. One of the children reads one of his words, but does not show it to the others. If another child is holding a word which begins with the same sound, he reads it and gives it to the player. If not, the player lays down the word card. Whoever is out of cards first is the winner.

Merry-Go-Round. Draw a merry-go-round on a large sheet of cardboard. Place a letter for each seat. Each player takes a turn giving a word which ends in the letter designated by the teacher or leader. When the player does so correctly the seat on the merry-go-round represented by that letter is his. The child who gets the largest number of seats is the winner.

Beginning letters or blends may be used.

Short or long vowels may be used.

Prefixes or suffixes may be used.

Name It. Have a basket with numerous small plastic animals and objects in it. A child selects one from the basket, names it, and takes another or asks another child to find one that begins with the same sound.

Pet or Toy. Each child is given a letter of the alphabet. The children take turns giving names of toys or pets whose name begin with the same sound as the letters he was given.

Race Track. Take a piece of 12" by 28" tagboard. Draw a race track marked off into sections. Print a letter or letter-combination in the marked off sections. Two children are given small plastic cars for racing. The purpose of the game is to name a word that begins or ends with each letter in each

section. An incorrect answer puts the car back to a previous section, while a correct answer advances the car. The first child to reach the "home" end of the track is the winner.

Rhyming Words. Take a piece of tagboard 12" by 8". Paste pictures of rhyming words in rows of five pictures to a row. The child is to find and place a button on the other picture in the row that rhymes with the first picture.

Beginning consonants might be used instead of rhyming words. Consonant blends might be used; prefixes or suffixes might also be used.

Shoot the Duck Down. Place duck cut-outs on a pond, (use a flannel board or the chalk board). A letter should be written on each duck. When the child recognizes a letter on the duck that is the same as the initial consonant of the list of words read by the leader, he may place the duck on land.

Sounds Round About. The children close their eyes and listen to all the sounds they can hear in and outside their room. After thirty seconds or so the children relate all the different sounds they have heard.

Treasure Chest Game. Make a treasure box. Write beginning sounds on cut-out "gold pieces" and put them in the treasure chest. The child chooses a cut-out object, takes a gold piece from the treasure chest. If he can match the beginning sound with a gold piece he may keep the treasure. If he cannot he must put the treasure back in the treasure chest.

Throwing the Ball. A child throws a ball and says a word. The child catching it must give a word with the same vowel sound. Initial blends may also be used.

Wishing Well. Make a wishing well out of a covered paper box. Put cut-out cards (they may be in the shape of toys) in the wishing well. Each cut-out should have a consonant printed on it. Attach a paper clip to each object. Attach a magnet to a stick. The child draws an object out of the wishing well. If he can give another word using the same letter sound he may keep the object. If he cannot give another word using the same letter sound he must return the object to the wishing well. The winner is the child with the most objects.

### Visual

Letter Game. The children are given sheets prepared with short rows of lower case and capital letters. The children are instructed to match the corresponding upper and lower case letters.

Animal Picture Study. The teacher selects a series of animal pictures, such as two cats, two dogs, or other classifications such as toys, houses or boats, may be used. The child is given these pictures and is asked how they differ.

**Similarities.** The teacher uses a large chart with various pictures pasted on it. She gives the children duplicates of the pictures pasted on the chart and tells them to match them with those on the chart. The children may be asked to match letters in a similar way.

**Guessing Game.** The teacher lines up a series of objects, toys, or pictures on her desk or on the floor. The children are told to look carefully at all. The children look at them for about ten seconds; then one is covered or removed by the teacher. They are then asked to look again and guess what is missing.

**Name the Letter.** Flash a set of cards on which have been written the capital and lower case letters of the alphabet. The cards should be flashed at random order. As the cards are flashed the child is to name the card.

**Find the Picture.** Take a 6" by 6" piece of tagboard. Divide the tagboard into squares. Write pairs of letters which are similar in form (such as n-h, d-b, p-b, and p-q) in each of the squares. Give children buttons and have them place one on the pair of letters that are named. The one who has the most squares filled with buttons is the winner.

**Likenesses and Differences.** Two sheets of cardboard 8" by 10" in size are used. These are joined together with tape down the center to make a folder. Divide the folder into squares and place pictured objects illustrating the idea of big-little, larger-smallest, long-short, in the squares. The child is to mark in each row the picture indicated by the teacher.

**Spin the Magic Wheel.** Cut a circle 6" in diameter. Around the outside of the circle place consonant letters on either side of a cutout window. Make a second circle with vowels written so they will be visible through the windows of the first circle. The object of the game is to turn the second circle and make new words.

**Match Me.** Matching pictures of objects whose names have the same initial blends or consonants.

Matching pictures whose name have the same rhyme or final consonant. Matching pictures with a printed word for initial sounds and blends. Matching pictures with a letter for initial and final blends.

**Find the Picture.** Distribute a pack of cards to each child. The cards should have pictures of objects or forms from simple to very complicated illustrations on them. The children are asked to match like cards. After they have completed matching their pack of cards the teacher or the leader should ask how the pictures are alike or different.

**Finding the Missing Parts.** The teacher may use pictures from old readers, magazines, or workbooks. Parts of the picture are cut off, and the children are asked to find the missing parts. For example she may cut the tail off a dog, or the sail off a boat.

### Conclusion

Auditory and visual discrimination proficiency is vital to reading achievement. The abundant variety of games, devices, and techniques available to the classroom teacher can reinforce many reading skills at the primary level. It is hoped that this list will be helpful to the classroom teacher in serving as a reference to innovative materials.

## BIBLIOGRAPHY

Books

- Anderson, Irving H. and Dearborn, Walter F. The Psychology of Teaching Reading. New York: The Ronald Press Company, 1952.
- Bagford, Jack. Phonics: It's Role in Teaching Reading. Iowa City, Iowa; Sernoll, Inc. 1967.
- Betts, Emmett A. Foundation in Reading Instruction. Chicago, Illinois: American Book Company, 1946.
- Bond, Guy L. and Tinker, Miles A. Reading Difficulties Their Diagnosis and Correction. New York, New York: Meredith Publishing Company, 1967.
- Cleland, D. L. Improving Word Perception. Paper at the National Council of Teachers of English Meeting: Houston, Microfiche, 1966.
- DeChant, Emerald V. Improving the Teaching of Reading. Englewood Cliffs: Prentice Hall Inc., 1970.
- DeHirsch, Katrina, Jansky Jeanette Jefferson: and Langford, William S., Predicting Reading Failure. New York: Harper and Row, 1966.
- Durkin, Dolores. Teaching Them to Read. Boston: Allyn and Bacon, Inc., 1971.
- Frosting, Marianne and Horn, David. The Frosting Program for the Development of Visual Perception. Chicago: Follett Publishing Company, 1964.
- Goins, Jean Turner, Visual Perception and Practices of Teaching Reading. Progress. Educational Monograph, No. 87. Chicago: University of Chicago Press, 1958.
- Heilman, Arthur W. Principles and Practices of Teaching Reading. Columbus, Ohio: Merrill Publishing Company, 1967.
- McNeil, J. D., and Coleman, J. C. Auditory Discrimination Training in the Development of Word Analysis Skills. Paper presented at California University: Los Angeles, Microfiche, 1967.

- Neville, D., and Bucke, B. The Effects of Meaning on the Measurement of the Ability to auditorially Discriminate Sounds Contained in Words. Paper presented at the International Reading Association Conference: Boston, Mass., Microfiche, 1968.
- Scott, Louise B. and Thompson, J. J. Phonics in Listening in Speaking in Reading in Writing. Manchester, Missouri: Webster Publishing Company, 1962.
- Stone, Clarence. Better Primary Reading. St. Louis: Webster Publishing Company, 1938.
- Vernon, M. D. A Further Study of Visual Perception. London: The Broodwater Press, 1952.
- Wagner, Guy and Hasler, Max. "The Importance and Use of Reading Games." Reading on Reading Instruction. Edited by Albert J. Harris. New York, New York: 1963.
- Wagner, Guy and Hasler, Max. Reading Games. Darien, Connecticut: Teachers Publishing Corporation, 1952.
- Weintraub, Samuel. "What Research Says About Learning to Read," Coordinating Reading Instruction. Edited by Helen M. Robinson. Glenview, Illinois: Scott Foresman and Company, 1971.

#### Articles and Periodicals

- Balmuth, Marion. "Visual and Auditory Modalities: How Important Are They?" Current Issue in Reading. Edited by Nila Banton Smith. Newark: International Reading Association, Inc., 1969.
- Barret, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, XVIII (January 1965), 276-282.
- Betts, Emmett A. "Phonics: Consonants," Education, LXXXII (May, 1962), 533-36.
- Connell, Donna. "Auditory and Visual Discrimination in Kindergarten," Elementary English, XLV (January, 1968), 51-53.
- Durrell, Donald D. and Murphy, Helen A. "The Auditory Discrimination Factor in Reading Readiness and Reading Disability." Education, LXXIII (May, 1953), 556-560.
- Filmer, Henry T. and Linder, Ronald. "Auditory and Visual Performance of Slow Readers," The Reading Teacher, XXIV (October, 1970), 17-20.

- Follett, Gloria M. "Learning Products--Visual Perceptual Skills," Journal of the Association for the Study of Perception, II (Fall, 1967), 1-6.
- Gagon, G. S. "Modern Research and Word Perception," Education, LXXXVI (1966), 464-72.
- Georgiades, W. "Evaluating New Strategies in Teaching and Learning," Journal of Secondary Education, XLV (November, 1970), 320-25.
- Glass, Gerald G. "A Look at the Teaching of Word Analysis," Elementary School Journal, LIX (October, 1958), 35-38.
- Hackney, Ben H. Jr. "Reading Achievement and Word Recognition Skill," The Reading Teacher, XXI, (March, 1968), 515-518.
- McCurdy, D. "Tomorrow's Teacher: New Role?" Peabody Journal of Education, XLV (May, 1968), 348-350.
- Miller, P. L. "Innovation and Changes in Education," Educational Leadership, XXVII (January, 1970), 339-40.
- Miller, R. I. "Kinds of Change," Educational Leadership, XXVII, (January, 1970), 332-33.
- Morency, Anne. "Auditory Modality, Research and Practice," Perception and Reading. Edited by Helen K. Smith. Newark: International Reading Association, Inc. 1968.
- Oliver, Marvin E. "Initial Perception of Word Forms," Elementary English, XLIV, (April 1967), 385-88.
- Palardy, J. M. "Some Revised Learning Principles," Education, XCI, (November, 1970), 157-59.
- Robinson, Helen M. "The Next Decade," 67th Yearbook of NSSE, Chapter XI, 339-430.
- Schubert, Delwyn G. "Teachers and Word Analysis Skills," Journal of Developmental Reading, (Summer, 1959), 21-24.
- Shankman, Florence V. "Games Reinforce Reading Skills," The Reading Teacher, XXII (December, 1968), 262-64.
- Sharpe, Maida Wood. "Individualized Reading: Follow-Up Activities," Elementary English, LXXXVI (January, 1959), 21-24.
- Smith, N. B. "Research in Reading: Trends and Implications," Elementary English, LXXVIII (March, 1971), 320-27.



Waugh, Ruth and Watson, Zona. "Visual Perception and Reading,"  
Education, XCI, 181-83.

Wheelock, Warren H. and Silveroli, Nicholas J. "Visual Discrimination  
Training for Beginning Readers," The Reading Teacher, XXI  
(November, 1967), 115-120.

Wylie, R. E. "Research in Reading: The Child, A Method and a Technique",  
Childhood Education, XLVII, (December, 1970), 173-75.