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Guide to supplementary reading materials in Auer Avenue School

Virginia M. Taylor

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GUIDE TO SUPPLEMENTARY READING MATERIALS
IN AUER AVENUE SCHOOL

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

by

Virginia M. Taylor

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

1973

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

Sister Marie Colette
(Advisor)

Date May 10, 1973

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this paper was to compile a catalogue of the supplementary reading materials that are available at the present time in the Curriculum Library at Auer Avenue School, Milwaukee, Wisconsin. This catalogue would provide the teaching staff with a useful guide for the proper selection and the most effective use of these materials.

Justification of the Problem

Auer Avenue, one of Milwaukee's inner-city schools, is the largest elementary school in the city. Its enrollment, in Head Start through fourth grade, totals about 1,300. The school personnel consists of administrators, classroom teachers, reading resource and reading center teachers, teacher aids, intern teachers, student teachers, paraprofessionals, volunteer tutors, and various other staff members.

The Bookmark Reading Program;¹ a basal series published by Harcourt Brace Jovanovich, is used in the kindergarten, primary and fourth grade rooms. This program includes pupils' books, teachers' editions, workbooks, duplicating masters, and tests. Supplementary materials for the first-grade program are the Word Service Box, Vocabulary Box, Pupil-Response Card Box, and Try This: Independent Activities.

In addition to this basal series, many other supplementary readers at all levels, from pre-primer to sixth grade, are available for use in the classrooms.

The Curriculum Library at Auer Avenue School contains an abundance of various types of supplementary reading and teaching aids. However, the teachers do not always have the time or opportunity to examine what is available. Because of this, many excellent teaching aids are not put to their fullest use. An organized listing such as this paper hopes to provide, should encourage and enable the teaching staff to select the proper instructional aids to meet the individual needs of their pupils.

¹Margaret Early, et al. The Bookmark Reading Program (New York: Harcourt Brace Jovanovich, Inc., 1970).

Classification of Reading Materials

In this paper, the supplementary reading materials have been grouped into seven categories. These are: (1) duplicating materials; (2) filmstrips; (3) workbooks; (4) games; (5) kits; (6) transparencies; and (7) other instructional aids. Each material is listed alphabetically, and a brief description is given which includes its purpose, readability, and interest level.

CHAPTER II

REVIEW OF RELATED LITERATURE

Need for Supplementary Materials

Teachers must plan a well-balanced reading program, one that will provide for the wide range of individual differences that exist in any classroom. According to Whipple, one of the first steps necessary to improve reading instruction in most schools is to secure a wide variety of supplementary materials. She stated: "Without adequate materials, the teacher cannot provide adequate instruction. . . ." ¹

Many reading authorities agree that supplementary materials are essential to an effective reading program. Tinker and McCullough have said that a satisfactory developmental program of reading instruction depends not only on

¹Gertrude Whipple, "Desirable Materials, Facilities and Resources for Reading," Reading in the Elementary School Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), p. 147.

competent teaching but also on the quantity of good materials available. They also said that a basal series used in connection with workbooks does not provide enough reading materials for a well-conceived reading program.¹

Whipple cautioned that different kinds of materials are needed to satisfy the multiform purposes of reading. She maintained that audio-visual aids are helpful at all grade levels, to insure that pupils' reading experiences are related to their experiences in seeing and listening.² Heilman agreed with this. He said that the reading gains reported as resulting from the systematic use of film strips and other visual aids are encouraging.³

It is evident, then, that teachers must have ready access to an adequate supply of teaching resources. Tinker and McCullough summarized the need for supplementary materials by saying, "For best results in any reading

¹Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading (New York: Appleton-Century-Crofts, Inc., 1962), p. 295.

²Gertrude Whipple, "Desirable Materials, Facilities and Resources for Reading," Reading in the Elementary School Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), p. 161.

³Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill, 1967), p. 111.

program, materials should be ample in amount, varied in subject matter, and of the proper level of difficulty."¹

Criteria for Selection

The teacher who realizes the importance of using a wide variety of supplementary materials also has the responsibility of selecting those materials which will be of most benefit to his pupils. This is not an easy task. Oliverio cautioned that ". . . today the teacher faces a range of teaching materials that would leave the uninitiated overwhelmed and perplexed."²

Reading experts stress the importance of properly evaluating and selecting materials. Cushenberry reminds educators that a materials explosion of fantastic proportions is in progress. He warned, "Evaluation and selection of materials for a reading program must be done in light of the objectives of the total reading program and the expressed demonstrated needs of the pupils."³

¹Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading (New York: Appleton-Century-Crofts, Inc., 1962), p. 305.

²Mary Ellen Oliverio, "Selecting Instructional Materials for the Classroom," Instructional Materials Centers Edited by Neville P. Pearson and Lucius Butler (Minneapolis, Minnesota: Burgess Publishing Co., 1969), p. 331.

³Donald C. Cushenberry, Reading Improvement in the Elementary School (West Nyack, New York: Parker Publishing Co., Inc., 1969), p. 56.

Teachers, administrators, and supervisors who must make a wise selection from the floods of materials are confused by the very abundance. There is more need than ever to use judgment, careful evaluation and an analysis of the needs and objectives of their own school systems.¹

It is obvious, then, that many things must be taken into consideration when supplementary materials are selected. Robinson and Rauch have listed the following criteria for selecting and evaluating reading materials.

1. Materials should be selected and evaluated for suitability in achieving the objectives of a reading program.
2. Materials should be selected and evaluated in relation to a plan for continuous development. Materials directed toward reading instruction should provide for development of a systematic sequence of skills.
3. Materials should be at the appropriate level of difficulty (in terms of both skill and personal maturity) for the students concerned.
4. Although all materials will not be of equal interest to all students, material should be chosen and evaluated in accordance with realistic needs and interests of the student or group of students concerned.
5. Materials should be selected and evaluated in relation to broadening the students' intellectual and emotional experiences.
6. Practice materials should be appropriate to the purpose for which they are used and should maintain a balance between success and challenge.

¹Elizabeth Graf, "Recent Developments in Instructional Materials," Recent Developments in Reading Edited by H. Alan Robinson. Supplementary Educational Monographs, No. 95 (Chicago: University of Chicago Press, 1965), p. 34.

7. Materials should be varied enough in content, type, length, interest, and point of view so that students may have different kinds of reading experiences, including abundant opportunities for voluntary reading.
8. The authors of materials for both instructional and recreational uses should be experts in their field; authors of instructional materials, in particular, should also be aware of the developmental needs and interests of students.
9. Students should have the opportunity to select and evaluate materials. These judgments by students are of value to the teacher in his own selection and evaluation of reading materials.¹

The questions Cohen asked when selecting materials for use in teaching reading to socially-disadvantaged children might be of especial help to the teachers at Auer Avenue School.

1. Were the materials effective with socially disadvantaged children?
2. What adaptations, if any, can be made in these materials to make them more amenable to learning for socially disadvantaged children?
3. Will these materials contribute to the overall goal of an effective reading program in the school; that is, to diagnose and teach to specific skills and weaknesses of each individual? This means that self-teaching materials which can be used in small pupil teams with a minimum of constant teacher supervision are needed if we are to meet the needs of individuals in the classroom.
4. Will such materials help the teacher adjust to a self-directed classroom in which the teacher's role

¹H. Alan Robinson and Sidney J. Rauch, Guiding the Reading Program (Chicago: Science Research Associates, 1965), p. 80.

is to teach individuals first and the group second?

5. Are teachers able to learn how to use these new materials quickly?¹

Proper Use of Materials

Equally as important as making a wise choice of supplementary materials is using them in the most effective manner. This is the task of the classroom teacher. Heilman has said, ". . . important to instructional programs is the creative and intelligent use of those materials which happen to be in use in a particular school or classroom."²

In order to use materials intelligently, the teacher must know the individual needs of his pupils and then select and use the proper materials that will provide for those specific needs. According to Gilliland, the use of materials that are not suited to the needs of the pupil can actually cause or intensify reading problems.³ Price stated that, "It is never a question of how much material, but, rather, what is happening to children because of the way we use the materials already available."⁴

¹S. Alan Cohen, Teach Them All to Read (New York: Random House, 1969), p. 279.

²Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill, 1967), p. 536.

³Hap Gilliland, Materials for Remedial Reading (Billings, Montana: Eastern Montana College, 1956), p. 7.

⁴Anne Price, "Using Materials and Instruments in Kindergarten through Grade Three," Corrective Reading in Classroom and Clinic Edited by Helen Robinson Supplementary Educational Monographs, No. 79 (Chicago: University of Chicago Press, 1953), p. 180.

Creative use of materials is also important. A teacher should be willing to try new ways of doing things. A skilled teacher can use materials first as the author intended, and then adapt or change them to best suit her own reading program.

There are many other important things to consider when using supplementary materials. Some of the most important are listed: (1) Use a variety of materials, but do not attempt to use too many different ones; (2) Keep a balance in the use of materials; (3) Use materials of the proper level of difficulty and interest; and (4) Keep informed about new materials.

Finally, it would be well to remember what Dechant has said, "Materials of themselves are no panacea. Materials are useful only if they are part of a learning context."¹

¹Emerald Dechant, Improving the Teaching of Reading (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 404.

CHAPTER III

SUPPLEMENTARY READING MATERIALS GUIDE

This chapter lists the supplementary materials in seven categories: (1) duplicating materials; (2) filmstrips; (3) workbooks; (4) games; (5) kits; (6) transparencies; (7) other instructional aids. The materials are listed alphabetically, with a brief description of each.

Duplicating Materials

BEGINNING SOUNDS

Level One

Contains non-reading activities for introducing and developing auditory perception of consonant sounds of b, m, f, t, r, s, d, c, h. Some cutting and pasting activities are included. The guide gives other teaching suggestions.

Level Two

Same format as Level One. The activities introduce and develop consonant sounds of l, n, w, g, p, v, j, y, z. There is also a review of Level One.

Publisher: Continental Press

Duplicating Materials, continued

FUN IN WORDLAND - A

Contains non-reading seatwork for initial consonant sounds. Grade 1.

Publisher: Continental Press

PHONICS I A

Consists of 30 illustrated seatwork lessons based on Mother Goose rhymes, designed for ear training and speech. Grade 1.

Publisher: Hayes

PHONICS II A

Provides exercises for teaching initial and final consonants, short vowels and vowel rules. Grade 1.

Publisher: Hayes

PHONICS I B

Thirty exercises for teaching the most used consonants and some phonograms. Grade 1.

Publisher: Hayes

PHONICS II B

This is a continuation of Phonics II A. It consists of exercises on long and short vowels, phonograms, vowel combinations, word endings, contractions, compound words, root words, suffixes, and prefixes. Grades 1 and 2.

Publisher: Hayes

PHONICS AND READING

Consists of phonics seatwork based on word beginnings and endings. Grades 1 and 2, or slow readers in higher grades.

Publisher: Hayes

Duplicating Materials, continued

PHONICS FUN

Contains non-reading seatword for teaching initial consonants c, d, t, h, m, f, l, r, s, b, w.
Grade 1.

Publisher: Continental Press

RHYMING

Level One

Contains non-reading activities to introduce and develop rhyming skills using pictures. The teacher's guide suggests supplementary exercises.

Level Two

Begins with review of Level One. Contains more non-reading activities to develop rhyming skills on a more advanced level. The last four exercises can be used for testing purposes.

Publisher: Continental Press

THINKING SKILLS

Level One

Provides exercises for development of mental skills needed for successful reading. The thinking skills include classifying opposites, multiple meanings, context clues, and sequencing. The teacher's guide gives teaching procedures and suggests independent activities.

Level Two

Same format as Level One.

Publisher: Continental Press

Duplicating Materials, continued

VISUAL DISCRIMINATION

Level One

Provides practice in discriminating simple objects and designs. A teacher's guide is included.

Level Two

Provides practice in discriminating complicated designs and letter forms. A teacher's guide is included.

Publisher: Continental Press

VISUAL READINESS SKILLS

Level One

Contains non-reading activities for eye-hand coordination, pattern completion, part-whole relationships, and visual discrimination. A teacher's guide is included.

Level Two

Continuation of development of visual skills necessary for beginning reading. A teacher's guide is included.

Publisher: Continental Press

Other duplicating materials can be found in the kits described elsewhere in this chapter. The basal reading program also provides duplicating masters and gives many suggestions for teacher-made masters to provide for individual differences and building and extending skills.

FilmstripsADVENTURES IN READING

Robin Hood
 Treasure Island
 Robinson Crusoe
 Kim
 Oliver Twist
 The Vicar of Wakefield

Publisher: Jam Handy

Remarks

Average length
 is 45 frames.
 With records.

ANIMAL FRIENDS

The Little Mailman of Bayberry
 Lane
 Hide-away Puppy
 Mr. Bear's House
 Chester, The Little Pony

Publisher: Singer

45 frames
 44 frames
 51 frames
 45 frames
 With captions.
 No records.

ANIMAL TALES

The Cow Who Fell in the Canal
 Three Billy Goats Gruff
 The Owl and the Pussycat
 The Miller, His Son, and Their
 Donkey
 Mr. Rabbit and the Lovely Present
 Charlotte and the White Horse
 The Camel Who Took a Walk
 Caps For Sale
 The Story About Ping
 Andy and the Lion
 Bruno Munari's Zoo

Publisher: Weston Woods

Average length
 is ten minutes.
 With records.

Filmstrips, continued

Remarks

Little Red Riding Hood
The Golden Goose

Publisher: Spoken Arts

FOLK TALES FROM MANY LANDS

Pinocchio
The Five Chinese Brothers
Clever Manka
The Tinker and the Ghost
The Goose Girl
Gudbrand-on-the-Hillside

Publisher: McGraw Hill

Each one has
45 frames.
Puppets act out
the stories.
With text on
film.
No records.

HANS CHRISTIAN ANDERSENS'S STORIES

Hans Clodhopper
The Tinder Box
The Swineherd
The Little Mermaid
The Shepherdess and the Chimney-
sweep
Thumbelina

Publisher: Encyclopedia Britannica

Each one has
39 frames.
With text
on film.
No records.

HERO LEGENDS OF MANY LANDS

William Tell
Robin Hood and Allan-A-Dale
Gulliver's travels to Lilliput
Aladdin and the Wonderful Lamp
Ulysses and Circe
King Arthur and the Magic Sword

Publisher: Singer

35 frames
37 frames
38 frames
41 frames
38 frames
37 frames
With records.

Filmstrips, continued

LEARNING LETTER SOUNDS

Twenty-two filmstrips on
consonants and consonant
digraphs.

Publisher: Houghton Mifflin

Remarks

No information
on length.
Teacher's guide
is included.
With records.

MOUSEKIN'S GOLDEN HOUSE

Mousekin's Golden House
Mousekin Finds a Friend
Mousekin's Family
Mousekin's Christmas Eve

Publisher: Educational Enrichment Material

No information
on length.
With records.

OLD TALES FOR YOUNG FOLKS

The Three Bears
The Three Billy Goats Gruff
The Three Spinners
The Sweet Porridge
The Golden Goose
The Three Little Pigs

Publisher: Jam Handy

Average length
is 36 frames.
With captions.
No records.

PICTURE BOOK FILMSTRIPS

Black Bear
Maybe a Monster
We Never Get To Do Anything
Sabrina

Publisher: Teaching Resources

No information
on length.
With text
on film.
No records.

PICTURE STORIES FOR READING READINESS

Series 1

The Squirrel's Picnic
Lost at the Fair
Puppy Plays a Trick

Average length
is ten minutes.
No Captions.

Filmstrips, continued

Remarks

The Loose Tooth
 Buying a Pet
 Surprise for Daddy
 Let's Go to the Zoo

The children
 use the pictures
 to create their
 own stories.

Series 2

Making Christmas Cookies
 An Airplane Trip
 Fishing With Daddy
 A Visit to the Dentist
 Shopping for Groceries
 The New Baby

Publisher: Jam Handy

PRIMARY GRADE STORIES

Set A

The Boy and His Goats
 Jack and the Beanstalk
 Puss in Boots
 The Straw Ox
 Dee Dee Chou and His Dogs
 The Rabbits and the Frogs

Average length
 is 45 frames.
 With text on
 each frame.
 No records.

Set B

Little Red Riding Hood
 Chicken Little
 The Gingerbread Boy
 Kofi, an African Boy
 Drakestail
 Noah and the Ark

Set C

The Three Little Pigs
 The Dog and the Cat
 The Three Bears
 The Four Musicians
 Cinderella
 The Boy and the North Wind

Publisher: McGraw Hill

Filmstrips, continued

READ AND TELL

The Lion and the Mouse
 Peter Rabbit
 Little Red Riding Hood
 Hansel and Gretal
 Jack and the Beanstalk
 Chicken Little
 The Gingerbread Man
 The Three Bears
 The Little Red Hen

Remarks

No information
 on length.
 With text on
 each frame.
 No records.

Publisher: Museum Extension Service

SCHOOL LIBRARY SERIES

The Encyclopedia
 The Card Catalog
 Using Books
 The Dewey Decimal System
 The Dictionary, Part 1
 The Dictionary, Part 2

Average length
 is 45 frames.
 With captions.
 No records.

Publisher: McGraw Hill

SEE AND TELL

Fun in the Snow
 A Birthday Surprise for Mother
 Where is Tip?
 Kitty Runs Away
 Bobby's Surprise
 Fun on a Rainy Day
 At the Carnival
 Peter Works at the Pet Store
 The New Girl in the Glass

No information
 on length.
 With captions.
 No records.

Publisher: Museum Extension Service

SNIPP, SNAPP, SNURR SERIES

The Buttered Bread
 The Red Shoes
 The Big Farm
 The Magic Horse
 The Big Surprise

No information
 on length.
 With text on
 each frame.
 No records.

Filmstrips, continued

The Gingerbread
The Yellow Sled

Remarks

Publisher: McGraw Hill

TALES BY RUDYARD KIPLING

How the Whale Got His Throat
How the Camel Got His Hump
How the Rhinoceros Got His Skin
The Elephant's Child

Average length
is 24 frames.
With records.

Publisher: Jam Handy

VOWEL SOUNDS

Short Vowels
Long Vowels
Digraphs
Vowel Diphthongs and Vowels
Influenced by r

Average length
is 34 frames.
With captions.
No records.

Publisher: Jam Handy

WALT DISNEY STORIES

Dumbo
Alice in Wonderland
Bambi
Cinderella
Pinocchio
Snow White and the Seven Dwarfs
Old Yeller
Peter Pan
Lady and the Tramp

No information
on length.
With text
on film.
No records.

Publisher: Encyclopedia Britannica

WALT DISNEY'S TALES OF JIMINY CRICKET

Tortoise and the Hare
The Brave Engineer
The Ugly Duckling
Chicken in the Rough
Pluto's Fledgling

No information
on length.
With records.

Filmstrips, continued

Remarks

A Ducky Decision
 The Wise Little Hen
 Donald's Apple Orchard
 The Country Cousin
 The Golden Touch
 Lend a Paw
 Bottle Beetle

Publisher: Encyclopedia Britannica

WORD STUDY SERIES

Words Derived from Latin and Greek	Average length
Words Dervied from Other Languages	is 45 frames.
Synonyms, Antonyms, Hononyms, Hetero- nyms	With captions.
Keys to Word Meaning	No records.
Word Meanings Change	
Unusual Word Origins	

Publisher: McGraw Hill

YOUR DICTIONARY AND HOW TO USE IT

First You Find It, Then Define It	26 frames
Make Alphabetizing Work For You	29 frames
Who's Mispronouncing?	34 frames
You Can Find Words Easily	27 frames
The Vowel, Backbone of a Syllable	36 frames
Words and Their Ways	28 frames
Publisher: Singer	With text on each frame. No records.

INDIVIDUAL FILMSTRIPS

Andy and the Lion	Average length
Angus and the Ducks	is ten minutes.
Attic of the Wind	With records.
Biggest Bear, The	
Big Snow, The	
Billy Boy	
Caps for Sale	
Casey at the Bat	

Filmstrips, continued

Casey Jones
Christmas in the Stable
Christmas Stable
Custard the Dragon
Danny and the Dinosaur
Drummer Hoff
Five Chinese Brothers, The
Fox Went Out on a Chilly Night, The
Georgie
Hercules
Hush Little Baby
I Know An Old Lady
In a Spring Garden
Johnny Crow's Garden
Just Me
Little Drummer Boy, The
Little Toot
Magic Michael
Make Way for Ducklings
Mike Mulligan
Miller, His Son, and Their Donkey, The
Millions of Cats
Mommy, Buy Me a China Doll
Over in the Meadow
Owl and the Pussy Cat, The
Pancho
Peter's Chair
Queen of Hearts
Sing a Song of Sixpence
Snowy Day, The
Tale of Peter Rabbit, The
Three Blind Mice
Tomten, The
Umbrella
Wheel on the Chimney
Whistle for Willie
White Snow, Bright Snow

Publisher: Weston Woods

Many of the filmstrips do not have accompanying records. Future purchases should be limited to series or single filmstrips that have cassettes or records. This

would provide the children with more listening experiences. More sound filmstrips that would acquaint children with literature might also be suggested.

Workbooks

PHONICS WE USE

Introducing the Alphabet

Designed to introduce pre-reading skills and beginning steps in word analysis. There are exercises on letter recognition, visual discrimination of letter forms, auditory discrimination, sound-symbol association, left-to-right progression, and following directions. Each lesson plan is divided into three parts: Preliminary Activities, Page Directions, and Expanding Skills. Kindergarten or early primary level.

Phonics We Use - A

The lessons introduce initial and final consonants, and vowels. Activity suggestions as well as complete teaching plans are found in the teacher's guide. Pre-primer and primer level.

Publisher: Lyons and Carnahan

GINN WORD ENRICHMENT PROGRAM

Level One	<u>Look and Listen</u>
Level Two	<u>Consonant Sounds and Symbols</u>
Level Three	<u>Vowels and Variants</u>
Level Four	<u>More Vowels and Variants</u>
Level Five	<u>Sounds and Syllables</u>
Level Six	<u>More Sounds and Syllables</u>
Level Seven	<u>Working With Words</u>

Designed to develop structural-analysis word skills, build vocabulary, and extend word meanings. The lessons provide for practice of new skills, reinforcement of these skills, review, and diagnostic and mastery tests for evaluating progress and identifying areas of difficulty. They can be used

Workbooks, continued

to supplement the basal reading program in primary grades; also useful with older children who need remedial help.

Publisher: Ginn and Company

In addition to these workbooks, skills books are provided for each child as a part of the basal reading program. There are also student workbooks in some of the kits.

Games

GO FISH

Materials to teach consonant sounds to children. The object is to get the most 'books' of the same sound. Primary grades.

Publisher: Remedial Education Center

GRAB

The junior set is for building sight vocabulary at pre-primer and primer level; the senior set is for second grade level. The object of the game is to get as many 'books' as possible of three matching cards.

Publisher: Creative Teaching

GROUP WORD TEACHING GAME

Provides drill in recognizing the 220 Basic Sight Words. It consists of nine sets of cards, six in each set. Each card has twenty-four words in different arrangements. The game is played like Bingo. Grades 2 and 3.

Publisher: Garrard

Games, continued

GROUP SOUNDING GAME

Provides experiences leading to the concept that certain letters and letter combinations stand for certain sounds. Consists of fifteen sets of cards, six in a set. The teacher gives sound, the children find word on card and place a marker on it. The winner must have five in a row. Grades 3 and up.

Publisher: Garrard

PHONICS WE USE LEARNING GAMES KIT

The purpose is reinforcement of phonic analysis skills to promote word recognition. The games provide practice in hearing and saying phonic elements and in sound-symbol relationship. They are also good for supplementary drill in phonic analysis skills. The teacher's manual gives the objectives of the games, directions for playing each game, and suggestions for adapting the games for individual groups. Primary grades.

OLD ITCH

Initial consonant sounds, 2 or more players.

SPIN-A-SOUND

Initial consonants, 2 to 6 players.

BINGOBANG

Final consonants, 3 to 9 players.

BLENDSRACE

Initial consonant blends, 2 to 6 players.

DIGRAPH WHIRL

Initial consonant digraphs, 2 to 10 players.

DIGRAPH HOPSCOTCH

Initial and final consonant digraphs, 2 to 6 players.

VOWEL DOMINOES

Long and short vowels, 2 to 6 players.

SPIN HARD, SPIN SOFT

Hard and soft sounds of c and g, 2 to 8 players.

FULL HOUSE

Vowels, vowel digraphs, and diphthongs, 4 to 8 players.

Games, continued

SYLLABLE COUNT

Syllabication and accent, 2 to 8 players.

Publisher: Lyons and Carnahan

RHYMING ZIGZAG

Activity to teach rhyming words, 2 to 6 players.
Primary grades.

Publisher: Ideal

SEA OF VOWELS

This aids in learning short and long vowels, 2 to 6 players. Primary grades.

Publisher: Ideal

SORT-A-CARD GAME

Provides reading readiness. It consists of a divided card tray, 72 picture cards, 36 word cards, and 16 matching strips. Directions for matching and memory games are also included, 2 to 8 players.

Publisher: Milton Bradley

SOUND HUNT

Two separate card games, one to teach initial consonants, and one to teach blends and digraphs. The object of the games is to build a set of three cards with the same sound. Primary grades.

Publisher: American Teaching Aids

SPACE FLIGHT

The purpose is to teach or reinforce word blends, 2 to 6 players. Primary grades.

Publisher: Ideal

Games, continued

SPELLING LEARNING GAMES

This is designed to reinforce the most common patterns and principles in spelling. These games can help to improve vocabulary and word-attack skills by providing enjoyable experiences with phoneme-grapheme relationships and structural wordbuilding principles. Each kit contains five games; each game reinforces a particular skill. The teacher's manual lists skill development, includes pre-game exercises, and gives complete directions for each game. Primary grades.

Kit A--Grade 1SNAIL-TRAIL

Beginning consonant sounds, 3 to 8 players.

SOUND HOUND

Final consonant sounds, 3 to 6 players.

LUCKY DUCK

Short vowel sounds, 3 to 6 players.

PATCH MATCH

Wordbuilding, using beginning and ending sounds, 2 to 8 players.

SCAT CAT

Wordbuilding patterns, 2 to 8 players.

Kit B--Grade 2FAT CAT

Beginning and ending sounds, 3 to 8 players.

SPIN AND WIN

Short vowel sounds, 3 to 6 players.

GLADLAD

Beginning and final consonant substitution, 3 to 4 players.

STICK-TO-IT

Long and short vowels, 3 to 7 players.

SPELLIT

Long and short vowels, 2 to 8 players.

Publisher: Lyons and Carnahan

Games, continued

SYLLABLE GAME

A card game that teaches word attack and hundreds of syllables. There are three different sets of cards. Grade 4.

Publisher: Garrard

TAKE

Set 1 teaches consonants, consonant blends, short vowels.

Set 2 teaches vowel combination, silent final e, consonant digraphs. The words are pictured for easy recognition.

The players take tricks by matching beginning, middle, or end sounds. Primary grades.

Publisher: Garrad

Some of the games show signs of wear and tear, and will need replacement in the near future.

KitsA LISTENING-READING PROGRAM

Grade 1	<u>Peanut Butter Boy and Other Stories</u>
Grade 2	<u>Joe Magic and Other Stories</u>
Grade 3	<u>Charger the Talking Horse and Other Stories</u>

Each kit contains six records, twelve story brochures (twenty copies of each), twenty-four student response sheets in duplicating master form, and a teacher's manual. The record begins the story, but the pupil must read the conclusion, and then work with the response sheets.

Publisher: D. C. Heath

Kits, continued

AUDIO READING PROGRESS LABORATORY

Primary--Grades 1 to 3

Designed to supplement word analysis and comprehension skills taught in basal reading series. The program consists of cassettes, pupil's reading progress books, and a teacher's guide. The sixty lessons at each level can be used in any sequence. Each lesson presents a reading skill, practice exercises, reading passages requiring application of the skill, and an evaluative test. There is also a beginning diagnostic test. The reading difficulty of each level spans several grades.

Publisher: Educational Progress Corporation

AUTO SORT LANGUAGE ARTS PROGRAM

Levels C, D, E

Designed to help develop basic language skills at the kindergarten level. The emphasis is on listening and speaking. The vocabulary used pertains to such subjects as parties, food, clothing, furniture, relative sizes, numbers, likenesses and differences. The thinking skills developed include classification, cause and effect, recognizing part-whole and group relationships. The program consists of pre-recorded cards, blank cards, Language Master, and a detailed guide for presenting each lesson.

Publisher: Bell and Howell

EARLY CHILDHOOD SERIES

Consists of thirty books, each containing full color photographs, with two or three sentences on a page. The photographs show real life situations that a child can easily recognize. The books are good for concept and language development. Records are available. Early primary grades.

Publisher: Bowmar

Kits, continued

FIRST TALKING ALPHABET--PART ONE

This multi-media kit is designed for teaching consonant sounds in initial and final positions. It consists of picture cards in color, records, duplicating masters, and a teaching guide. It can be used by individuals or small groups; it needs little teacher guidance. For primary grades.

FIRST TALKING ALPHABET--PART TWO

This reviews consonant sounds, teaches long and short vowels, controlling r, and major spelling patterns. It has same format as Part One. For primary grades.

Publisher: Scott Foresman

FIRST TALKING STORYBOOK BOX

Contains twenty-one books, each accompanied by its own record. The child may listen to the story while he 'reads' along in the book. A signal tells when to turn the page. The selections include classic and modern favorites. It also includes personal record cards for child, and a teacher's instruction book. Primary grades.

Publisher: Scott Foresman

GIANT STEPS

This consists of four "Early Learning Modules" designed for teaching cognitive skills to pre-school, kindergarten and primary children.

Module 1: Initial Experiences

Introduces matching and sorting of shapes and sizes, identifying and naming of colors, letters and numerals, recognizing shape, and narrative order. The materials include a vinyl playground and

Kits, continued

twenty-six plastic blocks that picture colors, shapes, letters, and animals to match boxes on the playground. Shape and color cards, a Prescriptive Checklist, and a teacher's guide are also included.

Module 2: Perceptual Skills

Intended to develop the concepts of geometric shapes, classification, sequence, and position. The materials include geometric shapes, games, and story cards. A prescriptive evaluation chart and a teacher's guide are also included.

Module 3: Number Concepts

Introduction to some basic number concepts and skills.

Module 4: Prereading

Learning objectives are auditory discrimination of environmental and linguistic sounds, position and sequence of sounds within words, twelve consonants, and five short vowels and their sounds. The materials include records, wall charts, Pre-reading Activity Books, four Take-Home Readers, Pre- and Post-tests, Prescriptive Evaluative Charts, and a teacher's guide.

Publisher: Reader's Digest

INDIVIDUALIZED READING

Reaching Up--Grade 2

Reaching Higher--Grade 3

Each unit has 100 paperback books on different reading levels. It consists of book/record combinations, a flannel board with cutout figures, skill games, phonics charts, ditto masters for skill development, Reading Logs for children, Activity Card Box, Conference Card Box, and a teacher's guide.

Publisher: Scholastic

Kits, continued

LISTEN AND DO: CONSONANTS

Gives practice in distinguishing letter forms, explains what is meant by the beginning of a spoken word, and teaches letter-sound association for twenty-two consonants. The materials are sixteen records with a fifteen minute lesson on each side, one set of thirty-two duplicating masters, and a teacher's guide. The records give complete directions and allow time for marking and correcting the worksheet. Primary grades.

Publisher: Houghton Mifflin

LISTEN AND DO: VOWELS

Provides practice with vowel letter-sound association. The child works independently on worksheets, directed by recorded lessons. It consists of eleven records, twenty-two duplicating masters, and a teacher's guide. Primary grades.

Publisher: Houghton Mifflin

LISTENING AND LEARNING

Level - Readiness

Designed to develop basic listening skills and an understanding of common directions. There are exercises on left-right, before-after, and beginning sounds. It consists of twenty recorded lessons, a duplicating master for each lesson, and a teacher's guide.

Publisher: Houghton Mifflin

PEABODY LANGUAGE DEVELOPMENT KITS

Level # P

Provides materials for oral language development of children who are functioning at a mental age of three to five years. The materials for presenting the 180 lessons are in two metal carrying cases. The

Kits, continued

materials, designed to appeal to sight, hearing and touch, include stimulus cards, story posters, records, puppets, 'P. Mooney Stick', Xylophone, manikins, plastic fruits and vegetables. The teacher's manual gives detailed plans for use of the materials and presenting the lessons.

Level # 1

A continuation of Level # P, for mental ages $4 \frac{1}{2}$ to $6 \frac{1}{2}$, with emphasis on auditory and visual stimuli. The materials for presenting daily lessons include the manual puppets, stimulus cards, posters, and tapes.

Publisher: American Guidance Service

PHONICS PRACTICE PROGRAM

A planned sequence of phonics lessons on eighty-one different reusable cards. Each card has ten rows of words, pictures, and cutout windows. The pupil writes the word that goes with the picture on unlined paper underneath the window. The reverse of the card has answer. There are six major categories: initial consonants, initial digraphs and blends, final consonants, short vowel phonograms, long vowel phonograms, and other phonograms. It needs little guidance. Primary grades.

Publisher: Durrell-Murphy

PLAYS FOR ECHO READING

Designed to help children read more expressively. The children listen to short two-character plays recorded by other children, practice along with the record, and then read the play aloud themselves. The kit contains sixty short easy-to-read plays in twelve pupil books, and recordings of the plays. A teacher's manual is included. Grades 2 and 3.

Publisher: Harcourt Brace Jovanovich

PLAYS FOR READING

These are plays for the middle grades for developing, practicing, and improving reading skills. The twenty-two plays have different reading levels. The student

Kits, continued

guides have plot outline, vocabulary list, and directions. The teacher guide to implement objectives also gives reading level for each character.

Publisher: Educational Progress Corporation

READING LABORATORY SERIES

Kit 1 B--Grade 2

Reading levels 1.4 to 5.0.

Kit 1 C--Grade 3

Reading levels 1.4 to 5.0.

These are materials for individualized reading instruction. The pupil starts at his own level, and progresses at his own rate. The pupil reads selection (called Power Builder), writes responses in record book, and corrects own work. The kits are good for developing vocabulary and comprehension. Little teacher guidance is needed.

Publisher: Science Research Associates

RHYTHMS TO READING

Consists of twelve book-record sets, three for each season of the year. The sets have action songs, rhythms, and singing games designed to develop motor skills, encourage language growth and develop reading readiness. The books have simple sentences for the beginning reader, and advanced sentences for the more able reader. It can be used in kindergarten through grade three.

Publisher: Bowmar

SECOND TALKING STORYBOOK BOX

Same format as First Box. This kit contains twenty-three books, and twenty-six records. Primary grades.

Publisher: Scott Foresman

Kits, continued

SIGHTS AND SOUNDS

This is an individualized reading-listening program for primary grades. It consists of books and tapes for individual or small group use. The child listens to the tape while he follows along in the book. It is designed to reinforce visual and auditory acuity, word-sound associations, left-to-right practice, and listening skills. The teacher's guide suggests discussion questions to develop vocabulary and reading comprehension.

Publisher: Random House

STORY-PLAYS

These are original plays for all-boy or all-girl groups. Each play has four parts on different levels of difficulty. The set includes 160 pupil books and four copies each of twenty boys' plays and twenty girls' plays. Grades 2 and 3.

Publisher: Harcourt Brace Jovanovich

TIMBERWOOD TALES

A Read-Along Listening series, designed to develop a good attitude towards reading and to help develop visual and auditory skills. It consists of ten books and cassettes about an explorer named Alpie and his adventures with common and unusual animals. Primary grades.

Publisher: Knowledge Aid

YEARLING READING CENTERS

Paperback reprints of recently published children's literature, including biography and fiction, with the original illustrations. There are seventy-five books and thirty titles in a display case. The teacher's reference cards give reading level for each title, and ideas and suggestions for related activities. Grade 3.

Publisher: Noble and Noble

Kits, continued

WE ARE BLACK

Reading selections about blacks from books and periodicals, designed to improve reading skills while portraying persons and events usually not found in regular reading books. The selections, on six reading levels, 2.0 to 6.0, include biographies, anecdotes, and essays. It consists of 120 selections, skill cards, answer keys, student books, and a teacher's handbook. It is suitable for use at primary, elementary, or high school level.

Publisher: Science Research Associates

SOUNDS AND PATTERNS OF LANGUAGE

A reading readiness program designed to give children sequential experiences in oral expression. It consists of six background scenes (24" x 36"), 124 magnetized cutout characters, thirty-five magnetized language pattern cards, and eighty blank cards in a two drawer storage chest. The teacher's guide gives specific teaching directions for the program. Pre-school and grade 1.

Publisher: Holt, Rinehart and Winston

There seems to be a sufficient variety of kits at the present time. However, additional sets of the more widely-used kits might be ordered. Periodic checks should also be made to ensure that an adequate supply of the items that make up each kit is always available. Additional programs for the Language Master could also be obtained; this would allow for more extensive use of the machines.

TransparenciesLIBRARY SCIENCE

These are designed to teach the fundamentals of the Dewey decimal system and effective use of the card catalogue. For use at any grade level as an introduction to basic library usage.

Publisher: 3 M

READING-THINKING SKILLS--LEVELS A,B,C,

Each level has thirty-seven colored transparencies for introducing and developing seven thinking skills. They are: classifying ideas; developing sentence sense; understanding multiple meaning; making inferences; relating pronouns and antecedents; determining analogous relationships; and, organizing ideas according to time order. Each level becomes more difficult. It can be used with small groups or an entire class; needs teacher guidance. The teacher's guide for each level suggests procedures for using and follow-up activities. For primary grades.

Publisher: Continental Press

Future purchases might include transparencies designed to teach work-attack skills. Some publishers have ditto masters to accompany the transparencies.

Other Instructional AidsALPHABET POSTER CARDS

There are thirty 11 $\frac{1}{4}$ " x 14" cards with full-color illustrations. Each card has manuscript letters in capital and lower case. Two cards show long and short sounds of vowels. Grade one.

Publisher: Milton Bradley

Other Instructional Aids, continued

BASIC SIGHT CARDS

Consists of 220 flash cards for teaching basic vocabulary, for use with slow readers in grade three and up.

Publisher: Garrard

BILL MARTIN'S INSTANT READERS

Thirty books for both group and individualized reading, on three levels. The repetitive structure of the stories aids the child in decoding the books. The teacher's guide discusses each title in the series and suggests follow-up activities. Primary grades.

Publisher: Holt, Rinehart and Winston

BLACK A B C POSTER CARDS

Consists of full-color 18" x 13" photographs. Each one illustrates an alphabet letter and a word beginning with that letter. The reverse side of each study print suggests enrichment activities, discussion topics, and questions. Grade 1.

Publisher: Singer

BLENDS AND DIGRAPHS

A set of five tapes with ten lessons and duplicator worksheets for each, to teach and review word analysis skills. It can be used by individuals, small groups, or a whole class. A teacher's manual is included. Grades one, two, three or remedial work with higher levels.

Publisher: Ideal

BLENDS AND DIGRAPHS PICTURES

Eighty picture cards and twenty-six consonant cards in color. The 3 3/4" x 4" cards can be used on peg board, chalk tray, or as flash cards. Grade 1.

Publisher: Ideal

Other Instructional Aids, continued

CHILDCRAFT

Fourteen volume "How and Why Library" for young children. Volume 15 is a guide and index. The selections in the books cover a wide range of subjects of interest to primary children. The set is good for language and vocabulary development. It is well illustrated.

Publisher: Field Enterprises

CITY STARTER BOOKS

Colorful picture books depicting situations of interest to young city children. They are good for introducing inner-city children to simple reading materials. The teacher's edition has suggestions for presenting each book. Early primary grades.

Publisher: Scott Foresman

CLASSIFICATION

Materials for developing skill in classifying objects by color, size, use, number, and appropriate store. It consists of four store fronts and over twenty objects for use on a flannel board. Primary grades.

Publisher: Instructo

CLASSIFICATION AND OPPOSITES

A colorful set of 256 pictures and word cards 4" x 3 3/4" for use on peg board or as flash cards. Primary grades.

Publisher: Ideal

CONSONANT PICTURES

Materials to aid in teaching and drilling initial and final sounds and their symbols. There are 179 colored pictures and thirty consonant symbols on

Other Instructional Aids, continued

3 3/4" x 4" cards. They can be used on peg board, chalk tray, or as flash cards. Primary grades.

Publisher: Ideal

CONSONANT POSTER CARDS

Thirty 11 1/4" x 14" cards, colorfully illustrated, showing consonants and consonant blends, names of the illustrated objects, and additional words beginning with the consonant. Primary grades.

Publisher: Milton Bradley

CROSSWORD PUZZLES

Each set has eight different 8 1/2" x 11" plastic laminated crossword puzzles in color. A word list is given on each card. The puzzles, which are good for building vocabulary, are used with a special marker which can be wiped off for reuse.

Holidays--Grades one and two
Fairy Tales--Grades one and two
Animals--Grades three to five

Publisher: Ideal

DICTIONARIES

My Pictionary

A book of 524 words plus pictures for kindergartners and beginning first graders. The words and pictures are arranged in nine groups in a color-coded system.

My First Picture Dictionary

This introduces the alphabetical order of 800 words in the same groupings as the Pictionary. The words are simply defined or used in sentences. Grade 1.

My Second Picture Dictionary

This is a preview of a real dictionary with 4,000 entries. Plural of nouns, present and past

Other Instructional Aids, continued

participles of verbs, and comparison forms of adjectives are given at the end of definitions. Grade 2.

Thorndike-Barnhart Beginning Dictionary

This is a full-fledged dictionary with 26,000 entries. Grades 3 and 4.

Publisher: Scott Foresman

INITIAL AND FINAL CONSONANTS

Set of ten tapes with twenty lessons, and duplicator worksheets for each. The lessons can be used by an individual, a small group, or a whole class. A teacher's manual is included. Grades 1, 2, or 3.

Publisher: Ideal

LEARN THE ALPHABET

Consists of 8" x 4 7/8" full-color cards with illustrations of familiar objects and upper and lower case letters. Directions for exercises to teach letter recognition, alphabetical order, and spelling are given.

Publisher: Milton Bradley

LETTER CARDS

An assortment of capital and small letters and punctuation marks printed on both sides of small cards. They can be used to build simple words and sentences. Grades 1, 2, or 3.

Publisher: Ideal

LINK LETTERS

Over 250 assorted letters that link together. The letters can be used to teach letters, word building, and sentence building. Grades 1, 2, or 3.

Publisher: Milton Bradley.

Other Instructional Aids, continued

MOTIVATORS

Colorful 8 $\frac{1}{2}$ " x 11" plastic-laminated activity cards. The pupil circles pictures whose names begin with the same initial consonant as the key picture. The correct selections result in "bingo". The cards are marked with wax crayons, and then wiped off for re-use. Primary grades.

Initial Consonants--sixteen cards

Final Consonants--eight cards

Long Vowels--eight cards

Short Vowels--eight cards

Consonant Blends--sixteen cards

Consonant Digraphs--eight cards

Publisher: Singer

OPPOSITE CONCEPTS

Picture-cards for flannel board use. There are over forty illustrations to be matched. Grades 1 and 2.

Publisher: Instructo

OWL READING TIME LIBRARIES

KinDer Owl

Kindergarten

The Little Owl

Kindergarten, Grades one and two

Young Owl Books

Grades two, three and four

The Wise Owls

Grades four to six

Twenty picture and story books. There are four books in each of five subject areas: arithmetic; literature; social studies; science; and, language. The books introduce and develop concepts needed in elementary school. The teacher's guide gives detailed suggestions for their use.

Publisher: Holt, Rinehart, and Winston

Other Instructional Aids, continued

PRECYCLOPEDIA

Sixteen volume set of reference books especially for young children. It contains 650 articles, hundreds of original pictures, stories, and poems. The articles, which have four-color illustrations and maps, cover almost every subject of interest to children from pre-school to age ten. The vocabulary is about second or third grade level. Activity pages in each volume are related to the articles. A teaching guide and index is included with the set.

Publisher: Compton

RAINBOW WORD BUILDERS

This is an aid for teaching basic phonics. The child uses different colored word parts to make words. Good for primary use.

Publisher: Kenworthy

READING READINESS

Set of eight tapes with sixteen lessons and duplicator worksheets for each. Includes exercises on left to right progression, rhyming words, likenesses and differences. It can be used by individuals, small groups, or a whole class. Teacher's manual. Kindergarten and grade 1.

Publisher: Ideal

SENTENCE BUILDER

This consists of over 300 words from Thorndike's first 500 words, printed on both sides of heavy tag-board. The cards can be used for word recognition games and simple sentence building. Primary grades.

Publisher: Milton Bradley

Other Instructional Aids, continued

VOWEL POSTER CARDS

Thirty 11 $\frac{1}{4}$ " x 14" cards with full-color illustrations. Each card shows vowel with name of object illustrated plus additional words that contain the vowel. Grade 1.

Publisher: Milton Bradley

VOWELS

Set of ten tapes with twenty lessons and duplicator worksheets for each, designed to teach long and short vowels. The tapes can be used by individuals, small groups, or a whole class. A teacher's manual is included. Primary and intermediate grades.

Publisher: Ideal

YOU CAN READ

This consists of phonetic drill cards. Phonograms are printed on 8" x 9 $\frac{7}{8}$ " cards. The card sections are hinged with combinations forming fifteen words each; reverse side shows correct response. Twenty-three cards form 345 word combinations. Primary grades.

Publisher: Milton Bradley

The present supply of instructional aids is adequate. Of course, this does not mean that new teaching aids will not be purchased. The teachers are always encouraged to make suggestions or recommendations.

Summary

This chapter listed the supplementary reading materials in the Curriculum Library at Auer Avenue School. They were grouped in seven categories: (1) duplicating materials; (2) filmstrips; (3) workbooks; (4) games; (5) kits; (6) transparencies; (7) other instructional aids. The materials in each category were arranged alphabetically, and a brief description of each was given.

They were purchased with funds provided by the annual school budget and the Title I program. According to the school inventory, their approximate value is \$8,200.00.

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