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HOW TO TEACH ORAL READING
IN INTERMEDIATE GRADES

BY

BOGIE M. WATKINS

A THESIS-----SUBMITTED TO
THE FACULTY OF THE SCHOOL OF ARTS & SCIENCES
OF
PRAIRIE VIEW COLLEGE
PRAIRIE VIEW, TEXAS.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT
OF THE DEGREE OF
BACHELOR OF SCIENCE

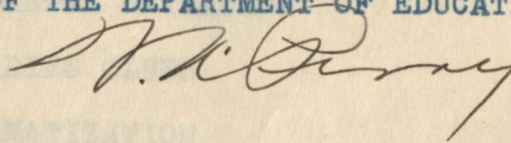
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PROF. W. A. PERRY

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TEACHING ORAL READING IN INTERMEDIATE GRADES

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I-N-T-R-O-D-U-C-T-I-O-N

In every thing we attempt to do some phase of reading is required. Teaching of reading in the fourth grade is the stepping stone to solving of the many problems that confront us in life. How well we shall be able to solve these problems depends upon our understanding of them, and this understanding will come about largely through reading.

The Intermediate School must see to it that every child who leaves school is able to use books and libraries.

Suppose we may assume a person earns a living by an occupation in which reading is not necessary; if he has not learned to read, he has been trained only to exist. He is unfit to function in vital social relationship, and is unfit to enjoy one of the most valuable means of leisure recreation.

The purpose of this discourse is to show that a real ability in reading will almost always lead to success in school life. It will make school life happier and more profitable and will reap large benefits in the outside of school life of the people both during his years in school and after he leaves it.

It is also to show that if the child too carries over into the higher grades this training which he gets it will help him get an understanding of and solve the problems of life.

MATERIALS: The materials used in the contents of this thesis has been obtained through research work in the library of Prairie View College, The Gregory Elementary School and information gleaned from class work as an Intermediate Teacher.

IMPORTANCE OF READING

1. TO THE CHILD,- Reading is important to the child because it is through this medium only can he interpret the author's thought in print. A written or printed page is some one's idea or thought thus committed and submitted to others for interpretation. So by learning to read the child is able to communicate and in turn receive communications from others and is ready to enter into the business of life.

2. It is most logical to the discussion a discussion of the teaching of reading by indicating its importance both as a school and as a life subject. From the point of view of the child, reading is of the greatest importance. It is an essential factor in his success as he goes into the higher grades. After the third year, a great deal of the subject matter of his school subjects comes through books. In history, in geography, in civics, the pupil consults books and reports his findings to the class. In current events, the pupil is expected to read News papers intelligently and select from the great mass of detail a few important items for class discussion. Periods of study are forms of silent reading. To solve problems in arithmetic they must be

able to read thoughtfully and to grasp the content of what is read. In these and in numerous other situations, progress and success are dependent on the ability to read efficiently. Ability to read well, moreover, can be made a very potent means of enriching curriculum. In schools where size of class and lack of facilities make enriching of the curriculum for bright pupils a difficult task, providing an abundance of reading material will help solve the problem.

Even in the lowest grades, individual assignments and added reading facilities can be found to make school life more interesting and profitable for the bright pupil who is so often neglected.

Not only in school life, but in out-of-school life, are children dependent on reading. They want to know how to read in order to make things in which they are interested—the boys, a radio; the girls a dress. Schools must train pupils in the best use of their leisure time, and they can do so by fostering in the pupil a love for good literature. Most of the children are limited in their actual experiences but they need feel no great deprivation, as they can enjoy vicarious experiences through tales of travel and adventure. Through extensive reading they learn about others—children in other parts of their

own country, in other types of society, in other countries-and so broaden their sympathy with and understanding of others. Through reading they form ambitions and ideals to guide them through life.

2. TO THE ADULT,- Reading is even of greater importance after school life. The reasons why the adult reads are almost without number. Reading is needed in vocation, and in avocation, in problems connected with citizenship, in wider problems of world relations, in enjoyment of leisure time, in matters of culture, in spiritual guidance. In all vocations there is an enormous amount of printed material planned to inform and to instruct. Not only in professions, but also in trade, in manufacturing, and in agriculture is a careful study of articles and of reports of greatest importance. In these days of individual and group competition, intelligent reading in one's vocation is essential to success. In order to be a good citizen one must read newspapers, magazines and books for an understanding of American Institutions and ideals and the problems of the day, both here and abroad. An intelligent interest in music, painting, literature or the theater depends on reading ability. For one who cannot travel, who leads a dull, uneventful

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life, reading supplies interesting and thrilling experiences. Through reading one can get a broader interest in his fellow men and a sympathetic understanding of their problems; one can find help and guidance in his own daily problems.

COMMENT.

In my opinion the author's discussion on the importance of reading to the child is acceptable, and if there should be those who desire to present arguments of refutation, they no doubt would be met with pronounced defeat.

Each of the many points in the argument of the author touches directly to needs of the child, and since each point represents fact, and since fact, has gone and always should go unchallenged, I am persuaded to agree most hardily with Author Bildersee.

The importance of reading to the adult was equally probably more widely discussed by the author, and as she delved into the many steps in the vocations and avocations of the adult, there is nothing to add or take away from the matter, It might, however, be stated that it is very important to note that adults who have children can be of great assistance to their offsprings in helping them to learn to read and to select and appreciate the proper type of material, provided, the

parents themselves know how to read. This possibly was overlooked by the author; at least it was not mentioned. But for the most part all of the author's points of argument are so well substantiated by environmental and other proofs that cannot be broken down.

A. PHASE OF READING ABILITY

1. CONTENT- To be an efficient reader one must be able to extract thought from the page. This includes the ability to get ideas; to select the main ideas, and to collect and organize them; to evaluate them from the point of view of the reader's needs and experiences; to judge of their values in a critical way, again bringing to bear the reader's personal experiences and his previous reading; and to make them serve as the initiative for thoughtful consideration and for further reading. Reading should be critical, not a blind unthinking acceptance of the statement of the author.

The adult reader must have not only the desire to read but also the ability to perform the various types of reading, the study type, necessary books and articles on his vocation, on ethical topics, on political affairs, on travel, on biography and the like; and

recreative type employed in enjoying novels, books of humor, plays, books on arts, and poetry. He should have standards of what constitutes good literature and should use his reading for enjoyment, for further education, for broadening his sympathies and understanding, and for aiding him in solving his own life problems. The measure of the efficiency of our school training depends on the extent to which we lead the child, beginning in the first grade, to the realization of this ideal.

COMMENT

We must agree that good reading is mainly collecting ideas, organizing, and pitting their values against each other so that one may know that which is of more usefulness in his experiences and in the building of his intellectual anatomy. I agree with the author.

B. PSYCHOLOGY OF LEARNING

1. LAWS OF LEARNING-As in all other types of learning, the teacher must base her work on a knowledge of the laws of learning and of habit formation. Reading should begin when the children are ready for it and should grow out of their desires

interests and needs. Interesting content should supply motivation for satisfying drill in technique. Work should be planned in such a way that children will have the success to crown their efforts and spur them on to further achievements.

Comment.

It is necessary and helpful to know the psychological moments and act in that particular time if one desires to obtain pleasing and favorable results.

HYGIENE AND PHILOSOPHY OF READING

Oral reading has many important values such as voice training and social appeals, which should be kept clearly in mind by the principal and teacher in planning a well balanced reading programme.

1. THE VOICE: In the first place a pleasing is essential to success in many vocations and is highly desirable in all social relationships. In fact the voice often helps to determine the degree of one's success and happiness. As one is judged somewhat by his manner of speech, the voice should be trained to suggest power, depth of character, sincerity, human kindness and definiteness of purpose. The efficient

teaching of oral reading has much to offer in voice culture.

Another value of oral reading is the check which it furnishes upon thought getting. In the primary grades this especially true, as the voice adjustment often keeps pace with the visual recognition which in turn is largely based upon an accurate understanding of the thought. Hence the pronunciation and manner of expression indicate the reader's interpretation of the printed page. This check not only may be applied by the teacher to the individual child but may be used by the trained student in checking his own understanding and interpretation of what he reads.

I. SOCIAL VALUE: There is also a social value in good oral reading, a pleasing interesting selection is read to another for the same purpose that an agreeable incident is related. We share our pleasures largely with others who can enjoy them because of mutual interest. This is especially with poetry, speeches, and orations having musical rhythmic diction which can best be enjoyed, appreciated and assimilated by an auditory appeal.

ESSENTIAL HABITS; Effective oral reading is based upon the establishment of many habits, which should be defi-

nately known by the principal and teacher. Possibly one of the best means of ascertaining habits requiring drill is to note carefully errors and poor habits which pupils show in their oral reading.

A. SECURING GOOD ORAL READING

Smooth, interesting oral reading requires the proper grouping of phases of "thought groups." This often requires drill which can be well supplied by the use of flash cards. "Diagnostic and Remedial Measures" should be kept definitely in mind by the principal and teachers as a part of the general oral-reading program. The principal should plan to supply some of this type material, show the teachers how to use it effectively and plan for its distribution and use among the teachers.

AUDIENCE SITUATION-Efficient oral reading can be best secured by careful observance of several well planned procedures . In the first place audience situations must be secured if effective results are realized. There must be an audience ready and willing to listen. This can be best secured by having fresh material somewhat unfamiliar to the listeners. At times it has been found best to have the entire class constitute the audience. On other occasions it has been effective to

to make group assignments which create an audience of ready listeners among the groups which were not assigned the material being read. Members of the groups often select sections to read orally, making their own assignments within the groups.

Another effective means of securing the necessary audience atmosphere is the "cut-up-story" method in which each pupil reads a section to the entire class, who are all listeners. Such reading throws the responsibility of accurate interpretation upon the reader as the audience has no other means of securing the thought the reader in turn is conscious of this responsibility, hence is inclined to respond to this task earnestly.

READING CLUBS--The formation of a reading club serves as an excellent incentive to good audience reading. Necessary elements to good reading may be developed with classes who have these in mind and work with each other for improvement. The following is a stenographic description of such a club as told by the president:

We have a reading club in our room. We have it because our children do not read fast enough. These are the things we have to do, to get to the top of the moon:

CLEAR ENUNCIATION--Sound your d's and t's at the end
of words and speak loud enough.

GOOD EXPRESSION----Speak as if you were one in the
story.

GOOD POSTURE-----Stand on both feet and hold your
body correctly.

BE ABLE TO UNDERSTAND WHAT YOU READ-

If your teacher should ask you a
question be able to answer it.

SPEAK CLEARLY ENOUGH*Speak so that everyone in the
room can understand you.

HOLD YOUR BOOK CORRECTLY

Far enough from your face and in
your left hand.

DO NOT POINT TO WORDS-Not to point with your finger
to words.

BE ABLE TO PHRASE WELL-

Know when your words go together
and when they don't.

REMEMBER YOUR AUDIENCE-

You are talking to some one and
must keep him interested.

DO NOT REPEAT WHEN YOU MAKE MISTAKES-

Do not go back over the sentence

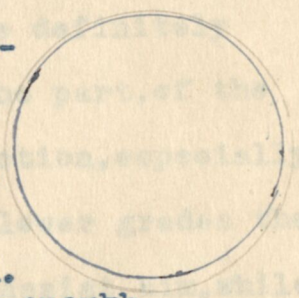
if you have made a mistake.

BE CAREFUL OF SMALL WORDS-

Not to call "then" for "that" and
"that" for "then" and so on.

KNOW YOUR HARD WORDS-Be able to sound your hard words.

The diagram illustrates the way in which the teacher of these grade pupils motivated the work in Audience reading. Her pupils suggested the idea of the moon on which the names of those who had attained all the indicated standards should be written.



Clear enunciation.
Good expression
Good posture
Be able to understand what you read.
Speak clearly enough
Hold book correctly
Don't point to words
Be able to phrase well
Remember your audience
Don't repeat when you make a mistake
Be careful of small words
Know your hard words.

The advisability of granting some recognition for point-by-point achievement along the "moon" might be considered in a reading club of this kind.

PUPILS PREPARATION:

The reader in preparing his work will think of the various means necessary to interpret the selection to his audience, and will thus have a motivated

task before him during his work period. This preparation should include a thorough mastery of the selection, of the author's means of conveying the thought, and how to arouse the interest of the audience most effectively. This implies the most complete mastery of the necessary mechanics. The accurate and familiar pronunciation of all words should be definitely learned in advance. Independence on the part, of the pupil must be the goal in all instruction, especially in the matter of word study. In the lower grades the pupil has a knowledge of phonics to assist him, while in the intermediate and upper grades the pupil also has the dictionary to assist him. The principal and teachers would do well to supervise the pupil's use of the dictionary and even give definite lessons on its use.

DRAMATIZATION

The dramatization of certain appropriate selections is an effective means of directing attention toward the content and the interpreting it to others. Pupils generally enjoy acting and can gain much of value from it if it is planned carefully. Some selections with considerable conversation are

GIST & KING, - "THE TEACHING AND SUPERVISION OF READING"

easily dramatized. Other selections and entire readers are written in dramatic form and ready for use. Still other selections which have action and realistic pictures can be readily dramatized by the pupils. The resourcefulness of the pupils should be utilized to the fullest. The pupils' interpretation furnish an excellent means of studying and developing their initiative.

COMMENT.

Dramatization, is, no doubt, one of the best means of teaching reading effectively, for in this way the child learns to imitate, to impersonate, and to visualize. As the author says, it inspires initiative and results in more independent thinking on the part of the child.

PRIDE AND SELF CONFIDENCE

The qualities should be possessed in sensible degrees by every individual, yet it is often necessary to develop them in pupils in all subjects, especially in oral reading. Every individual should take pride in cultivating a pleasing voice and wishing to use it, in oral reading. When the principals and teachers emphasize this subject, satisfactory results

DOROTHY BILDERSEE,--"TEACHING THE PRIMARY GRADES"

NEW YORK, CITY.

will be realized. Eighth grade pupils, boys as well as girls, volunteering and asking to read to other groups of pupils, in school assemblies, to Parent Teachers Meeting and even to some men's clubs, is an indication of pride and self-confidence in this respect which should be cultivated. Proper emphasis and attention will often develop the necessary pride, while continued practice before all kinds of audiences will develop the type self-confidence so essential in all expression of work.

COMMENT.

Since our best and highest development comes both by example and precept we conclude that the author is right.

RESPONSIBILITY

The training given by the school should be largely of such a nature that the pupil is developed to think for himself, to plan his work, and to supply his own motive power.

The following are helpful questions:

1. Are you sure your selection is worth taking the time of the rest of the class to hear?
2. Audience reading should always give pleasure or information to others. Which does yours?
3. Are you making your audience get the same

kind of enjoyment out of the story that you get? If it is funny do you make them see the fun? If it teaches a lesson, are you sure they get the lesson?

1. Are you a good audience reader? If so-

You enunciate clearly.

You pronounce correctly.

You phrase accurately to bring out thought.

You keep your audience in mind.

You hold the attention of the audience.

2. Do you know the thought well enough to convey it to the audience? Have you made a good selection for the audience reading? Will it interest the class?

3. Have you prepared it thoroughly for audience reading?

SUMMARY

Our discussion on this subject attempts to show how much help and happiness have been added to human life since man has learned to read and to communicate with his fellows through the medium of the written message. We have hinted at what a benighted situation there would be if it were not for the fact that man does read.

It has been shown in this thesis that, not only is man able to merely spell and pronounce words but is able to receive and transmit messages to the most

ARTHUR S. GIST--"ELEMENTARY SCHOOL SUPERVISION".

"SUPERVISION OF READING" CHAP. IV

remote parts of the earth through intelligent reading-the telegraph, the cable, S.O.S. signals for safety or distress coming from ships at sea, even signs made by certain motions of the hands and arms on a battle field are but various indications of how acute has been the accomplishment of many forms of intelligent reading.

Our subject, however has been confined to the question of teaching reading in the schools, we therefore have employed the assistance of various authors to substantiate our argument. We have shown the purpose and aim of teaching children to read, the value and importance of reading to the child, and the value and importance of reading to the adult.

To do this, we have consulted references in the library from which the most potent and experienced authorities were selected. From these we have suggested what is said to be the best materials and means of teaching reading. Phases of Reading Ability, Hygiene and Philosophy of Reading, Securing Good Oral Reading, and Constructive Exercises, are all the leading topics in this thesis and if the discussions are followed closely it may easily be seen that I have attempted to show the importance of read-

ing to the child both in school life and out-of-school life, and to the adult who represents after-school life.

Reading therefore is the key to all information that must be gained by interpretation.

HE WHO READS FOR OTHERS WELL
IS CHOSEN FROM ALL THE REST
MUST FOR THEM STORIES TELL
FOR HE THEY SAY INTERPRETS BEST.

GIST, ARTHUR S. - "THE SUPERVISION OF READING".
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