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## **Handbook for Parents: How to Improve your Children's Reading (Ages 9-12)**

Janice de Cordova Beil Rudeen

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HANDBOOK FOR PARENTS: HOW TO  
IMPROVE YOUR CHILDREN'S  
READING (AGES 9-12)

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A Project  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Janice de Cordova Beil Rudeen

June, 1979



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## Chapter I

### INTRODUCTION

From this writer's classroom experience, children's reading achievement improves when there is cooperation between teachers and parents. This author felt that a handbook should be developed to help guide them in improving their children's reading. The purpose of this project is to create a handbook which develops comprehension and vocabulary skills. Increased parental involvement in home reading with children will help the children to read better to enjoy it. Parents have powerful influence on their children in developing reading interests. This paper deals with parental participation in improving children's reading from age pre-kindergarten to twelve. The handbook deals with the same topic but only for ages nine to twelve.

#### Focus

The handbook covers the following topics: The annotated bibliography provides parents with a wide range of books for their child to read. This writer has selected books that cover a wide range of interests with topics. A short summary of the book is given and other books are listed by the same author.

Simple games and activities are included to give children practice in comprehension and vocabulary skills. These games require

simple materials from home and can be played with one or more family members.

Book discussion techniques are included in the handbook for parents to use with their children. This writer has included a Question Strategies Guide based on Barretts Taxonomy to help parents ask their children higher-level questions after a story has been read.

Additional resources to guide parents in developing reading skills and interests has been included in the form of a bibliography. The books cover a wide range of topics such as, games and activities, annotated bibliographies of children's books, and the role of parents and the home in reading instruction.

The last part of the handbook, the Appendixes, provides the following: Open Ended gamebooks and directions, Starter Lists-- (Rhyming Words, Homophones, Antonyms, and Synonyms), and Prefixes-Suffixes-Roots: Meanings. This section provides parents with basic word lists and game boards to get started in helping their children become a better reader.

Most parts of the handbook can be modified for use with children ages pre-kindergarten to eight.

### Limitations

The limitations of this project are described as follows: The primary focus of this handbook is for parents of children ages nine to twelve but this project deals with ages pre-kindergarten to twelve in

the review of the literature. The handbook is limited to the development of reading comprehension, other aspects of reading are not considered. The handbook provides a few selected samples of game and activities. The review of literature revealed that television was an important part of children's life, but it was not a part of the scope of the handbook.

### Definition of Terms

For the purpose of this study the following terms hold specific meaning:

Comprehension. Comprehension means understanding an author's written message. It is the aggressive, dynamic process of applying cognitive skill to what is being read. It should be the primary focus of reading instruction.

Motivation. Motivation means a person has a need or desire that makes him do something that will satisfy the need or desire.

Assisted Reading. Assisted Reading is a method used by an adult or parent to help the child learn to read. The parent begins this process by reading stories orally to the child and through a gradual process the child learns to read.

Games and Activities. Games and activities require the involvement of one or more persons and a form of amusement and

contest with set rules. Through games, reading skills can be taught and reviewed.

### Summary

Chapter II contains review of literature and related research. Chapter III contains the handbook. Chapter IV contains a summary, conclusions, and recommendations regarding the project.

## Chapter II

### REVIEW OF THE LITERATURE

This chapter will review the literature and related research on the following topics: History of Parental Involvement in Education, Reading Versus Other Skills, Need for Parental Involvement, Adult-Child Relationships in Reading, Home Versus School Involvement, Motivation Methods of Parental Reading, The Role of Television, Good Versus Poor Comprehenders, and Games.

#### History of Parental Involvement in Education

According to Smith, interest in reading instruction became almost universal during the 1950's. Parents and teachers of all subjects were asking questions, pursuing books and articles on reading. During this period, reading instruction in American schools underwent harsh and severe criticism by laymen. Smith stated that the criticism had three good effects:

It caused school people to examine their present methods more carefully; it stimulated the interest of parents and other laymen in reading instruction; and it offered motives and opportunities to school people to explain the research, psychology, and philosophy on which present methods are based (30:10).

Rupley and Blair state that the question of whether children should be taught to read before the first grade is irrelevant since more

children are coming to kindergarten already reading because of increased early childhood education. The contemporary conclusions from current research is that reading readiness begins at home. In an attempt to summarize some of the current research, Rupley and Blair continue that:

. . . the question of readiness is being viewed as a propaedeutic function, namely, that when a child learns to read, he does so a step at a time. The most important requirement is that he is ready to learn the first step which also prepares him to be ready for the second step (29:716).

The problem, therefore, is not the child as a learner but the method and quality of instruction used. In a longitudinal study conducted by Dolores Durkin (1974-75), cited by these authors, the mean raw scores achieved by the experimental and control subjects favored the experimental group. In addition, in grades one and two, these differences were significant. One observation noted by Durkin was that even though the experimental subjects were not offered appropriate challenge by the school, they still maintained a lead over control subjects. Durkin stated that the characteristics of a family that fostered preschool reading ability would continue to foster achievement with or without an appropriate instructional program in school. However, parents can do certain home activities to reinforce the school reading program.

Prior to the mid 1970's parents were discouraged from participating in the child's reading preparation. Articles such as, "Why



Johnny Can't Read," which criticized school reading programs but exonerated parents from sharing in the blame, changed to articles such as, "A Teacher's Strong Views on Sex Education for the Grade-School Child" in Woman's Day, which concluded that the responsibility for developing healthy sexual attitudes and behavior must be equally shared by home, school and community. The 1975-76 articles in Woman's Day and Family Circle are now constantly reminding the reader that education is a joint activity, a common goal of home and school (25:146).

Popular journalists now write that the child's education at home is not a question of privilege but of responsibility. Paddock states that:

. . . many educators are unaware of the Family Circle/Woman's Day trend since the majority of leaders in education are men who don't read 'housewife' magazines. The magazines can provide educators with important insights into the nature of information school parents are receiving. Also, these articles can help educators understand better the daily community pressures and demands that they experience in their work (25:146).

Brzeinski states, ". . . that the educational research in early childhood education in order to have a major impact must include the added dimension of the home" (4:241). The home must fulfill a supportive role, the school providing identification and programs for recognized, modifiable deficiencies, and research evaluation processes and procedures. We must clearly define the nature of the variations among children and the processes by which learning of reading takes place.

Brzeinski foresees that within the decade the comprehensive Targeted Research and Development Project proposed by the U. S. Office of Education may provide long sought answers. This project or others can focus upon the convergence techniques for reading research, blending elements from system-program analysis, philosophy of education, learning theory, and group dynamics. This project could provide: research of existing approaches and concepts of reading instruction; theoretical researching of reading; exploration and manipulation of instructional sequences; refinement of materials; and adjustment of other instructional variables.

Within a ten year span this approach may answer many of the basic questions about reading. Brzeinski states that, ". . . this is essentially a research approach and the prime responsibility for reading programs will remain at the local level and will be dependent upon local programs and resources" (4:242).

### Reading Versus Other Skills

Wendell Johnson in a 1975 edition of The Educational Digest pointed out certain discrepancies in teaching learning skills.

Not much is done in schools about teaching us how to listen. In school, we spend more time trying to learn how to write than we do trying to learn how to read, more time trying to learn how to read than how to speak, and we spend almost no time trying how to listen effectively. Yet in everyday life this order is opposite. We listen more than we speak, we speak more than we read and we read more than we write (19:49).

However right Johnson may be in stating that listening is of primary importance, schools have always relied at least as heavily on the reading skill. Hoskisson states that several years before 1974 the trend in reading was for parents and kindergarten teachers not to intervene in any formal way with the teaching of reading. First grade teachers assumed the role of teaching these children to read. When some children became reading failures, first grade teachers were blamed. In many cases, the blame was shifted back to kindergarten teachers and parents. As a result the children were not ready to read or they would have succeeded in the first grade. Pupils were therefore immature, had short attention spans, lacked background and experience, etc.

Just as Johnson compared the reading and listening skills, a study by Hoskisson compares the speaking and reading skills. He states that parents have actively been creating the grammar of children's language or speech community. In acquiring a first language children "acquire a rule system" that makes it possible to produce an infinite number of sentences. Hoskisson cites a study done by Carroll (1965) which made some interesting comparisons of learning to talk and read. A restatement of these comparisons is as follows:

Learning to Read

Learning to Speak

1. Reading is taught formally.
1. Speech is acquired informally.

- |   |   |
|---|---|
| <p>2. Reading is generally broken into skills, bits and pieces of language at a highly abstract level.</p>                    | <p>2. Speech is heard in its full complexity and situational context.</p>                               |
| <p>3. Reading (comprehension) is taught before writing (production).</p>  | <p>3. Listening (comprehension) and speech (production) may parallel each other and are not taught.</p> |
| <p>4. Reading may be learned as a subordinate coding skill, as an interesting but unnecessary way of representing sounds.</p> | <p>4. Learning to speak is functional and meaningful in a child's life.</p>                             |

Hoskisson states, ". . . that in children's use of language self-corrections are made. Children will also correct themselves if they recognize that a word they read does not fit the meaning or the syntax of the sentence." (15:295)

In learning to read the environment may not be conducive to taking risks. For example, to test hypothesis about words, "errors" may be corrected by teachers and parents at the phonological or surface level. A result of this may mean children don't like to read after one or two years of school. The problem of oral reading groups is when the "errors" of each child are on public display in the "correcting" environment of the school rather than the natural language environment

of the home.

Hoskisson states that:

. . . parents are in a more advantageous position to know what information their children have acquired. Since meaning resides in the context of the situation as well as in the linguistic devices of expression, they are in a better position to help children learn to speak, and by extension learn to read (15:299).

While speaking is the skill directly related to the home environment and writing is the skill most commonly associated with schools (e. g. , penmanship), reading overlaps both these areas.

#### Need for Parental Involvement

Very few studies have been done to show the effects of parents helping their children improve their reading skills. This author found two studies which prove that parent involvement helps increase their child's reading scores and attitudes.

In a doctoral study by Michael Oidick, "Mothers' Behaviors and Sons' Reading Achievement and Projected Feelings," two groups of fourth grade boys, one reading at grade level and above, the other reading below grade level (according to reading achievement test scores) were selected from a Midwest suburban public school district. These groups did not differ with respect to age, sex, IQ, and family socio-economic status. All of the boys in both groups scored at the thirtieth percentile and below on a kindergarten reading readiness test, and all were rated at that time by their kindergarten teachers as being low in

reading readiness skills. The mothers of these boys were interviewed to assess their participation, instigation, level of satisfaction, and positive reactions to their sons' reading activities after the kindergarten year. The subjects were administered projective tests to assess feelings of adequacy, anticipation of punishment, attempts to escape punishment, attempts to escape achievement situations, anxiety, and positive and negative maternal reactions.

Analysis of results indicated that the mothers of the less effective readers reported significantly more instigation of their sons' reading activities than the other mothers. The less effective readers were also rated as feeling less adequate than the more effective readers on the basis of projective test data. For the group reading at grade level and above, a significant positive correlation was found between the subjects' reading achievement and reported maternal satisfaction. For the group reading below grade level, a significant negative correlation was found between the subjects' reading achievement and reported maternal participation plus instigation.

A second doctoral dissertation done by Arthur Rosenquist at the University of California entitled, "School and Home Cooperation and the Reading Achievement of First Grade Pupils" assessed the effect on reading achievement scores of school-recommended reading activities completed in the home by first graders. These first graders

were assisted by older members of the family during non-school hours and apart from the school program.

The population pool was all of the 1968-69 first graders of a small urban residential school district of a high socioeconomic level. Sixty-four percent of the families volunteered to participate, and 92% completed their commitments. The author made random assignment of subject to groups and of groups to treatment. The program calculated the effect between and within groups of four variables considered related to reading achievement--age, sex, number of children in the family and sibling order. The dependent measures were word reading, paragraph meaning, and a teacher rating scale.

The results of the study were the following: The mean score obtained by the subjects of the treatment group was significantly higher statistically than those of the control group and the educational gains in terms of months of schooling were substantial. Sex had the strongest effects of the four variables. The other variable that had a significant effect was that older pupils tended to benefit more than younger pupils from treatment. The effects of family size and position in the family were neither strong nor consistent.

These two doctoral dissertations were the only current studies mentioned in a computer search and other independent research. As a result, studies in home environment and parental involvement would

be a very productive area. Since this writer feels learning to read is rooted in the cognitive and language development of children during their early years at home, schools and teachers should continue the process of helping children learn to read. Additional knowledge is needed to specify the ways in which the school and the home can cooperate on the task of learning to read.

#### Adult-Child Relationships in Reading

Two separate studies prove that parental involvement significantly improved reading abilities of the children. In the Neenah Joint School District in Neenah, Wisconsin, Margarete Dix sent out a questionnaire for parents of children in grades one through six. This questionnaire was sent out to investigate reading habits and attitudes of parents and to determine their possible influence on reading performance of their children.

One hundred forty-eight questionnaires of parents of elementary school children were analyzed and responses compared between the two major groups: parents of good readers and parents of poor readers. A good reader was defined as one who gained 1.5 reading grade levels or more during the 1975-76 school year which was the project's objective. The standardized test instrument used in this survey to determine criteria for definition of "good" and "poor" readers was the Gates MacGinite Reading Test, vocabulary and comprehension sub-tests, which yielded



a total reading score.

Dix stated:

This survey of parents has shown that those who are good readers themselves and present a good reading model are more likely to have children who are good readers. Children in a home atmosphere more conducive to reading will read more (10:5).

Parents of "good readers" provided their children with a wide variety of background experiences which encouraged more reading and resulted in improved reading performance. They also viewed reading in a broader concept and used reading for enjoyment, continued education, expansion of the mind, new insights, change of attitudes, and for fun. Parents of "poor" readers showed a greater rate of return of questionnaires and also answered more of the open-ended questions. Dix indicated that this happened because the parents recognized a greater need for the improvement in reading skills of their children and were more willing to participate in activities which would help their children reach higher competence. These parents tended to see reading mainly as a skills process, a definition of words, sound-symbol relationships, and rules of grammar. In addition, they tended to read for practical information rather than for enjoyment thereby using the library less (10:6).

In the first part of the study, the differences in reading achievement scores for students in performance contracting programs were compared to reading achievement scores had the students remained

in regular school reading programs. Each student who participated in the performance contracting programs were pre- and post-tested with Stanford Achievement Test and the Metropolitan Achievement Test. Students in the performance contracting programs in grades two through six for all three school districts achieved at a higher rate in reading than could have been expected had they remained in the regular reading program.

In the second part of the study, the differences in reading achievement among the performance contracting programs were tested. The mean gain in reading achievement was computed using the pre- and post-test scores for each grade in districts A, B, and C to determine if there was a significant gain in students' reading achievement among the performance contracting groups. The analysis of variance did not reveal differences among the three districts.

The last part of the study sought to determine what variables in performance contracts may have caused the differences in reading achievement. All students receiving reading instruction under the performance contracts were classified as educationally disadvantaged and one hundred percent (100%) of the allocated budgets were specifically used for those students. These authors state that there was one major difference between district C and district A and B with regard to parent involvement. District C's performance contract stipulated that parents of participating

students would receive inservice education on how they could assist their children in achieving project objectives. Inservice education sessions were designed so that parents and teachers could work as a team. Contracts in districts A and B did not contain a parent inservice education component. Further analysis of contracts in district C revealed that parents and teachers shared profits earned as a result of pupil achievement.

The primary goal for district C was to provide inservice education to parents and teachers emphasizing the development of basic skills for participating students. Parents and teachers were provided with a more realistic understanding of the respective reinforcement role of parents and teachers in the learning process.

The contractor for district C utilized all significant data pertaining to student achievement levels. With this information the contractor developed individualized parental guidelines for improvement of their children's reading in school. These parental descriptions included assorted materials to use in working with specific difficulties.

The authors of this study state:

The major distinction among the three performance contracting programs was the following concept: For those districts where parental involvement was 'pro forma' and consisted either of filling out a questionnaire or attending large group meetings, the achievement of the pupils was similar but less than the achievement in the district where parents participated in deciding what was taught and had responsibilities for working with the teacher and children (13:18).

This writer concurs with Weiser when she says:

A family who values reading will produce children who can read well. It is primarily up to the parents whether their children become good readers, and whether they continue to read. It is primarily up to the teachers to inform the parents of their vital role in the teaching of reading (32:230).

### Home Versus School Involvement

Since parental involvement in reading readiness has become generally acceptable, the question remains at what level is this involvement most effective. Jackson states that:

Parents teach some of the most basic taken-for-granted-skills very successfully. At home a child learns how to talk, handle a spoon or fork, or tie shoelaces. The most essential elements for readying a preschooler to read are parent-child interaction (18:27).

Jackson defines the parent-child interaction as the experience of doing things together which is every bit as important as what is being done. The home environment, therefore, provides children with a reading background with the security, love and warmth of parents, which Jack defines as including fathers as well as mothers.

Jackson stated that in 1969 a national survey, "The Influence of Home Environment on the Success of First Graders as Viewed by Mothers of First Grade Students," identified factors that distinguish children who do well in first grade from those who do not. The survey proved the importance of parental influence during preschool years. Some of the findings from this study were: (1) Most of the top students

in the first grade had early reading experience. (2) Parents who showed an obvious and genuine interest in reading, by visiting the library regularly or having many books and magazines around the house, had children who were good readers. (3) If parents think that education is important, their children will generally feel the same way. (4) Virtually all children today watch T. V. , but poor achievers in the study spend more time in front of the T. V. set than did high achievers. (5) Games requiring mental concentration were played more often in the homes of children who were good readers. (6) How children behaved in school was closely tied to how well they performed their class work. (7) Parents whose children were doing poorly in school were more likely to be critical of the school. (8) Those parents who showed an interest in what their children were learning in school were more likely to have children with high reading achievement (18:28).

A study by Weiser concurs with Jackson's study on the importance of parents being involved at the home level. Weiser states that children learn long before they go to school; in fact, learning may be said to begin the moment a child is born. Even when a child begins school he is still involved with his home for sixteen to twenty hours each school day, in addition to weekends and holidays. A teacher with thirty children can spend an average of three minutes per child during the daily reading period. These are some of the reasons why the goals of the school's reading programs cannot be achieved without direct involvement of the

home. Weiser states, "It is the teacher's duty to inform the parents that they have an influence on whether children learn to read (32:231).

Weiser reports on a study done by Moore (1968) where on his investigations of going into homes of two and one-half year olds, he observed the toys, books, and experiences provided by the family, and the quality of parent-child relationships. These ratings were compared to the reading achievement test of these same children at age eight. They found a high correlation between the early observations in the homes and the reading test scores five and a half years later. Weiser stated that Moore's study,

. . . tends to suggest that the key to improved reading skills may be in the home, not in the classroom. It also suggests that the process should begin early (32:231).

In a later study, James Filipczak, Ann Fordeman, and Robert K. Friedman state that:

Educators and psychologists accept that a strong relationship exists between home environment and school functioning. . . If optimal education is to be achieved parents must be involved in their children's education. The school bears the major responsibility for establishing good relationships with parents and for involving them in their children's education (11:3).

To foster parental involvement, educators point to numerous activities in which parents can engage. The activities can be categorized into four basic areas: volunteerism, parent-school communications, parent training or parent education, and policy making. There appears to be virtually unanimous agreement that the increased involvement of parents

is a worthwhile goal in and of itself. While the advantages to involvement are claimed to be numerous, the causal linkages between the increased involvement and the subsequent benefits are not often clearly stated. Further, specific outcomes to be attained are rarely stated in terms that lend themselves to careful measurement. This author concurs with these authors when they state, "There is a noticeable lack of data on the effects of increased parental involvement in the schools (11:13).

If the efforts of educators to involve parents in schools more regularly are to have a high payoff, then considerably more attention needs to be paid to evaluation of these efforts. James Filipczak and his associates state:

This should begin with a clear statement of the causal linkages that are posited to exist. It should include a very specific statement of objectives that lends itself to accurate measurement. The precise procedures to be used should be specified, as well as the characteristics of the parents and student populations being served (11:13-14).

If this is done, then it will become possible not only to answer global questions about the general effectiveness of parental involvement programs, but also to identify those activities and procedures that are most effective in achieving particular objectives with certain populations. These authors conclude, "Until such time as greater attention is paid to these needs, it is unlikely that the potential benefits of increased parental involvement for schools, students and parents will be realized (11:14).

### Motivation

As early as the 1950's studies showed that children who did not receive home instruction in reading were often at a disadvantage when they started school. Neither the type of teacher nor the method of teaching was able to help some children to catch up, thus leaving them with a stunted reading ability.

Larrick states:

This is because reading depends upon verbal ability: recognizing words by ear, speaking them easily and correctly, putting words into sentences that are coherent, understanding the meaning and implication of words and sentences, raising questions about stories and songs and poems (21:1).

Research studies show that throughout the world, in many different cultures, children develop the basis for this verbal ability before they enter school.

While updating Larrick's study, Anselmo argues that ". . . children's ability to use receptive and expressive language affects their learning to read" and that most language learning takes place well before children enter kindergarten (2:78).

Larrick states that parents are spending less and less time in activities with their children. One study indicated that fathers spend less than half a minute a day interacting with their infants. These are the children who are left to spend 64% of their waking time before television. They can be expected to rack up five thousand hours of T. V. viewing before they enter first grade.



This author agrees with Larrick when she states:

To develop verbal ability, a child needs to use words in conversation with an adult, asking questions and hearing the answers directed to him in particular so that he can raise another question and weigh the answer it brings (21:1-2).

If parents are a major influence on preschoolers but spend only a minimum amount of time with them, then the maximum amount of motivation must be achieved in the shortest amount of time. O'Rourke states that one of the few things that reading researchers have been able to agree on is the idea that parental reading habits are a major influence on the reading habits of their children. However, he further states that numerous studies have demonstrated the positive relationship between the home environment and reading achievement, attitudes toward reading, and reading interests and habits. Generally, research has concluded that the home environment is a prominent factor in explaining the attitude children take towards reading and in determining their reading success in school.

A recent study conducted by O'Rourke with American ninth graders and their parents indicates that the relationship between parent and child reading habits is not a strong one, especially during the late junior high year. The results showed that parents who scored high on a measurement of quantitative reading habits did not have ninth grade children who scored high enough to demonstrate a positive relationship.

The population from which the sample in the study was drawn

consisted of 595 ninth graders and their parents from two junior high schools in a Midwest suburban school district. The sample consisted of 150 student-parent pairs from the population. Use of libraries, mechanics of reading, and use of books were the only three out of the ten categories where there was statistically significant correlation between parent and student reading habits. A number of insights about student and parent reading habits came from the data. First of all, the 'use of library' category was very similar for both students and parents. Both groups showed little use of a library card. There was a desire expressed for browsing in book stores and libraries, however. Almost half (45%) of the parents never used the library for reference, while 85% of the students did.

Secondly, the questions in the 'mechanics of reading' category addressed themselves to specific reading skills such as overall comprehension, getting main ideas from a paragraph, inference, and interpretation. O'Rourke stated that the majority of parents (83%) and students (77%) considered themselves rapid readers with good comprehension.

The final category 'use of books' examined three habits of high quality readers: lending and borrowing of books with peers, purchasing books, and reasons for reading books. Fifty-three percent of the students never saw reading as offering rest from various types of fatigue, nor,

in the same numbers, did they think life was dull for those who did not read. Parents seemed to feel the exact opposite.

O'Rourke reports that, overall, parents score significantly higher on the inventory (they read more). In previous studies reported in the literature, young people would display habits similar to those of their parents. The evidence of this study did not support that expectation.

O'Rourke reports that these findings are consistent with Busch's (1978) in a study dealing with T. V. viewing and reading. Busch found that as students progressed in age, parental influence decreased. Certain cultural and sociological factors are stronger in the home environment in the late junior high school years. The shift swings from the home to the peer group. These factors combined with increased mobility and expanded recreational and job opportunities may explain why half of the students in this study replied "never" when asked if they saw reading as a main leisure time activity (23:340-342).

Some general conclusions which can be drawn concerning parent involvement at the home and/or school level(s) are that parents must be involved in preparing the child to read, if not at the school level at least at the home one; motivation of the child is usually more successful in a home environment with parents than in the more crowded, impersonal and stressful classroom environment.

#### Methods of Parental Reading

Parents of children with reading problems often ask, "What can

I do to help?" All too frequently either of two strategies is followed. In some cases, the parents are simply told to relax and do nothing, the attitude being that the school and its personnel are in the best position to help and that parents will interfere with the process of correcting the child's problems. The second strategy is to cast the parent in the role of a teacher. Workbooks, flashcards, phonics exercises and basal readers are sent to the parents, sometimes with detailed directions as to how and when they should be used. I consider both of the above strategies inappropriate in most cases.

My experience suggests that parents frequently want to and can help the child with a reading problem. While each child-parent relationship must be treated individually, there are some general approaches that John Pikulski finds useful with many parents.

Pikulski believes that ". . . it is important to provide the parents with a fairly clear understanding of what reading is (26:896). Many parents and some teachers see reading as simply decoding or word recognition. They need to recognize that reading is a thinking process that is activated by visual symbols. A distinction can be drawn between word recognition and comprehension by showing a parent a nonsense word and pointing out that although we can probably pronounce the word (e. g. , stum) it doesn't mean anything. All of this is aimed at showing the parent that reading builds upon the previous experience and language skills that a child has. Parents can do much

to enhance skills by providing experiences and language for the child.

Pilulski states that parents can be encouraged to do the following:

1. Listen to children; give them many opportunities to use language; don't become impatient if they can't express themselves clearly.
2. Take time to carefully explain things that are happening to and around children. When you ask them to do something, tell them why you think it should be done.
3. Point out parts of the environment that children might miss. Give labels to these things.
4. Introduce new experiences. Take trips, provide the opportunity to join clubs and other organizations. These things will help to foster new interests.
5. Point out letters and words as they are encountered in the child's everyday world or on television; i. e. , STOP, RESTAURANT, titles on movie marquees. Do this in as natural a way as possible and don't become upset if the child doesn't seem interested or remember the words.
6. Children usually model themselves after their parents; therefore, parents would do well to provide a good reading model by reading themselves. It is not uncommon to find that the parents of children with reading problems do very little reading themselves. Fathers more frequently fall into this category than do mothers.
7. Read to children. This is an excellent way to build the language foundation and thinking skills necessary for becoming an effective reader. Choose books carefully for reading to them. Consult children's librarians and books like Larrick's A Parents Guide to Children's Reading and Arbuthnot's Children's Books Too Good to Miss.
8. Encourage children to secure their own library card and take them to the public library. But don't force them to read any book or at any particular time.

9. Read books that are too difficult for them to read themselves in order to stimulate interests.

10. Buy books if they express an interest in them.

11. As new interests are beginning to develop, try to find reading materials that fit these interest areas.

12. Read textbooks from science or social studies to children in order to help deal with the facts and concepts introduced in class. Spare children the torture of trying to deal with materials that are frustrating. It will probably be necessary to read at least some homework assignments. Parents and teachers can cooperate in this endeavor (26:897).

By following the above suggestions, parents can make a significant contribution to the child's eventual reading achievement. Parents can also avoid the type of parental involvement that creates stress.

In a current article, James Flood reports that:

. . . an extensive body of normative literature suggests that reading to young children enhances their language development. . . Few educational researchers have investigated the most efficacious ways in which reading should be done (12:864).

Flood cites Bullock's report, "A Language for Life," as addressing how adults should read to children by stressing the emotional implications of the child's first contacts with books. This report advised that the best way to prepare the very young child is to hold him in your lap and read aloud to him stories he likes--over and over again.

Flood cites a second empirical study by Swift on the effects of reading to young children. Swift's parent training program enabled mothers of preschool age children to lengthen thoughts, elaborate upon ideas, and improve observational skills. Parents were taught to

retell certain parts of stories in order to extend their child's ability to put things into words and to tap children's thoughts during the reading by questioning them about their own experiences.

Flood's study was designed to investigate the relationship between parental style of reading to young children and the child's performance on selected prereading related tasks. Thirty-six three and one-half to four and one-half year old children in San Francisco Bay area were chosen for this study. Parents were visited by Flood's experimenters. Parents were instructed to read to their children the book, Ask Mr. Bear. The experimenters tape recorded the parents and absented themselves during the reading episode. Four of the fourteen items correlated significantly with the prereading score ( $p < .05$ ); stepwise regression techniques revealed the importance of two more. These two analyses demonstrate the importance of the parent-child reading episode: total number of words spoken by the child, number of questions answered by the child, number of questions asked by the child, warm-up preparatory questions asked by parents, post-story evaluative questions asked by the parents, and positive reinforcement by parents (12:865-866).

From the results of this study, this writer feels that children need to be involved from beginning to end; they need to interact with the reader--their parents--to extend ideas, to question their own understanding, and to relate their ideas to experience.

This writer feels that reading aloud to children significantly improves children's vocabulary knowledge and reading comprehension. Many parents routinely read to their children before bedtime and some teachers read aloud to their students. The reasons for reading to children have ranged from providing entertainment, exposing children to beauty of language, and encouraging children to want to read by themselves.

The following studies show that reading orally to children improves reading achievement. Guinagh and Jester cite a study done by Gallup (1969) which studied 1,045 mothers and found that 70% of high achieving first graders were read to regularly in their early years, while only 49% of low achieving first graders were read to by their mothers. Gallup concluded that children who were read to regularly at an early age did better in school than those who were not (14:102).

Younger children may benefit from being read to more than older children. McCormick cites a second study where all reading achievement scores increased greatly after a program of reading aloud to students. Fourth graders' reading achievement scores were more affected than scores of fifth and sixth graders. McCormick states:

A positive relationship is evident because success in first grade reading is related to experiences such as having someone read to the child, interest in words, and looking at books and magazines (22:139).



McCormick cites another study done by Durkin (1974-75) where a group of students who had learned to read at age four were exposed to a program of reading aloud, the development of a small sight vocabulary, and letter and numeral naming. Reading achievement scores for those children during grades one and two exceeded the control group with a significant difference beyond the .05 level. Differences between the two groups at the end of third and fourth grade were no longer significant (22:142).

Hoskisson, Sherman, and Smith report that children learn to speak the language of their surroundings without formal training. Parents can get involved with their children through assisted reading. These authors state, "Children who are listening and following along in stories are processing language that is more syntactically complete than some of the spoken language they hear" (16:710).

Assisted reading is used differently with children of different levels of reading ability. With a preschool child a parent reads to the child three or four times a week until the child has a love for stories and has developed a fairly long attention span for stories. These authors report, "A child generalizes on his own the regular initial consonant correspondences and begins using context as a means of vocabulary verification" (16:711). After one year of assisted reading the child was reading on a second grade level as measured by the Stanford Achievement Test, Primary I Battery.

The data from this study indicates a great increase in tested reading ability as well as increases in reading rate and decreases in frequency of miscues. This achievement coincided with the involvement of the parents in the reading program. Both groups of children in the study expressed a dislike for reading and often refused to cooperate in reading instruction before this study was done. By the end of the study, the children voluntarily checked books out of school and town libraries (16:714).

While Hoskisson and his associates were primarily concerned with parents, Ronald Cramer is concerned with the teachers in the reading programs. Teachers can't teach their children to love books, but they can read to them everyday. Teachers can create an atmosphere that will help children appreciate literature by reading orally to their children poems and prose, fiction and nonfiction, adventure, fantasy, myths, fairy tales, legends, and folklore.

Cramer reports that reading to children helps them learn to read and write. He states, "Children must internalize a sense of story form, characterization, plot, mood, etc. to become effective writers" (7:47).

Cramer also states that reading to children does the following things:

1. It sparks the imagination and provides images and ideas for children to write about.

2. It enriches their language.
3. It develops their concepts, knowledge, and thinking ability (7:48).

This writer feels that it is important to make the reading-listening period a time for enjoyment and relaxation. Five guidelines have been proposed that will help children to read effectively regardless of what has been selected. First of all, the reader should plan each day's reading selection in advance. Second, he should select reading material best suited for the children being read to. Third, he should interpret the mood, tone, and action of the passage being read. Fourth, he should differentiate the reading-listening time from the directed reading and listening activity time. And finally, when reading a narrative that will be continued the next day, he should stop at a point that is likely to incite anticipation for the next episode.

In summary, reading aloud to children in elementary school grades from low income homes and children who are low achievers seems to aid vocabulary development and reading achievement. The regularity of hearing stories read and duration of treatment seem to be factors related to reading growth. McCormick states that ". . . research provides evidence of a direct relationship between reading aloud to children and reading performance, language development and development of reading" (22:49).

### The Role of Television

One of the most modern advances to affect home reading is the television. Contrary to popular prejudices television viewing is neither all good nor all bad for reading ability. In fact, television viewing at certain ages can increase reading ability while at other ages decreases it.

Bronfenbrenner stated that:

. . . the average viewing time in America is twenty-two hours a week. The American child spends about as much time viewing television as he spends in school. By the time the average child is sixteen he has watched from 12,000 to 15,000 hours of television. In other words, he has spent the equivalent of 15 to 20 solid months, 24 hours a day before a television screen (3:106).

In the following studies Busch and Schramm found that pre-school and primary children benefit most from television viewing and by age ten to twelve a saturation point is reached and the total knowledge declines as television viewing increases.

Busch cited a 1961 study that Wilbur Schramm had done on the effects of television on the lives of 6,000 children. Schramm established that elementary school children with the highest marks in school were also the heaviest television watchers. Television helped the low achievers develop vocabulary skills that the non-television child did not have. He reported that children in early school years are heavy viewers of television. At age ten, children of better mental ability (IQ of 115 or better) reached a "saturation point." The middle and lower intelligence

groups reached the saturation point some time later. Television was a major factor in the vocabulary enrichment of preschoolers and first graders and, therefore, aided the development of reading readiness skills.

Busch randomly selected 565 students from grades two through twelve in order to detect possible changes since Schramm's 1961 study. Student's reading ability was determined by teacher evaluations and a C. A. T. score in reading. Each student was given a questionnaire to answer open- and close-ended questions about the following: number of hours spent viewing television in relationship to reading, the power of television to stimulate reading, and parental viewing and reading habits.

In this study parental influences were of greater significance in the primary grades than in any other grade surveyed. In the homes of students with high reading ability, 69% of the students stated that their parents seldom watched television. Busch reported that these parents encouraged their children to watch several children-oriented television shows such as "Sesame Street," "The Electric Company," etc. These parents of children with high reading ability did the following: read the newspaper regularly, read books, praised their children for reading.

Busch found that the pupil whose parents read to him enjoyed reading more and had a better perception of the story. The students who stated that they enjoyed reading and who read a great deal all said that their parents had read to them before they began school.

In grades four, five, and six, 57% of the students surveyed stated that they were allowed to watch television without parental interference. In this age group, the pupil's reading skills or lack of them became more obvious. The slower students relied on television for information. The better student was able to watch television and read alternately. The results of the survey showed that the poorer the student's ability, the more television he watched without reading and without total concentration. These students could not keep up with the television action. The lower-ability student found reading boring and tedious.

One new development that Busch's study showed that was absent from Schramm's study was that an increasing number of girls were suffering from low reading abilities. Presumably this was due to the trend for equal programming for girls' shows, thus enticing girls to spend as much time in front of the screen as boys.

Busch further reported that 75% of the students surveyed would rather watch a story on television than read the story. Only the students with high reading ability preferred to read the story. Eighty-nine percent of the students had watched at least one story that caused them to follow it up by reading a book (5:670). These students mentioned the enjoyment of reading parts of the story that the television version had eliminated.

These two studies determined that primary and preschool students benefited most from television viewing and a saturation point was reached for children around age twelve. Increased television viewing decreased student's total knowledge.

Television viewing has become a focus of concern in recent years to many groups--Action for Children's Television, the Parent-Teacher Association, the International Reading Association, and the American Library Association. This author feels parents can help their children with the growing concern of watching television. Potter in her article, "Making the Home-School TV Connection" provides many suggestions for parents when discussing programs with children, watching programs with children, and planning exciting family events away from television (27:34).

#### Good Versus Poor Comprehenders

Actively interested parents who understand the reading process can do much to facilitate their children's reading achievement. Parents should recognize that word calling is not reading and that meaningful communication is taking place between the author and the reader.

Parents should recognize also that there are different types of comprehension. Simple understanding of an author's message is called literal comprehension. In addition to literal comprehension, there are a number of purposes for which a child may read which require some manipulation of the ideas of a selection. Kerfoot states, "Inferences may

be drawn; evaluations may be made; reorganization of the selection may take place for particular purposes" (20:88).

Kerfoot further reports that parents should understand the factors which influence reading comprehension. Comprehension is affected by decoding skills, experience, and language development. Parents should understand that several strategies will be used by teachers to develop comprehension. First, content will be varied. Second, understanding will be developed through preparation for reading. Third, a meaningful setting will aid comprehension. Fourth, comprehension will be developed through listening activities. Fifth, comprehension will be developed by perceptive questioning. Last, comprehension will be developed through group interaction ((20:89). These strategies are useful not only to teachers but to parents as well in developing good comprehension ability in children, for undoubtedly parents are directly involved in the development of good as well as poor comprehenders.

Within the last twenty years the emphasis in comprehension research has shifted from what pupils comprehend to how they comprehend. Current researchers, influenced by linguistic and psycholinguistic theory, focus upon identifying strategies used in comprehending.

Sullivan in a recent article, "Comparing Strategies of Good and Poor Comprehenders," analyzed the strategies used by good and poor readers by judging the ability of these readers to match sentence content and by transforming sentences so that a relationship could be



detected. The good and poor readers took a test on reading comprehension which consisted of seven brief passages and 42 statements on social studies topics. Pupils judged whether factual or conclusive statements were true, false, probably true, probably false, or not enough facts. The reader matched the factual statement with the facts embedded in the passage.

When evaluating the factual statements, the good readers looked for consistency by continually matching words in these statements with words of similar meaning in the passages. The majority of poor readers appeared to be more literal, focusing upon nouns and verbs in isolation rather than word clusters that included qualitative terms. These poor readers had difficulty transposing information or moderate literal statements into more meaningful thought patterns.

When poor readers tried to transpose the passage, they focused on nouns and verbs. Poor readers were not as selective in their sifting process as were good readers and were unable to encapsulate the conclusive idea. Finally, poor readers had difficulty in relating past knowledge to the reading material.

Sullivan states that ". . . the reader must be able to hold information in abeyance and bring his/her experience to it in order to successfully sift out and simplify information" (31:903). The readers of this study did not sift out key words but word clusters and phrases.

The results of this study point for the need to explore the development of techniques that facilitate certain strategies. First, it is important to guide the poor reader through by citing examples of paraphrased ideas. Second, it is important to have the poor readers sift out word clusters. Third, teachers must have readers support their conclusions. Last, it is important to have the reader note the likenesses and differences between things before making assumptions. Sullivan states three steps that can be used to guide deductive thinking: (1) question the veracity of a statement; (2) draw upon past knowledge to clarify and extend the written message; (3) apply the "if/then" clause in formulating deductions (31:905).

It should be clear to parents that while a program of specific comprehension skills is being developed, the reader must steadily over a long period of time be brought to higher levels of word recognition, experience and language facility. This writer feels that parents can play a vital role in developing experiential and language backgrounds. Parents who provide children with many real and vicarious experiences and expressive opportunities can powerfully influence comprehension growth.

### Games

Through games and play children can review and drill themselves in the basic reading skills. Zeitz states that there are certain basic

principals of learning that emerge when children are playing. Children focus on many variations of a theme. She states:

It seems they must play teacher, parent, truck driver, clerk or librarian time and again in different settings with different playmates and in different roles to extend and deepen their understanding of relationships and functions in the real world (33:545).

Clegg in her dissertation cites Coleman (1968) as stating that games have certain attributes that facilitate learning. They have unusual ability to elicit focusing of attention. They involve the player in action rather than in passive observation, and they provide intrinsic rewards for mastery.

Clegg further cites Coleman as saying that games provide the player an opportunity to interact with a symbolic environment of language or numbers. For the disadvantaged child having difficulty with this symbolic environment, games provide an attractive and exciting setting with which to deal with these abstractions. Clegg stressed the value of games to motivate the student because of its internal rather than external reward value. Researchers seem to agree to the game's power to interest and motivate. Clegg further suggested the game's unlimited potential as a learning tool for mastery of details, planning, problem-solving techniques, socialization, and practice for real-life situations without paying real-life consequences.

In Piaget's book, Play, Dreams, and Imitation in Childhood, emphasis was put on the child's intellectual development in relationship to games. At different stages he found that the child's intellectual

development is appropriately displayed in the games played (6:18-19). With careful observation of children's activities, therefore, parents and teachers can meet children where they are and build on what the children already know. The teacher or parent can supplement their play with teacher/parent-made materials and basic reading skills can become part of children's dramatic play.

Zeitz states that:

. . . the repetition, variety, and sensorimotor experiences that have served the child so well in the preschool years can be applied directly to reading in an endless procession of variations on the theme (33:546).

Vowels, diphthongs, digraphs, and other vowel and consonant combinations and clusters can also receive extensive drill and practice through a variety of manipulative games.

Children six years and older begin to understand that some games are of chance, other games require skills in letter and word discrimination, and finally, some games combine chance and skill. These games include specific reading skills and strategies of awareness, observation, and use of visual memory (33:546).

Clegg cites Abt (1968) as saying that games are an invaluable technique for learning due to their brief nature and non-thinking atmosphere. Clegg also cites Gayne (1965) in the Conditions for Learning as stressing ". . . the child's desire to participate in what other children are doing as one of the strongest sources of motivation" (6:19).

I feel that in order for individual needs to be met a learning game must be adjusted to suit the needs of the individual player.

### Summary of Chapter

Reading builds upon the previous experiences and language skills that a child has. Parents can do much to enhance these skills by providing experiences and language for the child at a very early age. Children's success in the school reading program seems to be the result of a lot of parent participation. Children's reading achievement will be highly increased if parents do the following: first, give children the opportunity to use the language; second, introduce new experiences for the child; third, provide a good reading model by reading themselves; fourth, read to their children; and last, encourage their children to read by providing them with books that are interesting and easy enough for the child.

A favorable parental attitude is developed through knowledge of and participation in their child's school reading program. This favorable attitude and appreciation of education results in increased achievement for the child.

## Chapter III

### INTRODUCTION

Parents need to know that reading builds upon previous experience and language skills that children have. Parents can do much to provide these experiences and language for children. This handbook is intended to provide parents with ideas and activities that will make the task of learning to read easier for their children.

It should be clear to parents that while a program of specific comprehension skills is being developed, the reader must steadily, over a long period of time, be brought to higher levels of word recognition, experience and language facility. Parents who provide children with many real and vicarious experiences and expressive opportunities can powerfully influence comprehension growth.

The annotated bibliography allows parents to locate a wide range of books which are interesting and easy enough for the child to read; therefore, encouraging children to read. Parents can talk to the children's librarian at school or the public library to find these listed books which are interesting and motivating.

Games on comprehension and vocabulary allow parents to review and drill their children in the basic reading skills. These games act as a learning tool because they interest and motivate the child.

A questioning strategies guide makes parents recognize that there are different types of comprehension questions. Parents should try to ask questions at higher levels to help make discussion of a story more successful.

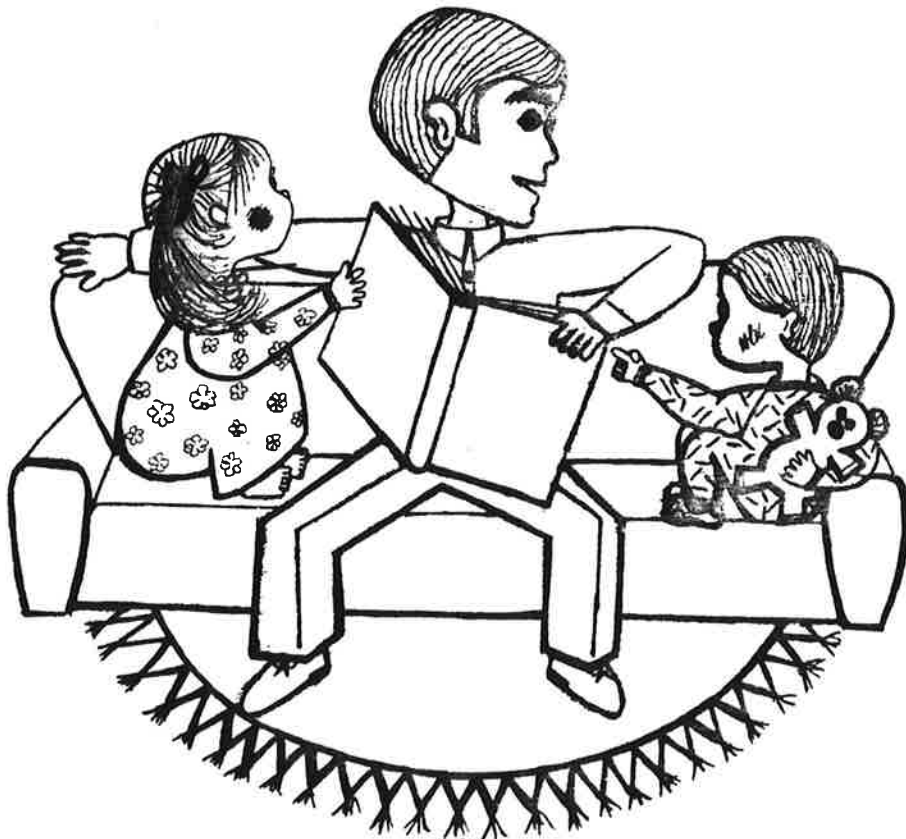
Specific workable suggestions and ideas for parents developing their children's recreational reading, selection of books, vocabulary and comprehension games and questioning strategy techniques are aspects which have been included in the handbook. Recent research has shown that parental involvement helps increase children's reading.

A HANDBOOK FOR PARENTS: HOW TO  
IMPROVE YOUR CHILD'S READING

(Ages 9-12)

by

Janice D. Rudeen





## PREFACE

### The Universal Needs of Children

As a child, I feel the need . . .

to be myself

for self-achievement

for motivation

for time to learn

for freedom from anxiety

for a picture of myself as

a person of worth and

usefulness. A Person

whom I can like, and

other can accept and like. \*

As a significant person in the life of your child, you play an important part in meeting each of these needs.

\*Russell Stauffer

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I. INTRODUCTION

## INTRODUCTION

The role parents play in helping their children become good readers cannot be overemphasized. Research has shown time and time again that parents serve as the primary mode for their children's behavior. Any experienced elementary teacher will tell you how easy it is to identify those children who have been reared in a family situation that has encouraged a love for reading. These children are almost always the ones who excel at all of their schoolwork.

The purpose of this parent handbook is to provide you with a guide to help your child with his recreational reading. Suggestions are given for the following: (1) selection of books, (2) vocabulary and comprehension games, and (3) questioning techniques that show how to talk about a story after it's been read.

Dr. Roy Truby, Idaho State Superintendent of Public Instruction provided the following suggestions for parents who want to encourage their children to read and love reading.

Dr. Truby said, "An interesting study appeared in 1969 which looked at the precocious readers in sixteen industrialized countries of the world. They had one thing in common--their fathers read to them."

### Rules for Parents to get Involved

1. Read to your children fifteen minutes per day, every day.

2. Read yourself. Let your children see you reading. Read together.
3. Talk with your children. Ask them engaging questions.
4. Listen. Spend alone time with each of your children.
5. Monitor the television. Turn it off unless there is a specific program request.
6. Start building a home library. Give one book to each child at each gift time.
7. Use natural experiences for learning. Read labels. Have the children read the menu in restaurants and select from a designated price range.
8. Use family games like monopoly. They can be fun and you can learn a lot about your children as well.
9. Give children responsibility. Ask them to do things they can do without your having to redo. They need to succeed.
10. Give children positive strokes.
11. Get involved in your child's education. Set homework time, and if there's no homework, make it reading time. Visit the schools. Talk to your children's teachers.

II. BRINGING CHILDREN AND BOOKS TOGETHER

Children's success or failure as readers will be shaped more by the influence of home than by teachers and the materials they use.

### THE READING MOTHER

I had a Mother who read to me  
Sagas of pirates who scoured the sea,  
Cutlasses clenched in their yellow teeth,  
"Blackbird" stowed in the hold beneath.

I had a Mother who read me lays  
of ancient and gallant and golden days;  
Stories of Marion and Ivanhoe,  
Which every boy has a right to know.

I had a Mother who read me tales  
of Gelart the hound of the hills of Wales,  
True to his trust till his tragic death,  
Faithfulness lent with his final breath.

I had a Mother who read me the things  
That wholesome life to the boy's heart brings-  
Stories that stir with an upward touch  
Oh, that each mother of boys were such!

You may have tangible wealth untold;  
Caskets of jewels and coffers of gold.  
Richer than I you can never be--  
I had a Mother who read to me.

by Stickland Gillilan



## BRINGING CHILDREN AND BOOK TOGETHER

Reading is something your child should enjoy and look upon not only as useful but pleasurable as well. Understanding the factors which affect reading interest can help you use those factors to encourage your child to read.

1. Know your child. What does your child find interesting? What does your child do for fun? Does your child have a particular troubling concern? If you can answer these questions and have an understanding of your child's likes and dislikes, you will be in a better position to choose reading material to interest your child.
2. Let your child know you think reading is important. If you enjoy reading, you are probably serving as a model that your child will follow.
3. Encourage wide reading. Encourage your child to use a wide range of reading materials, including children's magazine, comics, folktales, adventure books, books with factual information, game instructions, labels, and street signs.
4. Go to the library. The children's librarian can suggest good books. Let your child browse while you browse in the adult section. Visits to the library should be encouraged.
5. Guide your child's ability to scan. A quick look at the inside of a book can help your child decide if it's interesting and whether it's easy enough to read.
6. Be a good listener. Listen to your child read so you can share in the activity.
7. Be willing to share. Arrange a time for you and your child to read together. You may read your own materials separately, or read the same story together.

8. Provide reading related activities. There are many activities which are related to reading, and can be used to stimulate interest.

The following annotated bibliography provides a wide range of books for your child to read. The children's librarian at school or the public library can help you find other books that will be interesting to your child.

#### Annotated Bibliography - Ages 9-12

Blume, Judy. Are You There, God? It's Me, Margaret, Bradbury Press, c. 1970, pages 10-14.

Margaret's mother was Christian, her father Jewish. Margaret was to choose for herself, so she talked to God a lot. Girls will identify with the characters in this humorous and sympathetic story of an almost-twelve year old. This book is an excellent portrayal of the agonies of early adolescence.

Other books by this author are: Blubber, Tales of a First Grade Nothing, and Deenie, Then Again Maybe I Won't, Otherwise Known as Shiela the Great.

Duvoisin, Roger, Periwinkle, Knopf, c. 1976, pages 28.

Periwinkle is a lonely giraffe who speaks English and is frustrated in his efforts to converse with the other forest creatures. Lotus the frog has learned to speak English at the aquarium. Their joy in finding each other is shortlived as they attempt to talk, to listen, to each other until Periwinkle realizes that friendship is talking with each other.

Fitzgerald, John D., The Great Brain, illus. by Mercer Mayer, Dial Press, c. 1967, 175 pages.

The Great Brain was Tom Dennis (T. D.) Fitzgerald, age ten, of Adenville, Utah, the time 1896. This pseudobiographical yearn

is spun by his brother John Dennis (J. D.) age seven. John can tell stories about himself and his family with enough tall tale exaggeration to catch the imagination.

Other books about the Great Brain are: More Adventures of the Great Brain, The Great Brain at the Academy, The Great Brain Reforms, Return of the Great Brain, The Great Brain Does it Again.

Henry, Marguerite, King of the Wind; illus. by Wesley Dennis, Rand McNalley, c. 1948, 172 pages.

This is a beautiful story of the famous horse and the little mute Arabian stable boy who accompanies him on his journey across the seas to France and England. The boy's devotion to his horse and his faith and loyalty are woven into an exciting story.

Other books by this author are: Black Gold, Brighty of the Grand Canyon, Gaudenzia, Pride of the Palio, Justin Morgan Had a Horse, Misty of Chincoteague, Mustang, Wild Spirit of the West, and White Stallion of Lipizza.

Henry, O. , The Ransom of Red Chief; illus. by Paul Frame, Hawthorn Books, c. 1970.

This story is about two kidnappers who, driven to distraction by their mischievous hostage, finally pay his father to take him off their hand. This is a short book full of humor and irony.

Hicks, Clifford, Alvin's Secret Code; illus. by Bill Sokol, Holt, c. 1963, 159 pages.

Alvin Fernald, the Magnificent Brain, becomes a cryptographer and as a Secret Agent K 21-1/2 solves the mystery of the buried treasure. An appendix gives entertaining information about codes and ciphers, along with samples and problems.

Key, Alexander, Escape to Witch Mountain; illus. by Leon B. Wisdom Jr. , Westminster Press, c. 1968, 172 pages.

Orphaned, Tony and his sister Tia, who is mute to others but able to communicate with him are menaced by a thug with a custody order. They flee to the town shown on their map, which is located deep in the Great Smokies. Closely pursued, their need for sanctuary prompts them to piece together out of deeply repressed memories the story of a trip. . . from a disintegrating planet to a carefully prepared new home on earth.

Another book by this author is The Forgotten Door.

L'Engle, Madeleine, A Wrinkle in Time, Farrar, Straus, c. 1962, 211 pages.

A brother and sister, together with a friend, go in search of their scientist father who was lost while engaged in secret work for the government in the tesseract problem. A tesseract is a wrinkle in time. The father is a prisoner on a forbidding planet, and after awesome and terrifying experiences, he is rescued. The little group safely returns to earth and home.

This book is followed by A Wind in the Door.

Lewis, C. S. , The Lion, the Witch and the Wardrobe, Macmillan, c. 1950.

Four children in the country to escape London air raids during World War II have exciting adventures in the mysterious land of Narnia, just beyond the wardrobe in a vacant room.

Continued in Chronicles of Narnia are: Horse and His Boy, The Last Battle, The Magician's Nephew, Prince Caspian, Silver Chair, The Boyage of the Dawn Treader.

Mac Gregor, Ellen, Miss Pickerell Goes to Mars, illus. by Paul Galdone, McGraw, c. 1951, 128 pages.

When Miss Pickerell returned from her month's vacation she was surprised to find someone had been living in her house and that a large rocket ship was in her pasture. This book tells how Miss Pickerell took off with a rocket ship crew, and what she found on Mars.

Other books about Miss Pickerell's adventures are the following: Miss Pickerell and the Geiger Counter, Miss Pickerell Goes on a Dig, Miss Pickerell Goes to the Arctic, Miss Pickerell Goes Undersea, Miss Pickerell Harvest the Sea, Miss Pickerell Meets Mr. H. U. M., Miss Pickerell Goes on the Moon.

McCloskey, Robert, Homer Price, Viking, c. 1943, 49 pages.

Six blithe stories about the adventures of an American boy, Middle-western variety. Homer is a poker faced youth to whom almost anything might happen and usually does. Sometimes he is catching burglars with the aid of his pet skunk, Aroma, or making nonstop doughnuts in his uncles' lunchroom.

Another book about Homer Price is the book, The Doughnut Machine.

Macken, Walter, The Flight of the Doves, Macmillan, c. 1968, 200 pages.

Orphaned Finn and his younger sister Derval, brutally mistreated by Uncle Toby, their legal guardian, run away from their English home. Concentrating upon a vague memory of a visit long ago to Granny O'Glaherty in the west of Ireland, Finn carefully plots their escape. Walking, hiding, begging rides, sometimes sustained by beneficent stranger, or hindered by unscrupulous ones, the children-- a brave pair--cross the Irish Sea and begin this journey toward freedom.

Mann, Peggy, My Dad Lives in a Downtown Hotel; illus. by Richard Caffari, Doubleday, c. 1973, 92 pages.

This is a story of a ten-year-old and his reactions and gradual adjustment to his parents' divorce.

Norton, Mary, The Borrowers; illus. by Beth and Joe Krush, Harcourt, c. 1953.

The Borrowers are little people who live by borrowing all the tiny objects you thought had been lost--a gold safety pin, a few beads or jewels, the top of an aspirin bottle, etc. Because they keep out of sight of mortals, they live in secret nooks furnished with borrowed items.

Other books about the Borrowers are: The Borrowers Afield, and The Borrowers Afloat.

Robertson, Keith, Henry Reed Inc., illus. by Robert McCloskey, Viking, c. 1958, 239 pages.

Henry Reed on vacation from the American School in Naples, keeps a record of his research into the American free-enterprise system, to be used as a school report on his return. With a neighbor, Midge Glass, he starts a business which results in some very free and widely enterprising experiences, all recorded deadpan in his journal.

Three additional books about Henry Reed are available: Henry Reed's Big Show, Henry Reed's Journey, and Henry Reed's Baby-sitting Service.

Selden, George, The Cricket in Times Square, illus. by Garth Williams, Farrar, Straus, c. 1960, 151 pages.

A touch of magic comes to Time Square subway station with Chester, a cricket from rural Connecticut. He is introduced to the distinctive character of city life by three friends: Mario Bellini, whose parents operate a newsstand; Tucker, a glib Broadway mouse; and Harry, a sagacious cat. Chester saves the Bellinis' business by giving concerts from the newsstand, bringing to rushing commuters moments of beauty and repose.

Other books by George Selden are: The Genie of Sutton Place, Harry Cat's Pet Puppy, and Tucker's Countryside.

Sewell, Anna, Black Beauty, Macmillan, illus. by John Groth, c. 1887.

Black Beauty goes from one master to another. Readers learn the story of his life of 19th century England. "Black Beauty" was written as a protest against the tight checkrein and other more serious cruelties to horses.

Sperry, Armstrong, Call-it Courage, Macmillan, c. 1940, 95 pages.

A Polynesian boy is scorned by his people because he fears the ocean. In order to redeem himself, he must perform an act of courage. His lone journey to a sacred island and the dangers he faces there earn

him the name of Mafatu, "Stout Heart."

Another book by Armstrong Sperry is Storm Canvas.

Sobol, Donald J., Encyclopedia Brown and the Case of the Dead Eagles.  
Nelson, c. 1975.

Encyclopedia Brown is a ten-year-old master detective. He is known only to his parents and teachers as Leroy. There are ten short mysteries, with enough clues provided so that an observant reader should be able to solve them as easily as the boy detective. Solutions to all ten cases are located in the back of the book.

Other books: Encyclopedia Brown Tracks Them Down, Encyclopedia Brown: Boy Detective.

White, E. B., Charlotte's Web, illus. by Garth Williams, Dell Pub. Co., Inc., c. 1952, 184 pages.

White uses the second type of animal story style. The animals can talk but have animal characteristics. This story is about the friendship between a pig and a spider. It shows how true a friend can be. White's style is simple and genuine. His wording expresses all that needs to be said. It will appeal to boys or girls of many ages.

III. GAMES AND ACTIVITIES

A. MEANING VOCABULARY

B. COMPREHENSION



## GAMES AND ACTIVITIES

Reading is related to many types of activities and a variety of materials. Reading games offer children an approach to learning not generally found in an organized reading instruction period. Games often motivate children to a maximum effort because they contain the self-competition or the group-competition element. Many reading games inspire children to greater effort because of the necessity for cooperation with others. Research has shown that children seem to learn more readily, and with more enjoyment, when they have access to a variety of good teaching aids.

The purpose of this section of the handbook is to suggest activities and games you can do with your child, using simple materials at home. Help your child by doing things at home that will reinforce the skills taught at school.

### Meaning Vocabulary

The development of multiple meanings of words, words in context, synonyms, (words of like meaning, i. e., small-little), antonyms (opposite, i. e., high-low), homonyms (similar sounds--meanings differ, i. e., four-for), key words in sentences and paragraphs are developed at all levels, kindergarten through grade 6, and hopefully throughout life. This development is an essential part of all reading instruction.

In the home setting you will find numerous opportunities to enhance this vital component of reading development. Listed below are some suggested activities and games.

1. Scavenger Hunt. Played with more than one child. Give the children identical lists of things to find. List the things in sentence form telling where to look and what to look for. The one who finds the most things on his list (and reads the directions aloud for each thing) wins a prize.
2. Categorizing. Played with more than one child. Give each child a category (i. e. , kinds of machines, things that can fly, kinds of shapes, or types of cars). The person who can list the most things in that category wins.
3. Using an interesting picture from a book, magazine or newspaper, help your child to list all the adjectives you might use to describe things in the picture. These words might then be used to write several sentences or a story about the picture.
4. Charades. A family game. Each person during his turn acts out an action and the rest of the players guess the action.
5. Synonyms-Antonyms. Occasionally ask your child to give you a synonym, i. e. big-large; antonym, i. e. , hot-cold, for words he frequently uses.
6. Word Pairs. Prepare pairs of cards made up of words that belong together such as ham, eggs; table, chair; hat, coat; pen, ink; etc. Place one card from each pair in a pack for the center of the table. Deal the cards to each player from the second pack. The dealer turns the top card on the center pack and the player who holds the matching card names it and keeps the pair. The dealer turns the next card and the game goes on. The player with the most pairs wins. This game may also be played with words that are opposite such as up, down; big, little; stop, go; etc.
7. Call them nouns. Have your child call the names of all the objects he can see, in two minutes. These words are called nouns. You can do the same thing with verbs by having your

child name as many things he can think of that he can do in two minutes. Have him act them out. These are called verbs.

8. Synonym Golf. Compile a list of 18 words representing the 18 holes of golf. Players try to find a synonym (word that means the same) for each word. The number of letters in the synonym chosen represent the score for the word.
9. Backwards. Have your child read from a book. Every time he comes to a word that has an opposite, he must read the opposite or lose his turn. Example: "The rain fell down" would read "the rain rose up."
10. Describe it. Have your child pick an object--anything in the home, outside, or seen while traveling or shopping. He names as many words as he can that describe the object. These words are called adjectives.
11. Clue. Say, "I'm thinking of an adjective with six letters on page \_\_\_\_\_. Your child searches for the word and writes it down.
12. Combine: Using a given section of text, have your child try to combine the initial letters of one word with the final letters of another to form a new word (Example: "find" and "right" become "right" or "cover" and "slide" becomes "code.")
13. Sentence Go-go. Sentence construction. Have your child take one word from each sentence on a page and try to form a new sentence. The words must be used in the same order in which the original sentences occur.
14. Add to the Prefix. Have your child say as many words as you can using a prefix, such as "un." The child would say, "unlock." When both of you can't think of any more words, a new prefix, such as "dis" is used. This game can be used for suffixes to.
15. Around It Goes. This game gives practice in forming words which have a suffix. Materials: A large wheel with a spinner. Make a large wheel from cardboard, as shown in the illustration. Print word endings along the rim of the wheel. As each player spins the wheel he must give a word that ends with the suffix at which the spinner stops.

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16. Exploring the Meaning. This game gives practice in interpreting figures of speech. **Materials:** A number of cards (1x4 inches) with a figure of speech on one side and its meaning on the other. For instance, on one side, "It's raining cats and dogs," and on the reverse side, "It's raining very hard." **Directions:** The cards are placed in a pile in the center of the table with the figure of speech side up. One player starts by taking the top card, reading it, and telling what the figure of speech means. He turns the card over and if his interpretation is correct, he keeps the card and the player to his left takes a card. The card goes to bottom of the pile if a player misses.

### Comprehension

Comprehension is what reading is all about. It is the aggressive, dynamic process of applying cognitive skill to what is being read. It requires, from time to time, memory, associative thinking, reasoning, and insight. Comprehension should be the overriding goal of reading instruction from the very beginning.

A child's level of comprehension is dependent upon all previously mastered or unmastered reading skills, his experiences, his language background and reasoning ability. A child's level of comprehension is dependent upon his parents and teacher cooperatively understanding and accurately assessing his specific needs and providing necessary assistance.

A child's home is a perfect setting to create, maintain and nourish comprehension skills and thought processes. As you read to

your child, stop and let him show you whether or not he understands what you have read and can relate this understanding to himself and to his environment.

Suggestions and games are provided below which you might utilize in assisting your child in developing comprehension.

1. Read to your children; show by example that you enjoy reading. Develop a love for reading by showing the child it is a pleasurable experience. Set aside a time at least once a week when everyone in the family reads and shares with the others what has been read.
2. Following your reading a story or a story seen on television or at the movies select one of the following activities:
  - a. Retell the story in his own words.
  - b. List three events that occurred and ask which happened first, second, and third in sequence.
  - c. Ask your child to describe one of the main characters. If he uses evaluative terms as good, bad, angry, ask him why. What words, action, expression caused him to believe the character was good.
  - d. Ask your child to predict what happened before some event or following some event in the same story.
  - e. Ask your child to make up a different ending for the story.
  - f. Ask your child to draw several pictures illustrating main events. These pictures can be placed in the correct sequence of what happened first, second, third, and the story retold.
  - g. Ask your child to tell the main idea of a paragraph you have just read to him.

3. Instead of verbally telling your child what to do, give him a note listing all of the things in sequential order, i. e.,
  - a. Take out the garbage.
  - b. Polish your shoes.
  - c. Make your bed.
4. Help your child to write a simple caption for an interesting picture in the newspaper.
5. Play a game with words using analogies.

Snow is white, grass is \_\_\_\_\_.

Days are light, nights are \_\_\_\_\_.

Pickles are sour, candy is \_\_\_\_\_.

Airplanes go fast, elephants go \_\_\_\_\_.

6. Selecting a title for a story. Cover up the name of the story that you will read to your child. After reading the story, ask your child to tell what he feels would be a good title. Uncover the real title to see how close the child came to the real title.
7. Follow the recipe. Let your child help you bake or prepare any recipe. Point out how the ingredients are listed in the order they are put into the mixture and it is important to follow the correct order.
8. Look and find. Give your child a copy of a newspaper and see how quickly he can find certain news facts you ask him to look for.

"What baseball team is ahead in the American league?"

"What cuts of meats are good buys?"
9. Find the bargains. Ask your child to use newspaper ads to find things that are on sale. Have him make a shopping list of things he thinks are needed and where they can be bought

for the best price.

Reward: The money he saved you (if it isn't too much).

10. Directions are important. To stress the importance of following directions, ask your child to tell you how to make a peanut butter and jelly sandwich. Do exactly what he says. If he says, "Put the peanut butter on the bread," then set the jar of peanut butter on top of the loaf of bread.
11. Move fast. Give a set of directions to the entire family, such as, "Come to the center of the room, face the fireplace, turn to the left, return to your places." Each player is given a number. When you call the number, that player is to follow the directions you have given as quickly as possible. The one who follows the directions correctly and quickest is the winner, who makes up the next set of directions.

#### IV. BOOK DISCUSSION TECHNIQUES



## BOOK DISCUSSION TECHNIQUES

Here are suggestions on how to talk about a story after it has been read by your child.

Most teachers and parents are quite adept at asking literal-type questions that consist generally of direct recall. For example:

"What did the book say about . . . ?"

"Define . . ."

"List the three . . ."

"Who invented . . . ?"

It takes a higher skill to ask a higher-type question. Try to ask questions at the following levels: Literal Level, Interpretive Level, Critical Level, and Appreciative and Creative Level. To help you become familiar and at ease with the techniques of question-asking, a Question Strategies Guide based on Barrett's Taxonomy has been included. These techniques of question-asking will help make discussion of a story with your child more successful.

### Questioning Strategies

These questioning strategies are based on Barrett's Taxonomy.

1. Literal Level--recall-recognition.
  - A. Details--Read the line that tells . . .  
(Characters, time, place, events, things)
  - B. Main Idea--Read the sentence that tells the main idea of . . .

- C. Sequence--Find the events leading to . . .  
Find what happened before . . . after . . .
  - D. Comparisons--Read the part that tells how . . .  
are alike . . . different
  - E. Cause and Effect--Read the part that tells what caused . . .
  - F. Character Traits--Find a word that describes how . . .  
looks . . . acts . . . feels
2. Interpretive Level--using information not directly stated but implied.
- A. Details--How would you have changed . . . ?  
Pretend . . . Suppose . . . Consider . . .
  - B. Main Idea--What did you learn? What lesson did the story teach?
  - C. Sequence--What might have happened if . . . ?
  - D. Comparison--Why do you suppose . . . were so much alike . . .  
different?
  - E. Cause and Effect--What might have caused . . . ?  
What might have been the effect of . . . ?
  - F. Predicting Outcomes--How might . . . have looked. . . felt . . .  
acted. . . if . . . ?
3. Critical Level--evaluating and making judgments based on qualities  
of accuracy, acceptability, desirability and worth.
- A. Reality/Fantasy--Do you believe that . . . ?
  - B. Fact/Opinion--Is . . . fact or opinion? Why? In your opinion . . .
  - C. Accuracy/Validity--From what you've read, do you agree . . .  
disagree? . . . Could it be true?
  - D. Appropriateness--What part of the story best describes . . . ?
  - E. Moral Judgment--Is it right . . . wrong . . . fair . . . unfair?  
Should a person . . . ?

- F. Point of View--From whose point of view is the selection written? What does the author want you to think or do? What would you do if you had the same opportunity?
4. Appreciative and Creative Level--bringing aesthetic and emotional sensitivity to reading or the application of the content.
- A. Identification--Do you know anyone like . . . ?  
How would you have felt if you'd been . . . ?  
What problem have you had that is similar to . . . ?
- B. Emotional Response--How do you feel when . . . ?  
What words made you feel happy/sad/etc. . . . ?  
What words made you: see/smell/taste/feel/etc. . . . ?  
What would you do to add to the . . . (story, poem, etc.)?  
What would you add to make it . . . (safer, more fun, more exciting, more beneficial, more comfortable, etc.)?
- C. Author's use of technique, style, and form  
What . . . (technique, style, and form) . . . did the author use?  
What was the effect? How did the author create this effect?

#### Questioning Strategies for 'Charlotte's Web'

Excerpted from: White, E. B. Charlotte's Web, New York, New York: Harper and Row, 1952.

In the cool of the evening, when shadows darkened the Fair Grounds, Templeton crept from the crate and looked around. Wilbur lay asleep in the straw. Charlotte was building a web. Templeton's keen nose detected many fine smells in the air. The rat was hungry and thirsty. He decided to go exploring. Without saying anything to anybody, he started off.

"Bring me back a word!" Charlotte called after him. "I shall be writing tonight for the last time."

The rat mumbled something to himself and disappeared into the shadows. He did not like being treated like a messenger boy.

.....

"I hope you brought a good one," Charlotte said. "It is the last word I shall ever write."

"Here," said Templeton unrolling the paper.

"What does it say?" asked Charlotte. "You'll have to read it for me."

"It says 'Humble,' " replied the rat.

"Humble?" said Charlotte. "'Humble' " has two meanings. It means 'not proud' and it means 'near the ground.' That's Wilbur all over. He's not proud and he's near the ground."

"Well, I hope you're satisfied," sneered the rat. "I'm not going to spend all my time fetching and carrying. I came to this Fair to enjoy myself, not to deliver papers."

"You've been very helpful," Charlotte said. "Run along, if you want to see more of the Fair."

### Question Guide-Sample

#### Literal Level

1. Read the line that tells what time of day it is.
2. Find a word that describes how Templeton, the rat, feels about being sent out to fetch a word for Charlotte.

#### Interpretive Level

1. What do you think Templeton did after leaving Charlotte?
2. How do you think Templeton felt being the messenger boy all the time?

Critical Level

1. Do you believe that a spider and a rat can actually talk? Why? or Why not?
2. What parts of the story are fact?

Appreciative and Creative Level

1. How would you have felt if you were Templeton?
2. What would made you: see/smell/taste/feel?

V. RECOMMENDED BOOKS FOR PARENTS

## RECOMMENDED BOOKS FOR PARENTS

- Chase, Mary Ellen. Recipe for a Magic Childhood. Macmillan, 1952. In this book, first published as a magazine article, a beloved author recalls how her parents introduced her to reading.
- Cole, Ann. I Saw a Purple Cow and 100 Other Recipes for Learning. Little Brown & Co., 1972. This book contains excellent, fun, creative, learning activities in an easy-to-use format for parents.
- Fenner, Phyllis. The Proof of the Pudding--What Children Read. The John Day Co., New York, 1957. This book is for parents, librarians and teachers. Her book is designed for pleasurable reading and for reference. In the main portion of it, each chapter is devoted to a particular kind of book, and concludes with a highly selective annotated list of favorite titles.
- Ladley, Winifred C. Sources of Good Books and Magazines for Children. International Reading Association, c. 1970. An annotated bibliography with an emphasis upon lists compiled within the period 1960-1969.
- Larrick, Nancy. A Parent's Guide to Children Reading. Pocket Books and Doubleday. (3rd ed.), c. 1972. This book is a unique publishing venture which was initiated by the National Book Committee in an effort to encourage more children to read more widely. Eighteen national organizations representing children, parents, librarians, teachers, and other accepted the invitation to cooperate.
- Smith, Carl B. Parents and Reading. International Reading Association, 1971. This book is the result of the conference on "Parents and Reading" held in connection with IRA's Kansas City Convention. It was jointly sponsored by the National Congress of Parents and Teachers and by IRA. It deals specifically with the role of parents and the home in reading instruction.
- Wagner, Guy. Educational Games and Activities. Teachers Publishing, 1971. A source book for parents and teachers that contains hundreds of games and activities for social, recreational and academic skills.

VI. APPENDIXES

A. OPEN ENDED GAMEBOARDS  
DIRECTIONS

B. STARTER LISTS

1. RHYMING WORDS

2. HOMOPHONES

3. ANTONYMS

4. SYNONYMS

C. PREFIXES-SUFFIXES-ROOTS:  
MEANINGS

D. PARENT REPORT CARD



## OPEN ENDED GAMES

Open ended games may be used to reinforce any skills, such as: vocabulary, word elements, alphabet or contractions.

1. The skills to be reinforced may be placed on 3 x 5 cards.
2. You will need a spinner, die or cards with numbers for indicating how many spaces a player may move.
3. The player draws a skill card, responds, and if correct, may move the number of spaces indicated on the spinner or die.
4. Answer cards may be provided for self checking.

### HOW TO MAKE:

Materials: gameboard, chipboard, clear contact paper, colored felt-tip pens, scissors, glue

### Construction:

1. Color with felt-tip pens.
2. Measure and cut chipboard to size of gameboard.
3. Place small dot of glue at each corner on the back of gameboard. Press chipboard onto glue. Allow to dry.
4. Unroll clear contact paper. To measure, place gameboard on contact paper and allow at least a 2 inch margin on the sides.
5. Cut contact. Carefully peel off back cover. Center and place gameboard--face down--on the contact. Press and smooth to remove gaps and air bubbles.
6. Angle-cut corners of contact so that a triangle is cut away. Save these. Pull and fold contact paper tightly onto chipboard back. Press to smooth and adhere.
7. Use the 4 triangles to reinforce each corner.
8. Turn over and smooth gameboard surface.

**\*\*HOCKEY/SOCCER** gameboard can be marked with a D (defense) at one end of the gameboard, and an O (offense) at the other; or, 1/2 may be colored red and the other 1/2 blue, etc.; or, both may be used to designate the Defense and Offense sides.

BASEBALLHow to Use: DirectionsMaterials:

1. One Baseball game pattern
2. A set of Baseball cards
3. Four blocks or markers

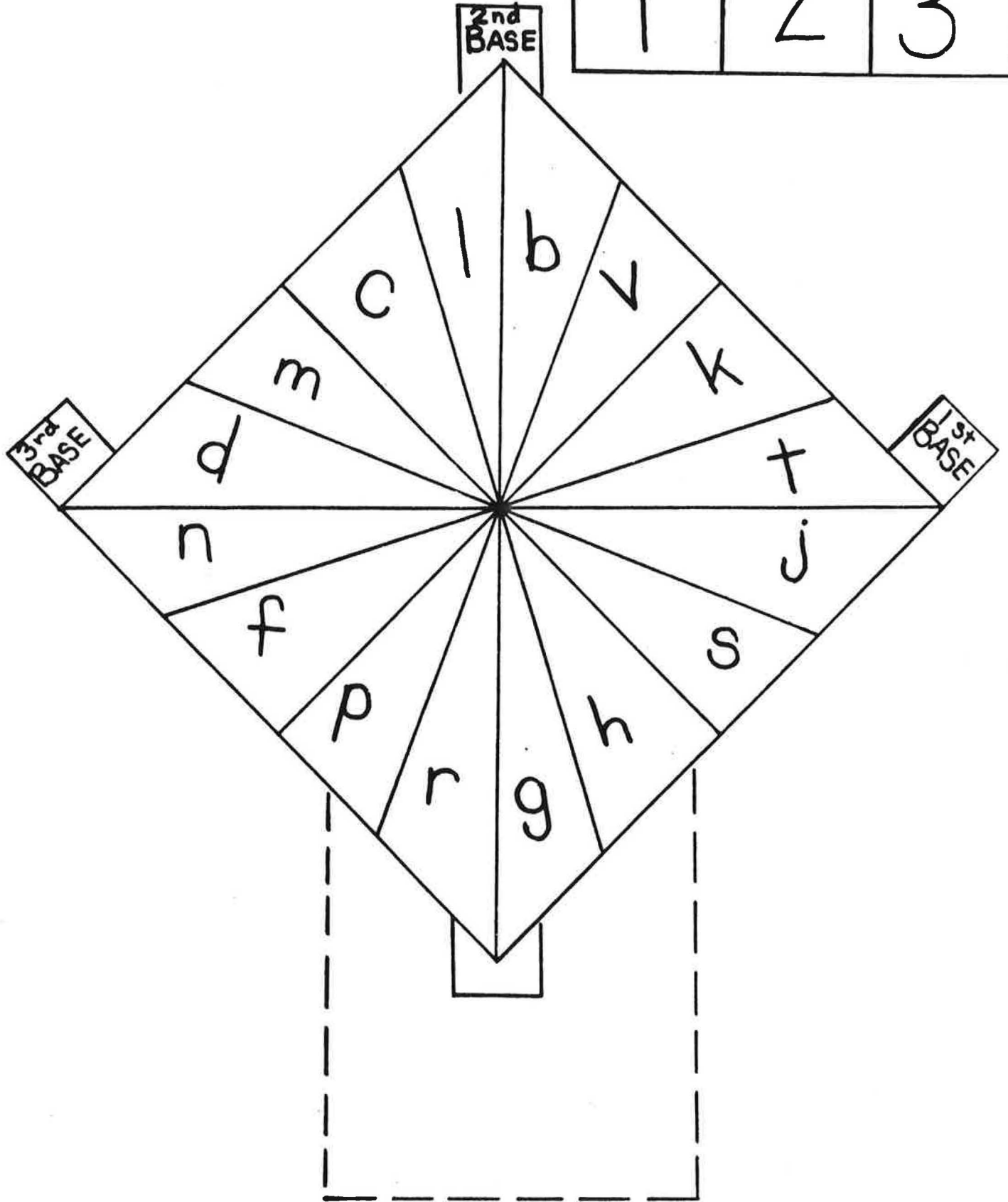
Players:

Two players or teams

Procedure:

1. Decide who will be pitcher and batter.
2. Shuffle and deal out all cards to batter(s) face down.
3. First batter places his cards in batter's box. Pitcher (or opposing team) spins the spinner first, then batter turns over a card.
4. If batter can make a word with letter spun and card (i. e. b+ - at) it scores as a hit, and marker is placed on first base.
5. If batter cannot make a word, pitcher places marker on #1 in the "out" box.
6. Scoring is done the same as in baseball: when player has circled bases and reaches home plate, it scores as a run and scores as one point.
7. This continues until batter has three "outs" (has been unable to make a word three times).
8. Players then exchange positions (pitcher becomes batter, etc.) and cards in batter's box. Each exchange of positions equals one inning. Players may decide how many innings will be one game.

OUTS		
1	2	3



## LUNAR ORBIT

How to Make: (See attached sheet of HOW TO MAKE GAMES)

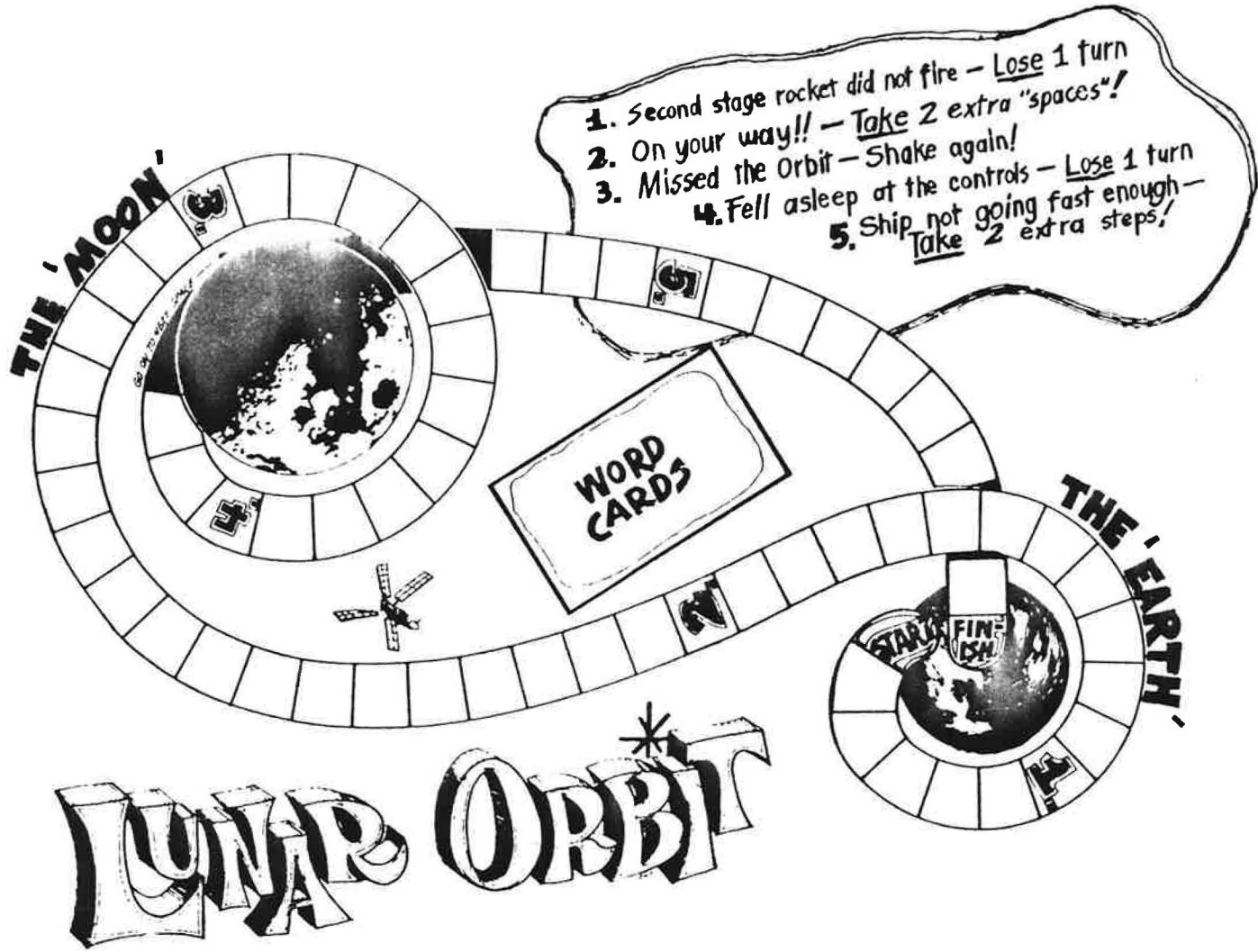
How to Use:

Materials: You will need a game board, word cards and a single die.

Purpose: To strengthen a pupil's knowledge of sight words, graphonemes, diagraphs, letters, math facts, etc.

Directions:

1. First player draws a word card from the center of the game board and says the word. He then throws the die and moves the number of steps shown on the die. The word card then goes to the bottom of the pile.
2. If a player cannot say the word he loses that turn and the word card is put at the bottom of the pile.
3. Second player follows the above directions and the game continues.
4. If a player lands on a green space he must follow the directions written on the board. For each green space there is a number corresponding to a numbered phrase at the top of the board.
5. The first player to return to Earth wins the game.
6. Numbered phrases can state something like this:
  - a. Second stage rocket did not fire--Lose 1 turn.
  - b. On your way!! Take 2 extra steps.
  - c. Missed the orbit--Shake again.
  - d. Fall asleep at the controls--Lose 1 turn.
  - e. Ship not going fast enough--Take 2 extra steps.



## SPACE TRIP

How to Make: (See attached sheet of HOW TO MAKE GAMES)

You will need a game board, word cards, place markers and a dice.

Purpose: To teach and/or reinforce sight vocabulary. Can be modified for a variety of purposes.

Directions: 2 players

1. Each player spins the spinner to see who will go first. Player with the highest number begins play.
2. First player takes a word card and attempts to read it. If successful he spins the spinner and moves the indicated amount of spaces. If unsuccessful, he must remain where-ever the marker is and the next player gets a chance to say the same word. Etc. . . .
- \*3. As the players move along the board they may land on a space which there is writing. The players must read and follow the directions.
4. The first player to enter the spaceship is considered the winner of the game.

Recommendations:

Have the students go through all of the word cards prior to playing the game or after the game is finished--or both. This will help reinforce the words being taught.

\*--The following directions can be written on the board--

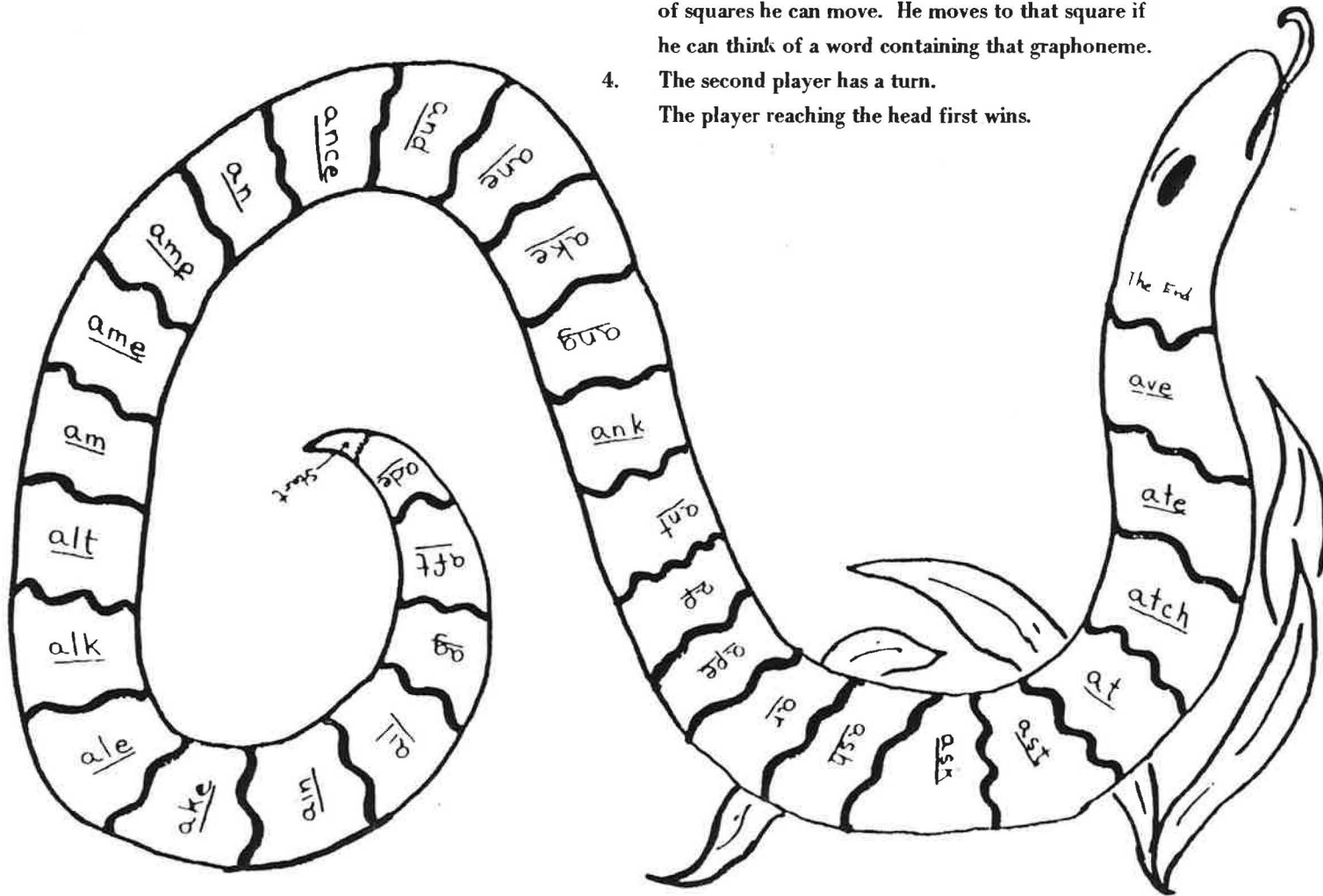
- a. Shake again
- b. Running too fast--Go back one space
- c. Hurry! Take one more step
- d. Hold it. Lose one turn.
- e. Go! Move ahead one space
- f. Stop! Go back one space

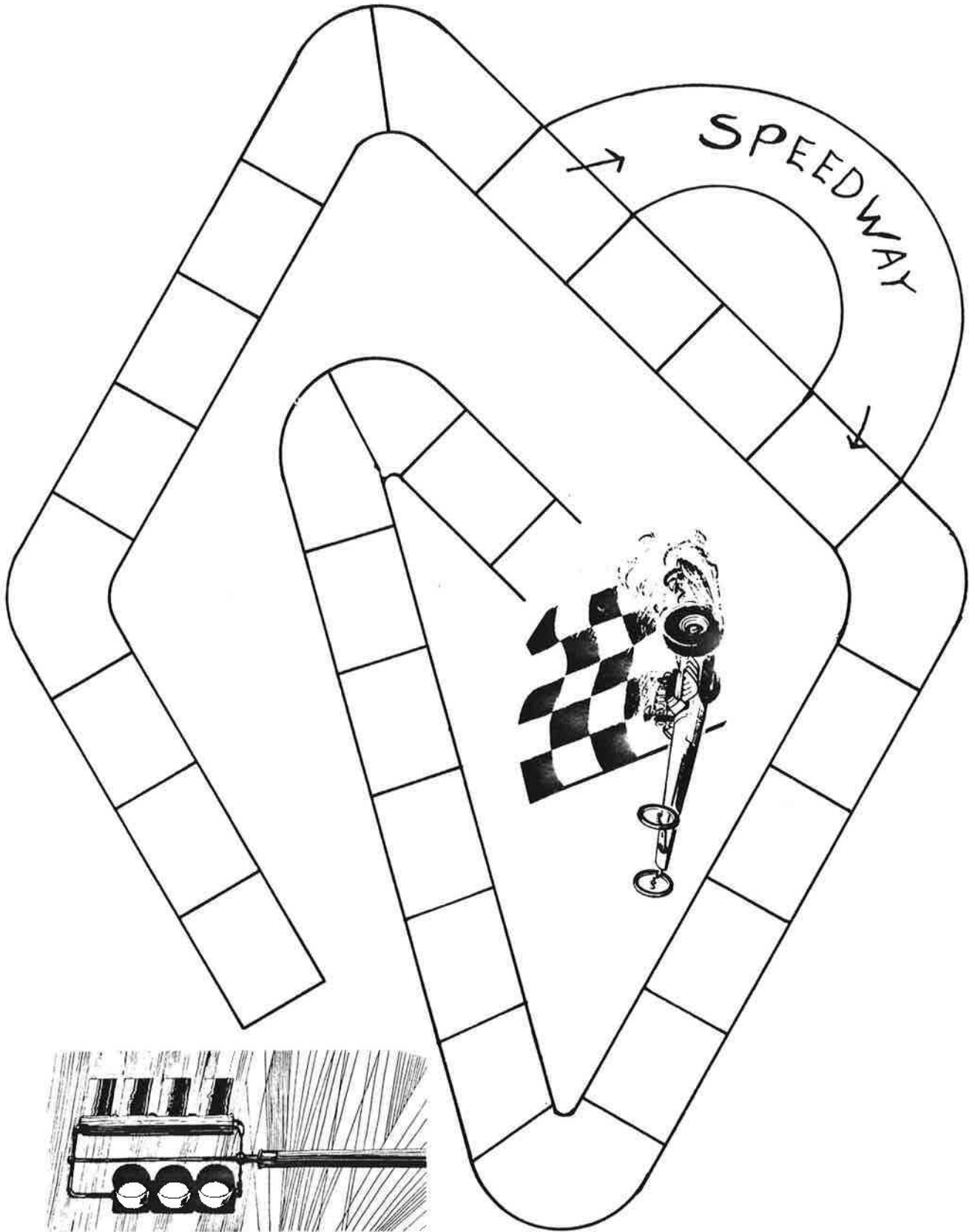


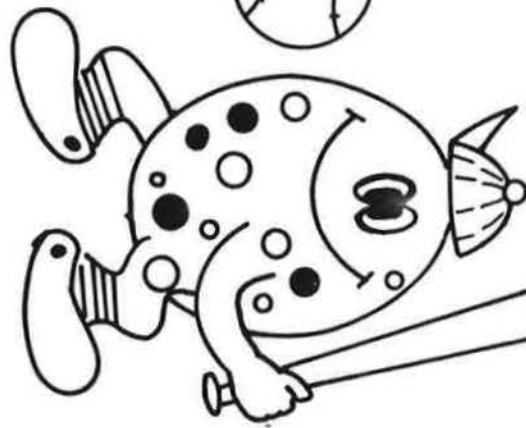
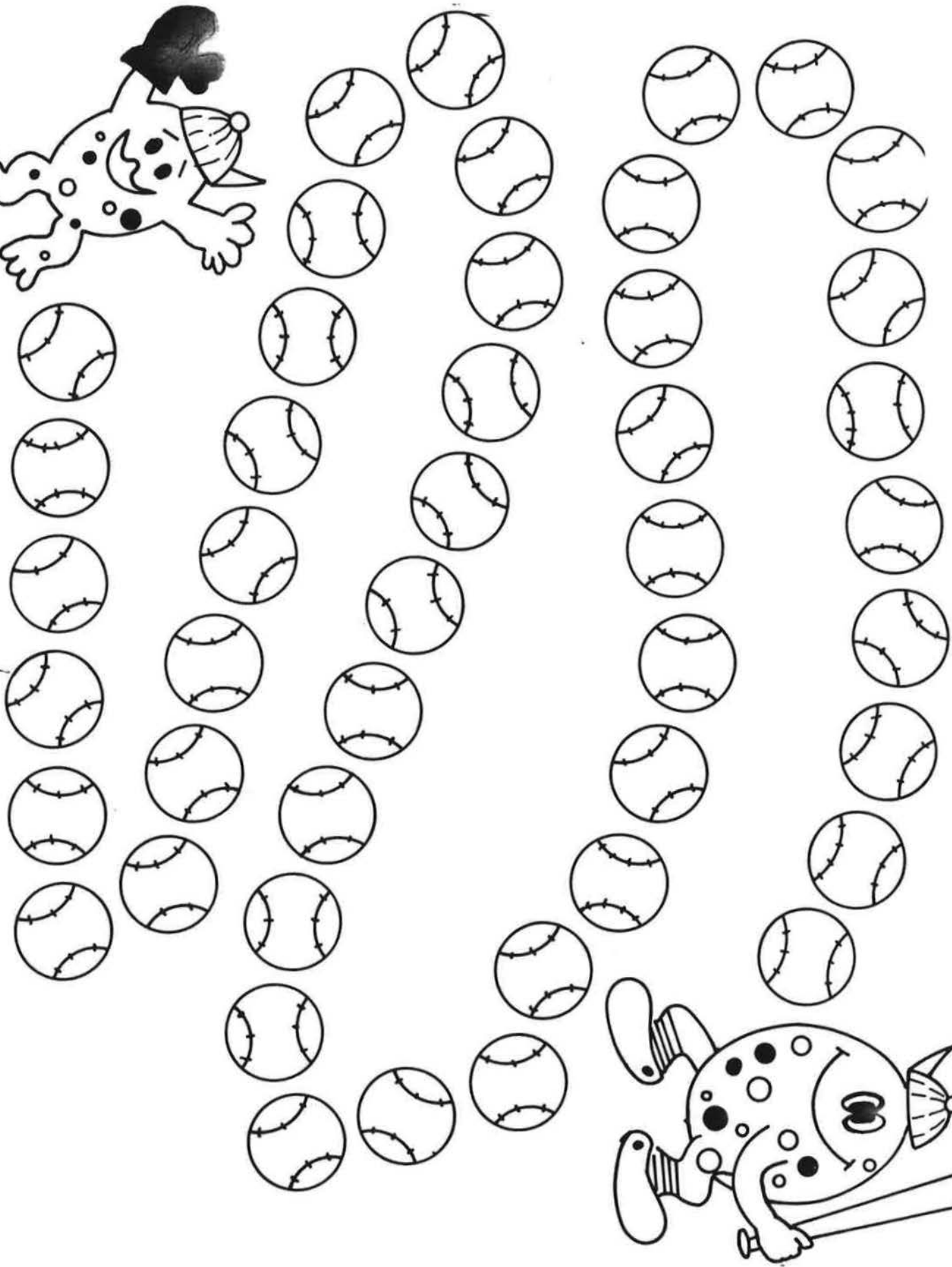
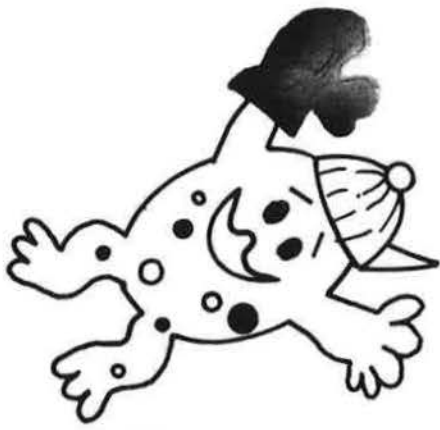


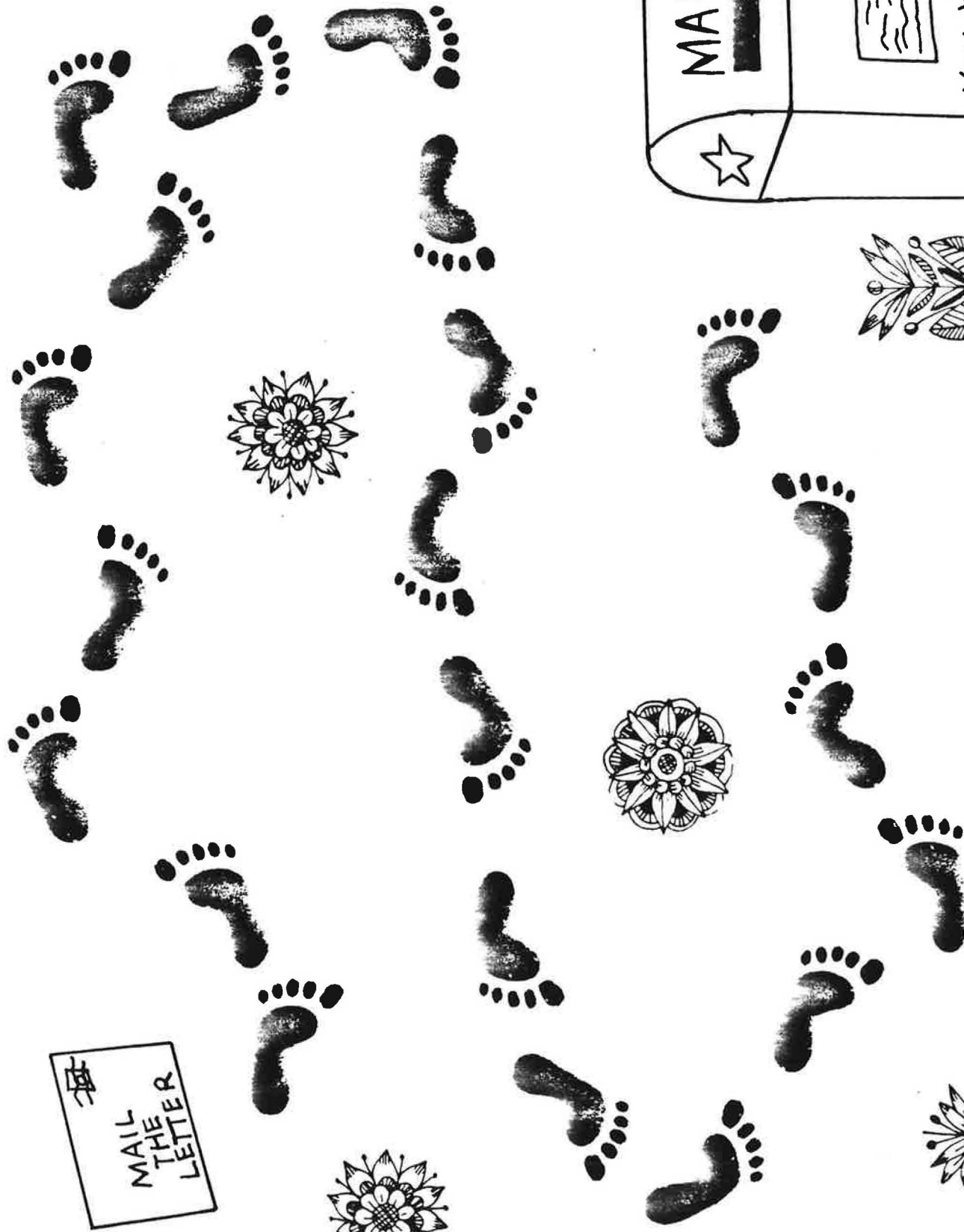
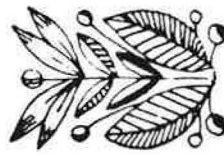
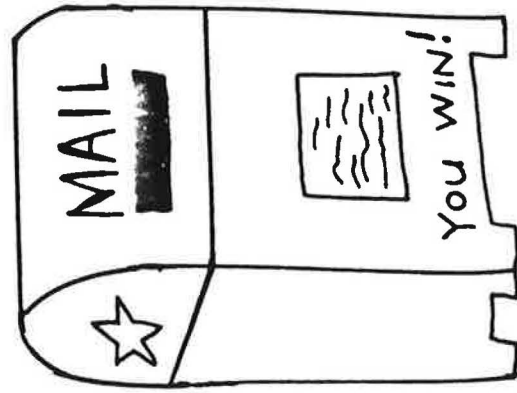
## Graphoneme Snake

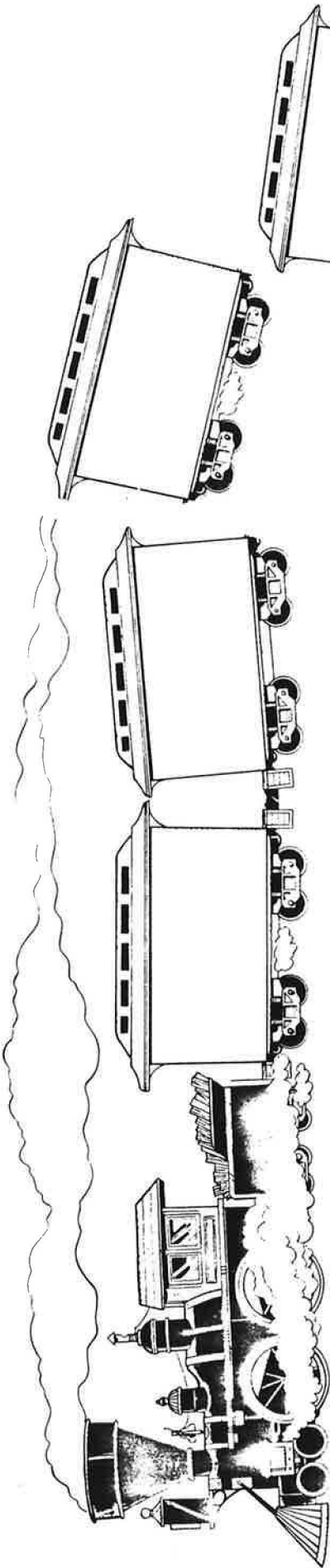
1. Take turns with a buddy
2. Place your markers on the tail
3. First player rolls the dice, counting the number of squares he can move. He moves to that square if he can think of a word containing that graphoneme.
4. The second player has a turn.  
The player reaching the head first wins.



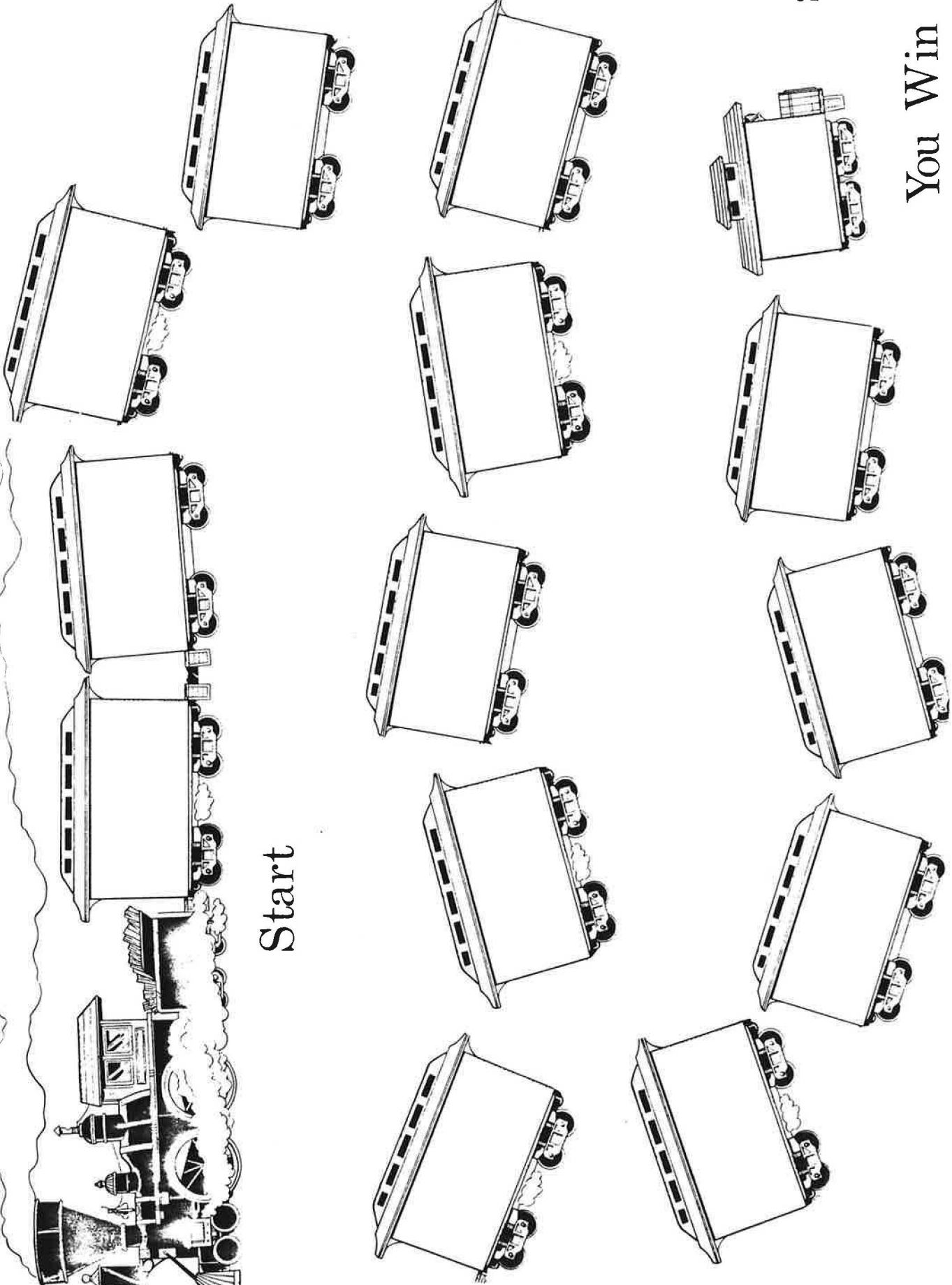




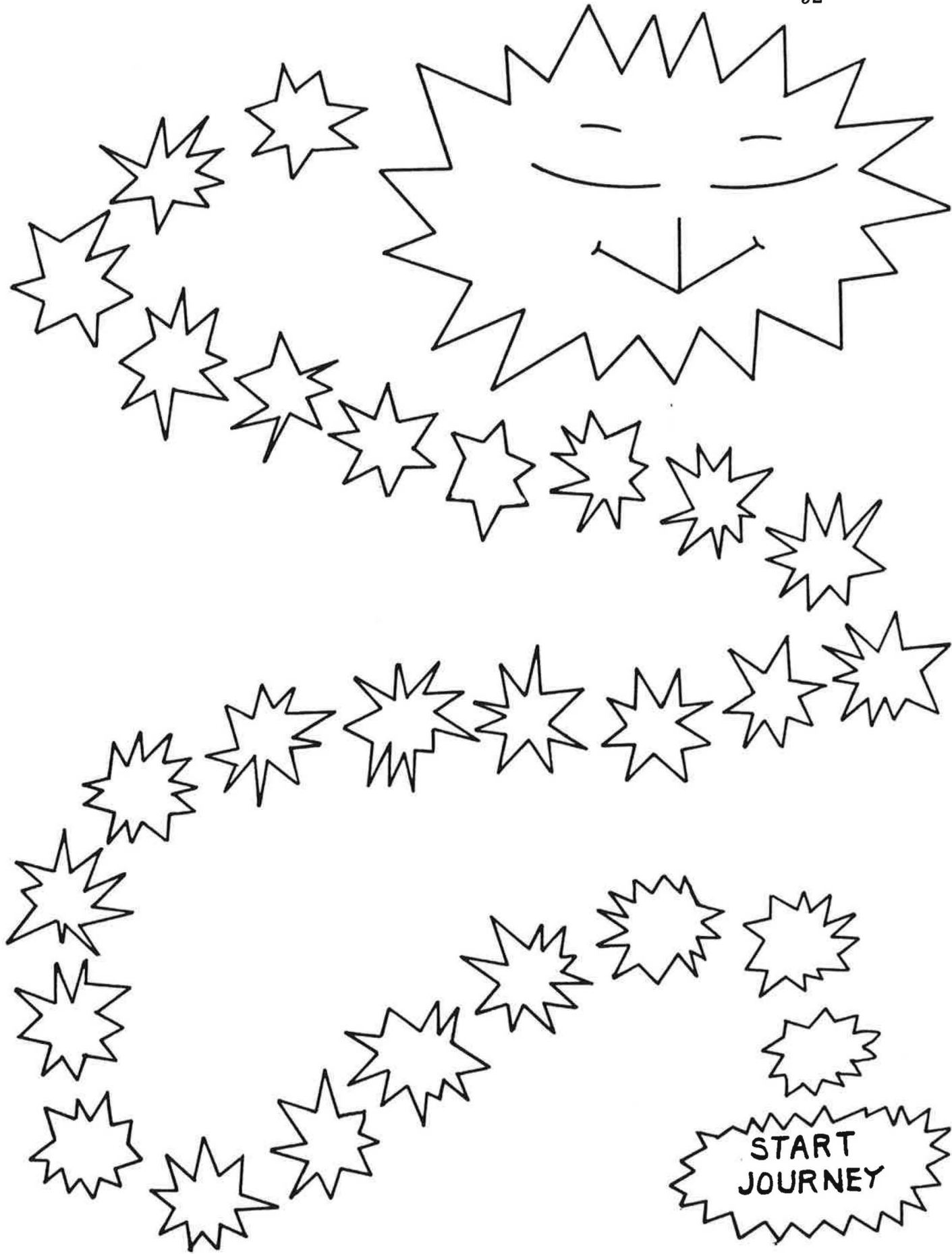




Start



You Win



START  
JOURNEY

RHYMING WORDS

## Starter Lists

LIST A

rub-tub  
 sun-run  
 chick-stick  
 duck-truck  
 bump-jump  
 wish-fish  
 stand-grand  
 flower-shower  
 went-bent  
 drink-wink  
 drank-sank  
 run-fun  
 talk-walk  
 star-far  
 car-tar  
 cake-rake  
 nail-pail  
 boy-toy  
 meat-seat  
 pool-tool  
 night-right  
 fan-pan  
 top-mop  
 pain-chain  
 chair-flare  
 bid-kid

LIST B

reach-peach  
 round-sound  
 house-mouse  
 roast-toast  
 train-rain  
 park-dark  
 thank-spank  
 whale-gale  
 must-gust  
 shell-bell  
 whistle-thistle  
 wheat-heat  
 shock-sock  
 coast-boast  
 boat-coat  
 light-sight  
 funny-bunny  
 meeting-greeting  
 sand-band  
 hour-sour  
 head-said  
 horn-torn  
 cape-ape  
 year-hear  
 name-game  
 most-host

LIST C

splinter-printer  
 kettle-settle  
 dream-gleam  
 pearls-girls  
 purse-nurse  
 order-border  
 flights-heights  
 measles-seasles  
 life-wife  
 marsh-harsh  
 mooing-doing  
 numerous-humorous  
 machinery-scenery  
 fossil-colossal  
 match-scratch  
 mind-signed  
 loaf-oaf  
 stable-table  
 found-around  
 noon-strewn  
 trash-mustache  
 alive-arrive  
 winner-dinner  
 which-rich  
 knows-clothes  
 welders-elders

HOMOPHONES

## Starter Lists

LIST A

be-bee  
 blue-blew  
 by-buy-bye  
 for-four-fore  
 here-hear  
 no-know  
 or-ore-oar  
 our-hour  
 to-two-too  
 see-sea  
 tail-tale  
 pale-pail  
 sail-sale  
 fir-fur  
 ring-wring  
 gait-gate  
 fair-fare  
 hair-hare  
 meet-meat  
 pour-pore-poor  
 dear-deer  
 soar-sore  
 sole-soul  
 do-dew-due

LIST B

red-read  
 right-write  
 there-their-they're  
 would-wood  
 you-ewe  
 ate-eight  
 sell-cell  
 all-awl  
 new-knew  
 main-mane  
 heard-herd  
 grown-groan  
 weight-wait  
 great-grate  
 foul-fowl  
 vale-veil  
 heir-air  
 way-weigh  
 rose-rows  
 soot-suit  
 steal-steel  
 stare-stair  
 bare-bear  
 bore-boar

LIST C

your-you're  
 medal-meddle  
 flour-flower  
 ceiling-sealing  
 break-brake  
 some-sum  
 bred-bread  
 waist-waste  
 him-hymn  
 whole-hole  
 wave-waive  
 night-knight  
 way-weigh  
 aunt-ant  
 weave-we've  
 bowl-bole  
 wet-whet  
 rough-ruff  
 wear-ware  
 pair-pare-pear  
 base-bass  
 their-they're-there  
 sow-sew-so  
 bough-bow



ANTONYMS

## Starter Lists

LIST A

all-none  
 always-never  
 away-near  
 after-before  
 best-worst  
 big-little  
 bring-take  
 buy-sell  
 came-went  
 clean-dirty  
 cold-hot  
 fast-slow  
 find-lose  
 first-last  
 against-for  
 glad-sad  
 gave-got  
 in-out  
 long-short  
 new-old  
 now-later  
 over-under  
 play-word  
 show-hide  
 start-stop  
 take-give

LIST B

here-there  
 going-staying  
 full-empty  
 found-lost  
 kind-cruel  
 many-few  
 never-ever  
 open-closed  
 asleep-awake  
 some-none  
 light-dark  
 backward-forward  
 beginning-end  
 bottom-top  
 edge-center  
 admit-deny  
 advance-retreat  
 tame-wild  
 did-undid  
 round-square  
 follow-lead  
 head-foot  
 good-bad  
 length-width  
 part-whole  
 behind-ahead

LIST C

amateur-professional  
 ancient-recent  
 arrive-leave  
 ascend-descend  
 barren-fruitful  
 abbreviat-expand  
 acquaintance-stranger  
 brilliant-dull  
 boundary-center  
 capture-escape  
 accelerate-decelerate  
 absence-presence  
 pain-pleasure  
 located-lost  
 started-finished  
 foreign-domestic  
 collect-disperse  
 guilty-innocent  
 hate-love  
 valley-hill  
 hollow-solid  
 host-guest  
 conclusion-beginning  
 real-ideal  
 obstruct-aid  
 increase-decrease

SYNONYMS

## Starter Lists

LIST A

all-everything  
 before-ahead  
 big-large  
 go-leave  
 can-able  
 come-arrive  
 far-distant  
 fast-rapid  
 for-with  
 over-above  
 pretty-beautiful  
 pull-tug  
 run-trot  
 begin-start  
 here-at  
 hot-warm  
 is-be  
 no-not  
 new-recent  
 let-allow  
 cold-frigid  
 dish-plate  
 almost-nearly  
 carpet-rug  
 see-behold  
 drink-beverage

LIST B

exceed-surpass  
 better-greater  
 black-ebony  
 carry-convey  
 buy-purchase  
 came-arrived  
 clean-unsoiled  
 play-frolic  
 eat-devour  
 find-locate  
 first-prior  
 show-display  
 abode-dwelling  
 warm-tepid  
 get-obtain  
 alike-similar  
 happy-glad  
 just-fair  
 considerate-kind  
 many-numerous  
 live-dwell  
 diminish-extenuate  
 open-overt  
 now-immediately  
 old-ancient  
 annoy-disturb

LIST C

found-located  
 round-circular  
 slumber-sleep  
 confined-limited  
 goes-leaves  
 burro-donkey  
 remnant-leaving  
 green-verdant  
 anxiety-worry  
 amusement-entertainment  
 agreement-understanding  
 illuminate-light  
 amateur-beginner  
 ascent-rise  
 argument-dispute  
 blanket-cover  
 auditorium-hall  
 friend-acquaintance  
 near-adjacent  
 alibi-excuse  
 agriculture-farming  
 street-boulevard  
 hide-camouflage  
 figure-calculate  
 capture-catch  
 perform-accomplish

PREFIXES SUFFIXES ROOTS

Latin Prefixes: Meaning

ab, a - from  
 ad - to  
 ante - before  
 bi - two  
 circum - around  
 com, con - with together  
 contra - against  
 de - from  
 di, dis - away, from  
 e, ex - out of  
 in, im - in, into, not  
 inter - between, among  
 intra - within  
 non - not  
 ob - against  
 per - through  
 post - after  
 per - through  
 post - after  
 pre - before  
 pro - before, for  
 re - back, again  
 retro - back  
 semi - half  
 sub - under  
 super - above  
 trans - across  
 tri - three  
 ultra - beyond

Greek Prefixes

anti - against  
 amphi - both around  
 cata, cat, cath - down  
 dis, di - twice  
 dia, di - across  
 em, en - in  
 spi, ep, eph - upon, among  
 hemi - half  
 hyper - over, above  
 hypo, hyp - under, down, less  
 meta, met - beyond, along with  
 mono - one  
 para, par - beside  
 peri - around  
 pro - before  
 syn, sym - together, with  
 tele, tel - far

Latin Roots

ced - go  
 cid - kill  
 cur - run  
 die, dict - say, speak word  
 dac - lead  
 fac, fact - do, make  
 gen - kind  
 junct - join  
 miss - send  
 spec, spic - look, see  
 spir - breath  
 jac - throw  
 ven - come  
 vert, vers - turn  
 vis - see  
 voc - call  
 volv - roll, turn

Greek Roots

anthrop - man  
 chron - time  
 gen - birth  
 geo - earth  
 hetero - different  
 homo - same  
 hydr - water  
 log - speak, science  
 morph - form  
 mon, mono - one  
 neo - new  
 pan - all  
 phon - sound  
 psych - mind  
 scop - seeing  
 tech - skill  
 tele - far

Suffixes

## Verbs:

-ize  
 -fy  
 -ate

## Adjectives:

-able or ible  
 -ive  
 -al or ial  
 -ful  
 -ish  
 -less  
 -our - ious  
 -ary

## PARENT REPORT CARD

U - Unsatisfactory

S - Satisfactory

NI - Needs Improvement

Proving a home environment favorable to reading: quiet, privacy, good lighting, etc.	
Providing some reference books	
Making a habit of going to the library	
Reading aloud in the family	
Reading good books and magazines to set an example	
Checking any visual or hearing problem	
Being available to pronounce or define unfamiliar words	
Having suitable books in the home for children to read	
Sharing exciting things that you have read	
Encouraging your child to read different kinds of books	
Being aware of what your child is reading	
Knowing what type of books your child likes best	
Communicating with the teacher on reading problems	
Encouraging your child to tell you about the books he had read	
Buying books as gifts and setting time aside at home to read	
Making reading fun instead of work	

FOR YOUR USE--DO NOT SEND BACK TO SCHOOL

## Chapter IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

All children need some type of help at home with reading. Very young children need reading readiness experiences. First and second graders need activities to help them remember the skills taught at school. From the fourth grade up, the skills of comprehension need a great deal of attention. The handbook is provided to give older children (ages nine-twelve) many experiences with the skills of comprehension. Children need many opportunities to develop these skills because this is the main purpose for learning to read.

Children's level of comprehension is dependent upon all previously mastered reading skills, his experiences, his language background and reasoning ability. Children's level of comprehension is dependent upon his parents and teacher cooperatively understanding and accurately assessing his specific needs and providing necessary assistance.

The handbook suggests things parents can do using simple materials available at home. Children's memory span is not as long as that of young adults; during summer vacation many things are forgotten

which takes a long time to review at the beginning of the next school term. Parents should be encouraged to help their children by doing things at home that will reinforce the skills taught at school.

### Conclusions

Current research all points to several basic suggestions for training teachers to help parents get involved in their children's reading and for assisting parents in setting up a home reading program. Schools and teachers share the responsibility of informing parents of reading methods and programs. After thorough examination of the literature the writer has identified ten specific suggestions for ways to involve parents in a reading program:

1. Parents who are unable to attend special night sessions in which the reading program is explained can be invited to directly observe the in-progress reading sessions at the school.
2. In some places, such as New Haven, Connecticut, parents are being employed as tutors and paraprofessionals, thus learning reading methods applicable in the home (8:417).
3. The media can be involved in informing parents. In New Haven, a newspaper column used a question-answer format to reply to parents' queries on how to teach children to read ((8:417). In an experimental program in Nuremberg, Germany, the U. S. Air Force Radio Network aired a program on how parents could get involved with

their children's reading at all ages (1:712).

4. Workshops for showing parents how to make materials to use at home, for familiarizing parents with current literature, for exchanging ideas and materials, and for showing parents different techniques to be used in home reading programs are enjoying wide popularity. Workshops like this have been set up in New Haven, Glassboro, New Jersey, and Lansing, Michigan.

5. Parents can be kept informed of their children's reading progress by progress letters from the children's teacher which can also explain ways in which parents can reinforce and encourage the program.

6. A reading homework program can be set up in which parents are provided with a booklet on simple reading activities which they can do with their children at home.

7. Schools can provide activities in which parents, teachers and children can all be involved together.

8. A Reading Advisory Council can be established where parents have a direct effect on and input into the reading program. New Haven has successfully initiated such a council in which four parents are elected to work with seven teachers and the supervisor of reading (9:286).

9. Guest speakers/writers at PTA meetings can discuss children's literature with parents.



10. Parent Resource Rooms can be set up at the school to reinforce parent workshops. This room can be used for informal meetings with the reading teacher, for making home reading games, and for providing a swap-shop for reading materials.

While school and teachers are responsible for telling parents what can be done, parents must do the actual implementation of the program. The writer has identified ten basic things parents should do:

1. Parents should have on hand or buy books which are easy enough for the children to read independently and also deal with the children's interests and hobbies.
2. The library should be used extensively by both the parent and the child. Librarians can be consulted for suggestions.
3. Parents should set aside a well-lit reading area in a quiet part of the house.
4. Discussion time should be set aside for books.
5. Parents should read aloud to their children or help in assisted reading.
6. Parents should listen to the children reading aloud showing an interest in what is being read.
7. Children should be assisted in interpreting parts of stories by using question-and-answer techniques, games, paraphrases of the story, and explanations of the story.

8. Parents should be models for the children by reading themselves.

9. Parents should control the amount of television watched and the types of programs viewed.

10. Parents should share new and exciting experiences with their children to encourage other interests and thereby stimulating a desire to read.

In summary, parental involvement in the reading program has been shown to improve children's reading abilities. The parent-child relationship in reading is more effective than the teacher-child relationship since the home environment allows for more comfortable and personalized attention. Parents should be encouraged to become involved with the reading program either at the school level, the home level, or both. Parents have been shown to strongly affect a child's motivation to read by their own disposition toward reading and therefore should be encouraged to show a positive attitude.

### Recommendations

Recommendations for further study in this area follow:

1. This handbook dealt with nine-twelve year old children. There is a need for a handbook to cover other levels.
2. At the same level a handbook for parents dealing with other reading skills is needed.

3. Further research on parental involvement in increasing reading skills need be done.

4. The development of materials that would help parents guide television viewing with children and its relationship to reading is needed.

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