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THE UNIVERSITY OF NORTH FLORIDA
COLLEGE OF EDUCATION

CURRICULUM STUDY OF MATERIALS
AND METHODS USED IN PRIMARY
EDUCATION

BY

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A MASTERS PROJECT
SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ELEMENTARY AND SECONDARY
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ABSTRACT

Readiness programs are often taken straight from a readiness workbook. Many children are not able to function in these workbooks, because they do not have the skills. The purpose of this project was to develop a readiness program of teacher directed activities to supplement the first grade readiness workbook. Chiefly, for those children that are having or have had difficulty in learning, and need more individual and specific attention.

This was done by providing a list by area, of sequenced skills and appropriate activities that involve little preparation time. This will provide the teacher with a usable handbook of ideas that can be taught at a specific time. There were easy to find specific skills and activities that a child needs, and than able to incorporate those activities into the lessons for the day. This project saved alot of wasted time and unnecessary repetition, by the availability of activities.

The list of skills made it easier for the teacher to identify the problem, find the correct skill needed and, then an activity to teach, reinforce or strengthen that skill.

The authors conclusion is that it is a worthwhile advantage to any first grade or readiness program.

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CHAPTER I

INTRODUCTION AND PROBLEM

Introduction

Until two generations ago, children getting a poor start in first grade were considered either lackadaisical or unintelligent. They were then required to repeat the year. School surveys have disclosed that non-promotion is high in the first grade, and the school is probably to blame. (Harris and Sepay, 1975.) Most of these children's problems are in the area of reading. They have not learned nor been taught to develop the skills which precede their learning to read. This situation seems to suggest the sudden emphasis on learning to read, and the use of various strategies. But, simple procedures for teaching reading do not exist. Reading is a complex process, and educators disagree over an effective approach. (Auleta, 1969.)

Each child deserves to be taught in the manner best suited to his or her individual needs. This would mean using a variety of approaches, some known and others virtually unknown. Teachers are not always qualified, experienced, creative, or independent enough to provide students with this individual type of instruction. Therefore, many children lag behind, because they do not have the basic skills to begin a reading program. (Justin Fishbein and Robert Emans, 1972) support the assumption that most

reading programs fail to construct an adequate environment for learning. According to them, there are too many concepts presented at one time, and most are not sequenced properly.

Many teachers, for lack of better materials, begin each child with a readiness workbook. Some are ready for this, but unfortunately ^{sp} others are not able to cope with this form of learning. George Spache in his article "The Combined Program for Primary Grades," states, "reading readiness workbooks do not always accomplish their avowed purpose of providing the essential pre-reading training." He supports the assumption that reading readiness workbooks cannot be the only means used in developing readiness for some children. These workbooks, must be supplemented, and one way to do this, is through the use of a variety of teacher-directed activities.

The Problem

(Auleta, 1969) has noted that the treatment of readiness skills in readiness workbooks is often too brief, too superficial and too stereotyped to serve the needs of any large group of students. There is little evidence of the validity of readiness workbook materials. The word readiness implies development, and development differs significantly among individuals.

Therefore, the need this project meets was that of the development of a pre-first grade and first grade readiness program. The activities of the program provide the teacher with a handbook of sequenced skills in six different areas; listening comprehension, oral language development, auditory discrimination, sound-symbol relationship, visual discrimination,

and motor perception. Thus, these activities help alleviate the need to locate specific activities that will increase, reinforce, strengthen or teach a particular skill. The skills and activities contribute to give children a good basis in reading, especially those that may have some sort of a learning disadvantage.

Limitations

There are two limitations to this project, one being that only six skill areas are examined. There may be a need at times for the reader to refer to other pertinent references for additional skills and activities.

Second, some children may fall between some of the sequenced steps outlined in the program. The teacher can formally assess these children, and aid them in acquiring or mastering the excluded skills.

In summary the limitations of this project were discussed in terms of the limited area of skills, and the possibility of children not able to directly follow the sequence of skills.

Definition of Terms

For the purpose of the project the following terms and definitions will be used throughout the project.

1. Readiness--pacing of the introduction to beginning reading, according to the child's ability.

2. Disadvantaged Learner--those students that have acquired few or no skills enabling them to cope with first grade materials.
3. Reading--the ability to recognize and interpret symbolic language and interact with it.
4. Listening Comprehension--the ability to listen for content, to comprehend what someone is reading or saying, to either memorize, remember or follow directions.
5. Oral Language Development--the ability to manipulate or transfer ideas obtained orally, and to express one's ideas in spoken words.
6. Auditory Discrimination--the ability to understand, interpret or discriminate what is heard.
7. Sound-Symbol Relationship--the ability to recognize likenesses and differences, to interpret pictures and to use visual memory and projection.
8. Motor-Perception--the ability to coordinate vision and movement.
9. Visual Discrimination--the ability to recognize likenesses and differences, to interpret pictures, and the use of visual memory and projection.

This chapter deals with the need for a supplementary readiness program for first grade. The problem is that readiness workbooks do not fully prepare a child to read. This is particularly true in the case of children that possess a variety of learning disadvantages. In some cases, readiness workbooks may hinder some children, as all children are individuals with different abilities.

Overview

Chapter I in this project examines the available readiness materials and suggest that these materials do not fully prepare a child for reading. This chapter suggests the use of supplementary materials to correct this predicament.

Chapter II is a review of pertinent literature dealing with reading readiness and the materials available. The history of reading readiness is discussed, along with the many different meanings the term encompasses.

The need for choosing this project, the objectives, content, strategy and evaluation are dealt with in Chapter III.

The skills and activities, categorized into six areas are listed in Chapter IV.

Chapter V evaluates and summarizes the project. The results and conclusions are given as they applied to a first grade. Suggestions for further study are included in this chapter.

CHAPTER II

Regardless of the training and emphasis in reading, teachers still are unsure of an effective instructional program. (Spodek, 1972,) tells us, "there is relatively little dependable knowledge about how children learn to read and what instructional programs seem to be most effective."

The success or failure of beginning reading often depends on the success of the readiness period. Whether or not children continue to do well in school, depends on how well they are prepared in the early stages, which is the readiness period. (Wheeler and Henderson, 1976.) The readiness skills are comprised of those skills which are the basis for development in reading, such as perception, discrimination, comprehension, and relationships. To some children these skills come easily and are reinforced frequently. Unfortunately to some other children, these skills have not been introduced nor learned. These children then arrive at first grade with a learning disadvantage; what some children have learned at home or in kindergarten, has not been introduced to these children. Yet, many teachers start these two very different groups of children into the same readiness workbook. Some children learn to cope, others fall behind, until they finally stop trying to succeed. They do not have the rudimentary skills necessary to learn from the readiness book. They need supplementary help, which many teachers do not readily give. Children's abilities and the specific types of instruction they need must be recognized. Varied opportunities and activities must be

presented to help them learn to read, thus taking advantage of their particular abilities. Learning disadvantaged children do have abilities it's just that their abilities are more limited than those of their classmates. Teachers must be willing to begin with more fundamental aspects of readiness training, examples might be that of learning numbers, order of numbers, then teaching the children to find pages, then a direction either front or back, across, top or bottom. Now, perhaps these children will be able to look on page one, at the top of the page, on row one. These children that are not able to read are not unready to read, they just need to acquire more basic skills. (Dolores Durkin, 1976) states, "no child is totally ready nor unready!"

The ability to read does not come suddenly. Children learn to read through a series of basic reading skills. The steps must be gradual and continuous, with much practice and repetition interspersed. Children do not learn at the same rate and in the same ways. The success or failure of beginning reading depends on the success of the "readiness period." (Henderson and Wheeler, 1976.)

History Of Reading Readiness

The term reading readiness was first used in the 1920's. The emphasis was on heredity, not environment. G. Stanley Hall, (Durkin, 1970) stated that hereditary factors determined the characteristics and abilities of the individual. Gesell, (Durkin, 1970) then supported Hall's statement by proclaiming

that growth and development proceeded in stages. This meant that the progress of children depended on the passing of time.

Information was uncovered by the Measurement and Testing Movement, (Durkin, 1966) that a large number of children were failing first grade due to inadequate achievement in reading. Gesell and Hall, (Durkin, 1966) blamed this on the failure of not reaching the correct stage of development. This was the era of the "Doctrine of Postponement."

The National Society for the Study of Education (Durkin, 1970) recommended that schools develop a period of preparation for reading. Yet, there had to be found a way to measure the degree of preparation. The first intelligence test was then originated. In 1931, the Morphet and Washburne Study was published. (Durkin, 1966.) There was quick acceptance of this in which a mental age of 6.5 became a prerequisite for beginning reading. (Durkin, 1966.) During the 1930's, 1940's, and 1950's the typical school practice was to use a "composite of all the readiness scores," to determine whether a child was ready to learn to read. (Durkin, 1966.)

In 1960, the revolution in early childhood education began. Unprecedented attention was being given the young child. The productivity of early learning was stressed, and little attention was given to maturation. Readiness tests and materials were being presented in kindergarten, and some places were introducing reading in kindergarten. (Durkin, 1970.)

The term reading readiness began in the 1920's, in which heredity determined ability. Due to increasing failures in first grades, readiness tests were developed. Up until 1960,

a mental age of 6.5 and composite score of readiness tests were used to reflect ability to read. Then in 1960, the young child and reading began to receive attention. Now, many 5 year olds and younger, are beginning to learn to read.

Readiness Concepts

Readiness is now a term used in both kindergarten and first grade. Readiness is a term that everyone uses, but there are many definitions for readiness. (George D. Spache's, 1969) concept of readiness implies introducing reading to the child, according to the ability of the child. Observation, readiness tests, and evaluation of the child's development in vision, speech, listening, social and emotional factors all help the teacher decide when to introduce reading.

Reading readiness by some is thought to be a state of general maturity, which, when reached, allows the child to learn to read without difficulty. This is a composite of many interconnected traits, and the child may be more advanced in some aspects of reading readiness than in others. (Harris and Sepay, 1975.)

Bernard Spodek in his book (Teaching In The Early Years, 1972) defines reading readiness as a predisposition to begin reading instruction. If it is seen as a maturational state, the teacher must identify the child who is not ready to read and wait for that child to get older. Educators have become aware of the inadequacy of this approach to reading readiness. It is not practical to just wait for a child to get older, to

teach reading. Teachers must try to reach the child on a level on which he or she can function successfully, no matter what the age.

Reading readiness must be correlated with intelligence, physical maturity, maturation and specific learned skills such as auditory and visual discrimination, familiarity with print and knowledge of letter names. This is all an extension of the formal reading instruction program. (Spodek, 1972.)

Adults must accept what ever age a child begins to learn to read, and help find the means to teach him or her. Not everyone is going to be successful. If educators accept this premise, they must also help the child accept the difference in reading skills that can come within a normal range. Teachers must use a wide variety of materials; it is not reasonable to wait for reading readiness to appear. Instructors need to do all they can to help and become more qualified themselves, thus carrying children into a more formal reading program when they are ready. (Southgate, 1972.)

From the different ^edefinitions of readiness, it can be surmised that readiness is an important concept. A teacher will need to relate to a definition that makes him or her comfortable, yet also is right for the child. These concepts tell the educator that no one persons view is right or wrong. The main idea is to find the most useful approach for the individual, and then to make these experiences successful. Therefore, the instructor is the guide to ^aa successful readiness program.

Preparing For Readiness

Preparatory training in readiness must be offered to insure success. For some children this means starting with the beginning skills. Several characteristics must be taken into account through teacher observation: age, sex, general intelligence, visual and auditory perception, associative learning, physical health and maturity, freedom from directional confusion, background of experience, comprehension and use of oral English, emotional and social adjustment, and interest in reading. (Harris and Sepay, 1975.) These factors will help the teacher assess these children in relation to their readiness skills.

The teacher may also want to use standardized readiness tests, and intelligence tests, along with the above mentioned teacher observation. Readiness tests measure word and sentence understanding, auditory discrimination, visual discrimination, knowledge of letter names, and hand-eye coordination. This should help the first grade teacher develop the child's reading readiness skills in the areas in which the child is weak. (Miller, 1972.)

As readiness training in these weak areas progresses, teachers must continually observe. When pupils begin to handle exercises with increasing skill, the need for readiness training of these skills decreases. The teacher should allow these children to participate in reading activities of the class, then noting their success. The children can join advanced groups, while others may need more training. At all times, the teacher needs to offer additional experiences, as this is what insures success in beginning reading. (Auleta, 1969.)

The Disadvantage Learner

The project was first designed because of the need for extensive readiness for those children with almost no ability or skills in reading readiness. For this group, no completely satisfactory program of reading material is available. An extended readiness program is essential with these students. Visual, speech, auditory, listening and language skills all need reinforcement. They need a very carefully controlled introduction to new activities, skills and vocabulary. Simple concepts must be used with a high frequency of repetition. (Spache, 1965.) This kind of program helps ensure these types of children, that there is a good chance that they will learn to read.

There are many different concepts of what readiness actually is. The one agreement all authors seem to have is that readiness is an important step in learning to read and essential to a child's development. Also, readiness programs need to include precise, clear and simple directions, with the needed reinforcement of repetition. Studies show that this is especially beneficial and necessary for those children lacking readiness skills. Teachers need to have the right materials to work with and to present to their students. However, although many readiness measurements, evaluations and activities have been developed, classroom teachers are still the key to many children's success in reading.

CHAPTER III

The projected supplementary readiness program was needed for the disadvantaged learner. In each first grade class viewed there were a group of students who were not equipped with the skills to achieve in the readiness workbook. They could not turn to the correct page, nor find the first row on the page. After finding the page, they then could not perform the skills on the page. In addition, eighty percent of these children were from economically disadvantaged environments. The literature tells us that most children's readiness begins before they enter school. Much of it is learned at home, modeling peers, parents and siblings. The disadvantaged child often does not have models acceptable to the school to put to use. Therefore, their readiness program can be said to begin when they enter the first grade, as these children seldom attend kindergarten. This places them behind the "average" first grader. It is the responsibility of the school and teacher to create a program for them. (Spodek, 1972.)

The immature, economically disadvantaged, slow learning children can begin a formal reading program only after they have achieved sufficiently in readiness. In many cases, a later reading disability in primary or secondary grades could be prevented by a strong and complete readiness program. Literature agrees that a lack of sufficient reading readiness skills before formal reading instruction is one major cause of reading disabilities. (Miller, 1972.) To obtain these

needed readiness skills many teachers turn to the readiness workbook. It has been established in the two earlier chapters that most readiness workbooks do not achieve their objectives. Therefore, the writer found it necessary to comprise her own program, starting from the simplest readiness skills and progressing sequentially into the higher level skills.

Six areas were designated, to organize and limit the project: these areas were defined in Chapter 1, and will be described in the following chapter. They are: listening comprehension, oral-language development, auditory discrimination, sound-symbol relationship, motor perception and visual discrimination.

The objectives of the project were as follows:

1. To create in each child a desire to want to learn to read.
2. To introduce the skills that are necessary for success in learning to read. (Stanchfield, 1968.)

The reader is reminded that, in addition to the above, these children were also learning to adapt to school at the same time, to listen attentively and critically, to comprehend what they were learning, to communicate and respond to others, to begin to understand the written language, associating sounds and symbols, and recognizing likenesses and differences in different objects. They also learned to recognize and reproduce sounds correctly, establish various eye movements, and begin the understanding of concepts and vocabulary in their readers. (Stanchfield, 1968.)

The project was designed so the classroom teacher would have a file of activities with no formal preparation needed.

If a teacher were working with a child and found that the child was having a problem in some area, he or she could look under that particular skill, then find an activity that the child has or can master and thus arrive at the child's level. Then, he or she could begin a teacher-directed activity with the child or an independent activity. This could alleviate much useless and futile searching by the teacher, and could allow him or her to spend extra time with the student.

(Fishbein and Emans, 1972,) stress the importance of repetition and starting with simple concepts. They have explained that concepts to be learned should be "sequenced and repeated." Often, modern reading programs have failed to construct programs which will facilitate learning. They present too many different concepts which are not sequenced properly. Thus, the skills in the project were designed to facilitate the learning of important readiness skills in a particular sequence, and a list of suggested activities followed.

Evaluation cannot be listed or defined. Evaluation is more concerned with teacher judgement, than a definite type of evaluation. It consist of the child's beginning progress and ends with the progress he or she has made. There is no real need for assessment. Assessment is actually the completion or success of a specific skill. As each skill is completed successfully, the student moves on to the next activity. The objective of the project is to help the child. If the child succeeds, the project objective was met. If the child does not succeed, the teacher might need to enlist the help of someone specially trained in some area. The teacher may also

have to begin with steps before the project. In other words, the student may not be advanced enough to begin where the project begins. He or she must be taught to master the skills or activities to begin the project. Then the evaluation can begin as the student succeeds or fails at each task.

CHAPTER IV

In Chapter III two objectives were stated for this project. Also discussed was the need for the supplementary lists of skills and activities. These lists are found in Chapter IV. The skills are sequenced, and the activities are included to give the teacher suggestions and ideas for teaching the skills.

Children that have a learning disadvantage will benefit from this project. The author intended these skills and activities to be used with these students, but the program is not limited to them.

The first part of Chapter IV is concerned with children's emotional, social, physical and mental aspects of readiness. Many children are not as developed in these areas as other children; therefore, they first need special help developing these areas. Then they can begin to cope with academic skills and activities. The latter areas are listed in six parts in the second section of the chapter.

Part 1

Readiness refers to a child's developmental preparation to acquire new behaviors. Readiness is the level of total development that enables a child to learn a behavior, comprehend a con-

cept, or perform in a given way with ease. Since development occurs along a continuum, readiness is an emerging process. As a child grows and experiences, he acquires maturities that open his capacities to learn and to do. Maturity refers to the maximum level of developmental progress achieved by the child at a given time physically, emotionally, mentally and socially. Since growth proceeds from general to specific responses, it follows that these emergent maturity levels qualify the child for progressively complex and differentiated functioning. (Mowbray and Salisbury, 1975.)

(Mowbray and Salisbury, 1975) support the idea that all factors are to be considered when evaluating a child for readiness skills. All areas are interrelated, so it is noted that a strength in one area, may overcome a weakness in another area, or a weakness in one area may cause other areas to be weak.

The mental process of reading includes that of remembering and attentiveness. A child having the ability to remember, classify, think, use ideas to solve problems, concentrate, follow directions, create a simple story, and attend to task should have no problems reading due to mental factors.

A child needs to possess self-confidence and self-esteem, which is usually the result of early experiences with adult approval. Children at the other extreme, those that feel unloved, usually find it very hard to adjust to school. If a child is encouraged to do simple tasks independently and adequately, these will give him or her the valuable feeling of self-worth. Those children that are insecure often have problems adjusting emotionally and socially.

The author has listed some symptoms of emotional problems for the readers' use in diagnosing children. All children will at one time or another have some of these symptoms, but when several can be noticed frequently this usually is a sign that the child is suffering from some kind of an emotional problem. The symptoms of emotional problems are: nervousness, anxiety, fearfulness, extreme shyness, unhappiness, day-dreaming, mistrust and aggressiveness. In addition to these signs of emotional problems are signs of social immaturity; these are as follows: temper tantrums, selfishness, intolerance, crying, pouting, baby talk, overdependence on adults, discomfort in small groups. (Rogers, 1971.)

A rested, well-nourished child feels good and in turn has the stamina to concentrate. Children that are lacking in good health are usually irritable, inattentive, have a low or short attention span, have little or no vitality. These children are ill quite often and because of their absences fall behind. Physical factors are not just those of feeling good and staying well. There are other important areas that are sometimes overlooked or not detected in a small child. Vision is the path through which words go to the brain. If this visual acuity is impaired, than the image is blurred. This makes it very difficult for the child to distinguish, much less to remember. This also prevents the child from developing his or her visual discrimination skills which are needed to read. If a child is unable to tell likenesses and differences, there is virtually no way he or she can begin to learn. Also, if a child has had few comparing and

contrasting skills, he or she will need extensive training at school to distinguish among letters and words. Reading requires good and extensive eye-control. Children must be able to follow from left to right, and fuse images of words seen by both eyes into one. A beginning reader should be able to focus his or her eyes on a near point for an extended period of time. If a child is far-sighted he or she will tire easily of reading, and be unable to see minute differences of letters and words. (Rogers, 1971.) It is important that parents and teachers realize, that children adapt themselves to their poor vision. That is all they have ever known, so a child will not know that he or she does not see well. It is important, that adults help children by watching closely and observing for signs that may denote some vision problem. Fortunately, most schools have eye screening once a year, but these are by no means fool-proof. In many cases, it is the teacher who is in the position to note a vision problem.

Auditory acuity increases the child's chances of gaining new ideas, learning new words, and imitating correct speech sounds. To develop and use all of these skills, the child must be able to hear well. Auditory discrimination, which is the ability to hear and distinguish differences in similar sounds and words is necessary for phonics instruction and spelling. Children need to be taught to listen and identify sounds that are different and progress into identifying sounds that are similar. Some children hear well at low frequencies and not at high frequencies, where others may

be just the opposite. Most speech sounds are in the high frequency. Also important is auditory memory, the ability to remember what is heard. This is then refined to acknowledge language patterns, oral instruction, and sequence of letter sounds. Signs of a hearing difficulty are as follows: inattentiveness, constant requests to repeat statements, misunderstanding of simple directions, tilting the head, scowling with a strained forward posture, a blank expression, or turning the volume of the television or record player up unusually high. (Rogers, 1971.)

Often a poor reader will have problems with motor coordination. If there is a problem in this area, it is usually very easily detected. This problem will be most evident in walking, jumping, running, hopping, skipping and various other motor activities. These motor difficulties are usually caused by the lack of using the large muscles, fast spurts in growth, a prolonged illness, immaturity or slight brain damage. Eye-hand coordination is an important readiness skill. Unfortunately, many children come to school undeveloped in this area. This is simply, the lack of small motor control. Small motor control is the use of the small muscles in the fingers and hands. Correction for this is easy, but often frustrating for the child. Small muscle coordination is important for the following skills: following a line of print, coloring, pasting, printing, tracing and drawing. All of these activities will help increase the ability and coordination of the small muscles and then strengthen eye-hand coordination. Consistent use of one hand is important.

This is a necessary development for writing skills and any activity used to handle objects, materials or equipment with ease and skill. (Rogers, 1971.)

Speech plays an important part in a child's learning. Faulty speech may cause a child to confuse sounds that are associated with letters. He may say a word one way, and then hear others pronounce it another way. This type of confusion will greatly hinder a child in areas such as auditory discrimination and memory, word recognition and comprehension. Many children with speech problems also develop emotional problems. Other children have a tendency to tease, or mimic those with speech problems. Adults often are constantly correcting those with speech problems, hoping this will correct the problem. This sometimes develops into an emotional problem for the child. Children are often not equipped to handle these situations. Therefore, it is important that parents who have children with speech problems notify a speech therapist. This frequently can be done through the school, and some schools employ a speech therapist. Poor speech in many instances is caused by a problem with the tongue or teeth, a hearing loss, baby talk at home, a foreign language spoken at home, an emotional disturbance, lack of experiential background, a lag in general maturity, or occasionally brain damage. Therefore, it can be concluded that good, mature speech patterns are very important in learning to read. (Rogers, 1971.)

Unfortunately, a characteristic not contributed to young children or immature children, is attentiveness, which is an

important attribute for learning to read. Those children that can attend to task for a long period of time are well ahead of those that cannot. These children who cannot attend, must be started with short and interesting tasks, with duration of the task gradually increasing. In many classrooms, teachers are confronted with at least twenty-five children. Therefore she or he must be able to keep a majority of her or his students profitably occupied with learning activities, as she or he works with smaller groups. Children need this characteristic to succeed in school. Once again, children who do not exhibit this characteristic are usually immature or young.

Neurological disorders may also be the cause of learning disabilities. These disorders are ordinarily congenital, but they can also result from a prolonged illness with an extremely high fever, or a birth injury, or a serious accident or a fall resulting in head injuries. (Rogers, 1971.) These disorders should not label children as mentally retarded. Often these children are very intelligent, but unable to learn in a normal classroom situation. These children are sometimes very distractible, inattentive, hyperactive, poor in motor coordination and memory, and/or they may have visual or auditory defects. If several of these symptoms occur in children the parent or teacher should refer them to a specialist for further and more complete testing. (Rogers, 1971.)

There are three other factors which must be considered when teaching children to read. All play an important part in a child's success in reading.

The average first grader comes to first grade when he

or she is between the age of five years and eight months, and six years and nine months. Let it be noted, therefore, that there is a possible age difference of thirteen months. (Rogers, 1971.) Research has proven that chronological age is not necessarily an important or reliable factor in determining if a child is ready to read, although it can be somewhat of a general indicator for the average child. Instances can be found where young children are successfully taught to read, but this is usually in a highly individualized pace of instruction. If a child is having a hard time learning to read, age may well be one disadvantage. Usually, those children that are younger than the average first grader, have a more difficult time in a normal classroom. They are often too immature, and cannot grasp some of the skills presented to them. They need to mature and work on development in other areas first.

Sex also can play an important part. Norma Rogers, (1971) tells us that girls mature earlier than boys. Girls are also more oriented to quiet activities which enhance their readiness for reading. Naturally, girls are often more ready to read than boys, for the reasons listed above.

Interest and desire to read is important in teaching reading. Obviously, the more interest and desire the child has the more effort he or she is going to put forth to learn to read. If the child does not have these desires, he or she will not do much to help his or her learning to read. It is important then, that parents and teachers help children develop a strong desire to read. This can be done through a constant exposure to books, reading stories, plays, poems,

jokes, showing pictures, and discussing information found in books.

Let us remember that a child's reading readiness depends on his mental maturity, personal and social adjustment, development of physical skills, and educational opportunities. The factors are inter-related and influence a child's interest in reading as well as his or her desire to learn to read. Some phases of reading readiness such as intelligence come with maturation, but many others are learned and should be taught at home and at school. (Rogers, 1971.)

Hopefully, Part I has helped identify the emotional, social, physical and mental problems that confront children.

Each area was explained so the teacher will be aided in her identification of children with these problems.

The importance each of these plays in learning to read is crucial. The child must be ready or developed enough, so that his or her initial confrontations with reading skills and activities are successful.

Part II will now provide sequenced skills and activities to help develop these skills. There are six areas of skills and activities provided; they are provided to give the reader a basis for supplementing a reading program.

PART II

In Part II are the list of skills and activities divided into six areas. The areas are as follows: motor perception, sound-symbol relationship, listening comprehension, oral-language development, visual discrimination and auditory discrimination.

The first section of each area, gives a sequenced list of skills to develop these concepts. After each list of skills there follows another list. In the second list there are various activities to help develop and reinforce the previous listed skills. The author has included both, hoping that teachers will be able to use these activities on the "spurr of the moment," and will not need to spend valuable time trying to find a suitable way to introduce or teach a skill. Also, these activities were designed to give ideas for various other games, and activities. No "ditto sheet" or extensive activities were included. The regular first grade workbooks provide ample ideas for ditto masters and written exercises. The goal of the project was to provide supplementary material that was immediately usable.

The author has footnoted any skills or activities that were found to be unique or only in one source. The other activities are from various references and the author's own knowledge or imagination.

MOTOR PERCEPTION

MOTOR PERCEPTION

The child should become fully aware of all parts of his or her body. This is important in developing motor perception, as she or he must perceive the relationship between themselves and other objects. Below will be listed parts of the body the child should become familiar with to develop these skills.

BODY AWARENESS

I. Top

- A. Head
- B. Hair

II. Front

A. Face

1. Forehead
2. Eyes
3. Nose
4. Eyelashes
5. Eyebrow
6. Lips
7. Mouth
8. Teeth
9. Chin

B. Neck

C. Chest

D. Stomach

E. Waist

F. Legs

1. Knees
2. Thighs
3. Calf
4. Ankle
5. Feet
 - a. toes
 - b. toenails

III. Sides of Body

- A. Ears
- B. Cheeks
- C. Shoulders
- D. Arms
 1. Biceps
 2. Elbow
 3. Forearm
 4. Wrist
 5. Palm
- E. Hands
 1. Fingers
 2. Thumb
 3. Fingernail
 4. Knuckle

F.. Hips

IV. Back of Body

- A. Skull
- B. Upper Back
- C. Lower Back
- D. Bottom

1. Waist
2. Buttocks

The child should become aware of these body parts to function well with motor perception. He or she should become aware of different body positions and posture. These will enable the child to assume different stances.

BODY POSITIONS AND POSTURE

- I. Standing
 - A. Two Feet
 1. Apart
 2. Together
 - B. One Foot
- II. Kneeling
- III. Sitting
 - A. Legs Straight
 1. Apart
 2. Together
 - B. Legs Bent
- IV. Squatting
- V. Lying
 - A. On back-supine
 - B. On front-prone
 - C. On side
- VI. Crawling
 - A. Hands and Feet
 - B. Hands and Knees

After, being able to assume the different positions, a child will need to learn movement. Important forms of movement are axial movement and locomotor skills. They are listed below.

AXIAL MOVES

I. Single Movements

- A. Bend
- B. Stretch
- C. Pull
- D. Push
- E. Twist
- F. Turn
- G. Swing
- H. Sway
- I. Shake
- J. Strain
- K. Bounce
- L. Dodge
- M. Curl
- N. Spin

II. Combination Movements

- A. Bend and Push
- B. Stretch and Pull
- C. Twist and Turn
- D. Push and Pull
- E. Sway and Shake
- F. Bounce and Dodge

LOCOMOTOR SKILLS

I. Without the Use of Equipment

- A. Crawl
- B. Creep
- C. Walk
- D. Run
- E. Hop
 - 1. One foot
 - 2. Two feet
- F. Hump (take off on one foot and land on two feet)
- G. Jump
- H. Jop (take off on two feet and land on one foot)
- I. Leap
- J. Skidoodle (alternate heel-toe lifting sideways with both feet at the same time)
- K. Skip
- L. Slide
- M. Gallop
- N. Roll

II. With the Use of Equipment

- A. Climbing
- B. Swinging
- C. Hanging

After successfully completing the skills listed above, those of body awareness, posture and movement the child will need to develop manipulative skills. These skills are listed below.

MANIPULATIVE SKILLS

I. Single Skills

- A. Handling
 - 1. Hold
 - 2. Carry
 - 3. Shake
 - 4. Squeeze
- B. Roll
- C. Bounce
- D. Throw
- E. Catch
- F. Kick
- G. Strike or hit
- H. Spin
- I. Flip
- J. Toss

II. Combined Skills

- A. Toss and Flip
- B. Roll and Catch
- C. Throw and Catch
- D. Throw and Hit
- E. Roll and Kick
- F. Catch and Bounce

A child needs to begin developing his or her concepts of the relationship of direction to various movements. After mastering the skills listed earlier, these directional concepts will enhance the child's motor perceptions.

DIRECTIONAL TERMS

I. One Word Terms

- A. Right
- B. Left
- C. Forward
- D. Backward
- E. Sideward
- F. High
- G. Medium
- H. Low
- I. Above
- J. Below
- K. Up
- L. Down
- M. Out
- N. In
- O. Over
- P. Under
- Q. Around
- R. Near
- S. Far
- T. Beside

II. Two or more Word Terms

- A. On Top
- B. In the Middle
- C. On the Bottom
- D. On the Front of
- E. On the Back of
- F. Inside of

- G. Outside of
- H. To the Side of
- I. On the Side of
- J. To the Rear
- K. In Between
- L. In the Center
- M. Close to
- N. Away From

This completes the list of skills for motor perception. The list following is suggested activities to help teach and reinforce these skills.

ACTIVITIES
MOTOR PERCEPTION

In the beginning of the motor perception area the author list skills that are necessary in developing successful motor perception. This latter section, offers activities and ideas that can be of use in developing many of the aforementioned skills. The reader may either use the listed activities, or use these as a basis to form new or more appropriate activities of their own.

1. Ask the children to pretend they are standing in front of of a full length mirror with a bathing suit on and to draw what they see.

2. Have children lie down on their backs on a large sheet of paper and have other children trace around them. You can have them color in certain parts with certain colors when all have had the chance to trace and be traced.

3. Have children cut out figures from magazines. Cut the body parts of figures and see if the children can put them together properly or play a game like "Pin the Tail on the Donkey."

4. Give the children some dolls and ask them to identify the body parts and their relationship to each other.

5. Use modeling clay or shoestrings or pipe cleaners for

tactile perception in many activities. Make human figures, geometric shapes, letters, numbers, do axial moves with it by bending, stretching, twisting or turning.

6. Use snap-type clothespins for the children to practice small muscle control involved in opening and closing them to pick things up or clamp on to.

7. Provide pegboards for table top activities for finger manipulation and copying desired patterns. Golftees can be used for pegs.

8. Use the stringing of beads to aid in developing eye-hand coordination as well as learning colors, shapes, numbers, etc. Pop-together type beads serve the same purpose.

9. Help children develop awareness of body symmetry by trying to: draw circles on board or paper clockwise and counter-clockwise with both hands at same time, draw lines on board or paper with both hands in unison and opposition horizontally and vertically, doing any of the feet or hand or finger manipulative skills with both sides at the same time.

10. Roll up a piece of newspaper with one hand, and then flip it back and forth from one hand to the other.

11. Use hand and/or finger puppets.

12. Make hand or finger silhouettes on a screen with a pro-

jector or lamp.

13. Use hand clapping, either finger to finger, palm to palm, or fingers to palm, for rhythmic control.

14. Buttoning, unbuttoning clothes, tying shoes, snapping, zippering, etc, for small muscle control.

15. Tracing and connecting the dots, is a good exercise.

16. Emphasize the use of directional terms whenever giving instructions.

17. Seat children at their desk, ask them to point in specific directions.

18. Have children rearrange classroom furniture by direction commands.

19. Use these chalkboard activities:

a. Put number on the board and ask the children to take that many steps forward or backward or sideward.

b. Ask the children in turn to come to the board and put a circle at the top of the board, or make a square at the bottom, etc.

c. Have each child in turn put part of a figure drawing on the board and you designate the next one to put something on top of the last part, or on the bottom, or to the left side, etc.

- d. Draw arrows on the board indicating the direction you want the children to point or move as give accompanying verbal directions as to how, "slide to the right."

20. Use these desktop activities:

- a. Scribble lines from top of the paper to the bottom, etc.
- b. Put shapes at the top, bottom, side, etc.
- c. Give directional instructions for drawing lines on the paper.
- d. Folding or ripping paper, using directional instructions.

SOUND-SYMBOL RELATIONSHIP

SOUND-SYMBOL RELATIONSHIP

It is important that a child develop an understanding between sound and the symbol for that sound. The actual teaching of this skill will come about and be continually reinforced all year through the Alpha One program. To pinpoint any problems or to check these skills the following checklist is provided. The teacher is to pronounce the word, asking the child to repeat it after her or him. The teacher will then place a check beside any sounds said incorrectly. This will identify the sounds that the child needs help in learning.

SPEECH-SOUND CHECK

INITIAL	MEDIAL	FINAL
at	catnip	baa
bug	rabbit	rub
candy	act	picnic
dog	adding	bad
egg	bed	
fun	after	calf
go	agree	rug
hot	behind	
in	winter	fun
jump	engine	edge
keep	turkey	pick
lunch	yellow	ball
money	camera	arm
nut	into	can
on	not	
pin	apple	nap
quick	squeak	antique
run	farm	car
sing	fasten	grass
toy	better	get
up	supper	
vase	ever	have
wind	blowing	below
you		
zoo	magazine	prize

DIGRAPHS

DIPHTHONGS

BLENDS

ch chicken
 sh shoe
 th throw
 th this
 ng sing
 ph telephone
 wh what

au aw crawl
 oi oy boil
 ou ow house
 eau ew few, beautiful

bl blue
 br brown
 cl clown
 cr crumb
 dr drink
 fl flower
 fr friend
 gl glass
 gr green
 pl please
 pr prize
 sl slide
 sm smile
 sp spin
 spl splash
 st stick
 str street
 sw swim
 tr train

Unusual patterns--baby talk, lisp, nasal, racial, accent, breathy,
 monotone, indistinct, guttural, other.

LISTENING COMPREHENSION

LISTENING COMPREHENSION

In listening comprehension the teacher and the child both play an important part. Therefore, there are two sections listed here, that of the teachers job, and then the skills the child needs to develop. Following these skills is a list to establish or to increase these skills in children.

LISTENING COMPREHENSION

I. The teachers job:

- A. Speak at a rate that is easy to understand.
- B. Speak clearly and directly in words and phrases that can be clearly understood.
- C. Give directions explicitly and only once.
- D. Do not repeat what children say.
- E. Help children want to be good listeners.
- F. Use the children's own name and direct pleasantries to him.

II. The child needs to develop:

- A. Follow simple directions.
- B. Classify pictured objects.
- C. Recall details from a sentence.
- D. Sequence pictures in logical order.
- E. Recall content of stories read aloud.
- F. Identify main idea.

- G. Draw conclusions from story read aloud.
- H. Retell story in proper sequence.
- I. Predict outcomes.
- J. Make inferences.
- K. Make predictions.
- L. Tell a story.

ACTIVITIES

LISTENING COMPREHENSION

1. Establish minds that are set for listening by saying, "I'm going to ask you to raise your hand if you remember what you are to do when I get through giving you the directions."
2. Ask children to listen to all sounds on their way to school. Discuss which were lovely, which were irritating, which loud, etc.
3. Ask children to listen for beautiful sounds in the home.
4. Ask one child to go outside the room and close the door. Another child tiptoes to the door and knocks. The first child says, "Who is it?" The second child says, "It is I." The first child tries to guess who it is. He gets two chances. The game may proceed as a relay with the class divided into two teams, or as one large or small group.
5. Ask children to close their eyes and listen for any and all sounds. After three to five minutes discuss what was heard.

6. Discuss the problem of having to "tune out" what other groups are discussing or any other noises when there is work that needs concentration.
7. Set up a listening station to increase essential listening skills. Children can listen to stories and poems during spare time, etc.
8. Give children a chance to talk about their listening experiences.
9. Play follow the idrections games such as: Simon Says, I Stoop, I Stand (it quickly changes the directions as players stoop or stand in accordance with what is said.) Fruit Basket (each child is given the name of a fruit, it calls out two fruits and they must exchange seats, it tries to capture one of the seats as the exchange is made and the child without a seat becomes it.)
10. Read a story to a child, after hearing the story, ask the the child to retell the story to you or some classmate.
11. Read a story to a child, after reading the story have the child identify the main idea of the story.
12. Read a story and after reading the story have a child tell why certain things happened or the reasons for certain things. (Cause and Effect)
13. Read a story to a child and ask him or her to listen

carefully so she or he can remember and tell several things about different facts of the story.

14. Have a child listen to a story and then decide whether the story was real or make believe. Or he or she can distinguish which parts of the story were real or made up.
15. Ask a child to listen to a story and then think what the story is trying to tell him or her even though it doesn't say it.
16. Make a picture of one of the details of the story, something that was described in the story.
17. Tell the child that as he or she listens to a story, he or she is to listen for sequence or order of events; or what happened first, then next, and next, and so on to the end.
18. Have a child listen to remember and follow directions by running an obstacle course and by placing objects.
19. Play the game Gossip. One person whispers a sentence to his or her neighbor, who in turn whispers it to someone else, etc. The last person to whom the sentence is whispered says it out loud.
20. Ask a child to imitate a rhythm they hear tapped.

21. Make three sounds in sequence, have a child imitate the sequence or tell what sound they heard first, last, and in the middle.
22. Give first and last words of a jingle or phrase from one and let the child supply the missing words.
23. Count by skipping every other number; 1, 3, 5, etc., thinking 2, 4, etc.
24. Retell a known story, leaving out or adding one character or event, let the child tell what was omitted from or added to the story.
25. Play the following listening games:
 - a. Jack in the Box, Jack in his box, sits so still.
Won't you come out? Yes, I will. Call out a child's name who is the only one who does not come out of his box. He's the broken jack in the box.
 - b. Jack be nimble, Jack be quick, Jack jump over the candlestick. Use a block for the candlestick and substitute a child's name for Jack. This should be done in quick succession so that children have to listen very carefully for their names.
 - c. Bounce the Ball. Children take turns bouncing the ball, while others count. First one right has the next turn.
 - d. How Many Claps? One child claps however many times

he wants while others count silently. The one who guesses right has the next turn.

- e. What's the Song? Teacher or child hums the first line or two of a song, the child who recognizes it first finishes it.
- f. Farm Story. Distribute pictures to children of farm animals. (Wooden animal block accessories can also serve this purpose.) Read or tell a story about a farm and when children hear the name of their animal they turn around.
- g. Tell it Again. After hearing a story which is familiar to all the children, one starts to tell it, points to another who adds a little and so on.
- h. Whose Name? Clap the number of syllables in a child's name, others guess whose name it could be. When they have guessed, everyone claps it. Group the children according to how many syllables in their names. Give directions such as "turn around" preceded by a clap, two claps, or three claps. The children whose names consist of only one syllable follow the direction preceded by only one clap, those whose names consist of two syllables follow the direction preceded by two claps and so forth. As an extension each group claps a different rhythm when the teacher or a child points in their direction. When they can clap their rhythms, children can use their feet and stamp it.
- i. Johnny Jump-Up. Clap once for the boys to jump, twice for the girls, three times for everyone.
- j. Shapes. Draw shapes on the chalkboard while children

close their eyes. As each shape is drawn the teacher asks the children to identify it as a circle, triangle, or rectangle.

- k. Drum Game. Beat drum evenly and rhythmically while children respond by moving to the beat in any way they like. When beat changes, children form tepees by leaning against partner's hands.
- l. I See You. With children sitting in a circle, blindfold a child. Point to another who says, "I can see you but you can't see me." Blindfolded child has to guess who spoke. This game can be varied by the blindfolded child pointing to another and saying "Make a noise like a . . ." and then guessing.
- m. Who Is It? Let a child sit with his back to the others. Point to another who says, "Good Morning Mary." or (Santa Claus, Easter Bunny, or whoever is applicable for the day—headbands or hats are fun to use with this activity.) Mary has to guess whose voice she hears. If correct, the children change places.
- n. Do As I Do. Tap or clap an irregular sequence-- tap, tap, rest--tap, tap, rest. Children imitate the sequence and develop their own.
- o. Can't You Guess? Teacher: Children, children, what are you doing? Children: Can't you guess? Teacher: Are you listening, are you listening? Children: Yes, yes, yes. (Vary this by asking different questions when requiring children to listen. Are you watching? Are you thinking?)

- p. Stairsteps. One child plays notes on the piano while others respond with their bodies--higher, lower, same.
- q. High and Low. One child is allowed to play high or low notes on the piano. Other children stand up straight for high notes, squat for low notes. When the child plays two notes at once, others raise both hands.
- r. Who Said It? Four or five children stand before the class. Others close their eyes. Teacher nods to one child standing who says, "It's Wednesday to-day," or what ever is appropriate. Others guess who said it. When someone guesses, the child who spoke sits down.
(Simonds, 1975.)

ORAL LANGUAGE DEVELOPMENT

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ORAL LANGUAGE DEVELOPMENT

Children need to learn to express themselves orally; not only is this an important concept for reading readiness, but also for the child's general growth. Therefore, it is extremely important that a child develop these skills early. Most children are unable to write thoughts down during a readiness program, thus making oral language development all the more important.

SKILLS TO DEVELOP ORAL LANGUAGE

- I. The child will orally talk about an object.
 - A. The child will orally label the object.
 - B. The child will orally describe the object.
 - C. The child will orally discriminate the object from other objects.
 - D. The child will orally compare the object to other objects.
 - E. The child will orally classify the object.
 - F. The child will orally analyze the object.

- II. The child will orally express his or her thoughts.
 - A. The child will orally express thoughts in a few words.
 - B. The child will orally express thoughts using a simple sentence.
 - C. The child will orally express thoughts using a short paragraph.
 - D. The child will orally express thoughts using correct grammar.

- III. The child will orally ask and answer questions.
 - A. The child will orally ask and answer questions using one word.
 - B. The child will orally ask and answer questions using a sentence.
 - C. The child will orally ask and answer questions using correct grammar.

- IV. The child will orally retell a story.
 - A. The child will orally retell a story he knows.
 - B. The child will orally retell a story he has heard for the first time.
 - C. The child will orally retell a short.
 - D. The child will orally retell a long story.

- V. The child will orally participate in an discussion.
 - A. The child will orally participate with prompting.
 - B. The child will orally participate without prompting.
 - C. The child will orally lead the discussion.

ACTIVITIES

ORAL LANGUAGE DEVELOPMENT

1. Mount pictures from catalogues, phonics and readiness work-books, and any other source of good clear pictures of single items. Place each picture on a separate small card. The children may be challenged to identify the items telling all they know about a particular item. Those items may be grouped into classifications, also real items for the pictures may be brought in to clear up any misconceptions or to help the child to discover other qualities of the item.
2. Ask children to share a catalog, magazine, phonics or readiness book, picture, or postcard and discuss what they see: identify items, colors, uses, what might have happened before or after, and relate some of their own experience to what they see in the picture.
3. Bring in a tray with about three small objects each day for examination, demonstration, discussion, and use. Let children tell all they know before the teacher fills in with supplementary interesting information.
4. Ask children to think of things made of wood, glass, paper, metal, cloth or combinations of materials.
5. Ask the children to make associations such as: light as a

feather, cold as ice, etc.

6. Ask children to explain meanings of phrases or words such as: furry, dangerous, courteous, hard as a rock, etc.
7. Have children think of opposites.
8. Have children think of synonyms.
9. Ask children to think of all the ways such things as the following could be done; send a message, go from one place to another, get home if you were lost, go to and from school, etc.
10. Ask children to tell you what things you would need to: take a trip, bake a cake, build a house, dig a hole, etc.
11. Ask children, "what are all the things you could say about a tiny jar of olives?" (It might help here if a jar was brought in and each child was allowed to touch, taste, smell, etc. before describing.)
12. Show an interesting picture, encourage the children to talk about the picture. Help the children to increase the length of their sentences describing the picture.
13. Read stories to the children, then have them re-tell the story, or answer questions about the story.

14. Have a news period where children get up and talk about important events.
15. Encourage children to bring toys, pets, games, etc. to school and talk about these and share with the other children.
16. Give children an object they are familiar with at first and later unfamiliar objects may be used, ask them to: label, describe, discriminate, compare, classify and analyze the object.
17. Have the children create or tell a story of their own.
18. Tell a story, when telling the story encourage the children to join in the refrain of the story.
19. Have an assortment of adult clothing such as dresses, hats, purses, gloves, top coats, shoes, and a cane. Such accessories put children in the mood for role playing and they will most likely express themselves easier and more openly.
20. Have children dramatize stories. At first they may be shy but after several children have tried it more are likely to find it fun.
21. Use puppetry to help children overcome self-consciousness, this helps them become someone else. Puppets such as stick

puppets, hand puppets, and finger puppets are good.

22. Use choral speaking and finger plays for useful and interesting activities. The objective in choral speaking should be better oral expression and not a polished well-balanced performance. The fun of participating hopefully will lead to the development of expressive and dynamic speech. Use of nursery rhymes is best here.

VISUAL DISCRIMINATION

VISUAL DISCRIMINATION

In Part I of Chapter IV, the importance of good vision was stressed, also included were signs to check for poor vision. Vision is important, but more important is using that vision discriminately. The following skills and activities should help a child become aware of detailed surroundings and how to discriminate those surroundings.

VISUAL DISCRIMINATION

- I. Visual Discrimination of likenesses and differences
 - A. Pictures
 - B. Color
 - C. Size
 - D. Shape

- II. Visual Discrimination using matching
 - A. Size
 - B. Shape
 - C. Position
 - D. Color

- III. Visual Discrimination using comparing and contrasting
 - A. Size
 - B. Shape
 - C. Position
 - D. Color

IV. Visual Discrimination of letters

- A. Capital letters
- B. Small letters
- C. Capital and small letters
- D. Letters that are similar

V. Visual Discrimination of words

- A. Same beginning
- B. Same length
- C. Similar sound
- D. Same ending

VI. Visual Discrimination of letters and words

- A. Same letters and words
- B. Different letters and words

ACTIVITIES

VISUAL DISCRIMINATION

1. Place a number of objects in front of the child. Display a duplicate object, such as a pencil or block, and ask the child to pick up the similar object. At first only three or four objects should be presented. As time progresses, and the child improves in this skill, increase the number of objects.
2. Display a number of buttons of different sizes in front of the child. Instruct him to match the buttons according to sizes or shapes.
3. Match pictures of objects with the actual objects.
4. Give children various shapes of macaroni to sort. Initially, the child may group the macaroni according to shape and place them in small boxes. Later, the child may sort the macaroni according to shape and color using colored macaroni.
5. Show the child a picture with missing parts. Direct the child to draw in the part that is omitted.
6. Encourage the child to become aware of sizes and shapes. Cut out squares, circles, triangles, etc. Explain to the child that a square is still a square even though it might be smaller than others.

7. Extend activity number six by having the child identify objects in the room that are a particular shape.
8. Describe an object that is very familiar to the child. Ask the child to find that object among four pictures that are presented to him.
9. Have the child match capital and lowercase letters.
10. Play letter bingo with small groups of children. In this activity cards with different letters printed on them are passed to each child. The teacher or another child can cover the appropriate letter. The first child to fill up his or her card is the winner.
11. Have the children trace various letter templates and stencils.
12. Let the children use a typewriter to find specific letters. Children can be instructed to find certain letters in a specific amount of time.
13. Present rows of four-or-five letter cutouts to the child. Ask the child to circle the same two letters in each row. Gradually work to finer discriminations, such as b and d, p and q, etc.
14. Show the child the alphabet with specific letter omitted.

Ask the child to fill in the empty spaces with the correct letters. The number of missing letters is increased as the child progresses.

15. Tape an alphabet to each child's desk so they are provided with a quick reference until they have mastered it well.
16. Give dot-to-dot pictures to be used with letters. This activity can be either teacher directed or independent.
17. Place several articles, such as eraser, chalk, ruler, etc. in front of the child. Allow the child a short time to view them. After you have removed the items, ask the child to recall as many of them as he can. This activity can be varied in many ways.
18. Present the child with an uncluttered picture of an object known to him. Allow the child a short time to study the picture. After removing the picture, ask the child to describe what he or she saw.
19. Cut apart cartoon strips and paste them on oak-tag. Ask the child to reassemble the cartoon in the correct order.
20. Trace words and letters in any of the following media: finger painting, salt, sandpaper, felt, instant pudding, clay, or wet sand.

21. Recognize likenesses and differences in objects by noting:
color, shape, size, length, height, texture, etc.
22. Matching exercises: colored cut-outs, cubes, clothing,
words, etc.
23. Give description words and the child will have to find an
object that matches that word: big, little, long, far
away, short, rough, high, wet, etc.
24. Put together jigsaw puzzles.
25. Have children count rows of objects, first with fingers,
then only with their eyes.
26. Help children learn to recognize and copy words.

AUDITORY DISCRIMINATION

AUDITORY DISCRIMINATION

The final skill area auditory discrimination is an important ability because it enables a child to assess his or her environment. Listening and speaking is the way interaction occurs among two or more people. Therefore, to interact it is essential that a child learn to communicate, and be able to discriminate sounds heard and spoken. A list of skills helps the teacher determine in exactly what areas the child is weak or strong. Then the teacher can work with the child so she or he will better understand what is spoken.

AUDITORY DISCRIMINATION

- I. Recognizing likenesses in sounds.
- II. Recognizing differences in sounds.
- III. Recognizing sounds and identifying their source.
- IV. Recognizing sounds and identifying their direction.
- V. Identifying loud and soft (pitch.)
- VI. Reproducing rhythmic patterns.
- VII. Recognizing likenesses and differences in beginning word sounds.
- VIII. Developing an ability to name many words when an initial sound is given.
- IX. Developing an ability to supply missing words when sentences are read and the initial sound for the missing word is given.
- X. Developing an ability to discriminate rhyming words.

ACTIVITIES

AUDITORY DISCRIMINATION

1. Listen to jingles and nursery rhymes especially those which emphasize a particular sound, then follow with choral speaking.
2. Listen for words beginning with the same sound. Children try to suggest other words beginning with that sound. Give a number of words beginning with the same sound and then give one beginning with a different sound as; man, money.
3. Do the same activity as that above but instead use rhyming words.
4. Make a chart containing pictures of objects beginning with the same sound. Children point to each picture, naming it and listening for the beginning sound.
5. Give oral directions involving two things, then three, then four and five.
6. Tell a simple story of two or three sentences. Have children retell it as accurately as possible.
7. Tap on the desk several times. Children listen, and count mentally.

8. Learn to use singing and musical games, which are very helpful for children. Hap Palmer has some very good records for this.
9. Tell children to all close their eyes. One child speaks, and all others try to guess who spoke.
10. Have children identify nonsensical elements in a sentence or story.
11. Start with one direction and increase the number and complexity.
12. Tell a story just by sounds. (Three short taps, loud bang with fist, then quick scurrying sound with fingernails, etc.)
Child must try to guess what story is being told.
13. Listen and make sounds with instruments, or a record player.
14. Identify sounds heard in the classroom.
15. Identify pitch of tones or sounds made by plucking rubber band.
16. Have the child tell if any of the words sound the same or different.
17. Ask the child to answer questions about material read aloud to him.

18. Ask the child to retell a story in his own words that is read or told to him to test his understanding of the story.
19. Define a word and ask the child to give his own definition in his own words.
20. Have the child choose from several objects the one which you have described in terms of the uses or characteristics of the subject. Descriptions should be easy at first and progressively get harder as the child becomes more adept at the skill.
21. Read a sentence to the child and emphasize one word. Ask the child to pick out the emphasized word. Then ask the child to give a word that is like that in meaning.
22. Ask the child to correct the order of words in phrases or sentences which are presented incorrectly orally: "The barked dog."
23. Have the child tell the sequence of events in a story read aloud to him.
24. Have the child repeat phrases or sentences given by the teacher.
25. Have the child use choral reading or speaking, singing or speaking with records.

26. Read a sentence to the child and ask him or her to complete it.

27. Learn to use a variety of sources and materials, to have the child listen for volume, pitch, direction, duration, sequence, accent, tempo, repetition, and contrast and distance.

28. Have the child play the following games:
 - a. Fun in the Farmyard. Collect pictures of farm animals. Mount them on a stiff material. Write the sound the animal makes on the card. Ask the class to tell what animals sound alike and which sound different.

 - b. Shopping Games. Perhaps you might have a market unit in your room or a suitable picture of a supermarket. Write different sounds on cards. The children select a sound card and take the card to the store. They may buy something in the supermarket that starts with the sound on the card. Later, let them go to the market and buy more than one article starting with different sounds.

 - c. Spinner Game. Use a large piece of chipboard to make a large circle. Place on the board a pointer made of a tongue depressor or other light material that will spin. Paste pictures around the edge of the circle. The player spins the pointer. The child must make the sound correctly in the word or picture where the pointer stops. If he makes the sound correctly, he may spin again. To vary the game, place a pack of cards with the sounds on them

on the table. As the child spins, he must pick the sound from the table to match the picture or word on the circle where the spinner has stopped.

- d. Tag Sound Game. Place an object or picture of an object on a table. Pass out sound flash cards to the children. The first child who finds that his sound card matches the object on the table tags the object. Next, place two or more objects on the table and proceed as before.
- e. Scramble Game. Place pictures of many different objects on the table or chalkboard eraser tray. Have the children pick up only objects that can move. Next have them pick up only objects or pictures that may be eaten. Have them pick out the tame animals and then the wild animals, the things that belong in a house, the objects you are able to ride in or on, the vegetables, fruit, etc.
- f. Touch Box. Children have a great deal of fun playing games with their eyes closed. Place articles in a box for the children to touch and feel. See how many they can identify by touch alone; for example: sandpaper, toothpick, lace, velvet, soap, leaf, pencil, eraser, toy car, ball, little flag, etc.

In another box, place an object that rhymes with another object, such as a small tire and a piece of wire, a small bar of soap and a small piece of rope, a little house and a little mouse, a little dish and a fish,

a little block and a lock, a little book and a hook,
etc. Pass out an object to a child and then have
him look in the box for the object that rhymes with
it.

Collect a set of small boxes. Label each box with a
different sound. Have pictures or objects to match
each sound. Have the children take turns in picking
up a picture or object. As he selects an object, the
child should say, "This soap starts with s. I will
place it in the S box. This rabbit starts with r.
I will place it in the R box," etc. (Jones, 1958.)

CHAPTER V

Chapter IV helped to define a child's problems emotionally, socially, physically and mentally. There were guidelines to help identify these children with problems, and suggestions as to their cause. The second part provided the reader with six areas, each containing a list of sequenced skills and appropriate activities.

Chapter V will be concerned with recommendations and areas for further study. In general, a summary of the project is included with results of the program, when it was used in a first grade classroom.

RESULTS OF PROGRAM'S IMPLEMENTATION

When the program was implemented, it was found to be very usable because the teacher had a defined list of sequenced skills and lists of activities. She or he had free use of these activities or could use these as a basis to develop their own. Many more independent activities, and child-centered activities were being initiated by the teacher and used in the classroom. Moreover, by starting at the beginning, with the development of readiness skills, the eight students were progressing better than might have been expected had they been left on their own to struggle through the first

grade reading curriculum. Because of their deep involvement and better understanding, these students were also highly motivated to read. Their reading group activities became the highlight of their day. Therefore, the two objectives were met. That is, they had a strong desire to read, and spent a good deal of free time looking at books, and making up stories. The pupils also found success in their activities thus increasing their desire to read even more.

RECOMMENDATIONS

Recommendations would include using a readiness test of the teacher's choice before considering using this program. This would help identify those children who need special help in the readiness area. After identifying these children, it would be best to determine the extent of their existing skills. After determining the child's beginning skill level; the teacher could then arrive at the child's level in the sequenced skill list. A brief encounter of the previous skills should be considered, since this would help refresh the child's memory and act as a review, serving as a good starting point. This review would also serve as positive reinforcement for those skills learned and a possible motivator for learning more complex skills. If the child does not show evidence of any of the sequenced skills, then the teacher must use his or her own knowledge to start the child at an appropriate point. Hopefully, the project skills and activities will give the teacher a starting point and some ideas for other skills and activities.

AREAS FOR FURTHER STUDY

It would be most advantageous to implement this program with a more homogenous group of children to see if decreasing the range of abilities increases the success of the program. Materials could be purchased, and these children could proceed at their own pace, with more emphasis put on the earlier skills. If this were an ideal situation, these children could be guided in this situation until they reach their expected grade level.

Also, these children seemed to thrive with individual and small group instruction. However, they did not respond as well to large group activities; they lagged behind when doing activities in a large group. Therefore, other activities must be found instead of large group activities or other provisions made. However, it must be mentioned that these children all seemed to have developed positive self-concepts and did not seem to suffer when they could not master these large group skills.

CONCLUSIONS

If nothing else, the project met the objectives of nurturing a desire to read, and introducing the skills necessary to read. This positive approach also helped these children develop positive self-images, which most were lacking.

The draw-back to this project was that the students did gain in their skills, but not enough to pass the first grade. All of the eight except one were retained in first

grade. Jo Stanchfield,(1971) tells us that research found "certain pre-reading skills necessary for children to succeed in reading. Through experimentation research found many children not able to acquire proficiency in reading readiness skills in the time allotted for first grade." Although, the same teacher will not have these children the next year, she can rest assured that they at least have a good basis for reading, and they understand what they have learned. The above is exactly what the project was designed for--to give the first grader a good basis for his initial reading experience.

APPENDIX

THE FIRST GRADER

THE FIRST GRADER

It is important for a teacher to understand his or her students. Since this project was developed for a first grade, the author has included a descriptive list of characteristics for the first grader.

1. He is active, almost constantly in motion, whether sitting or standing.
2. He goes to extremes, finding it hard to modulate or to compromise.
3. It is difficult for him to make decisions. He wants both alternatives, finding it hard to give up rival possibilities. Blue or violet? Come in or stay out? Paint or clay? He wants to do and to have everything.
4. He wants to be first, to win always, and to be loved best. He finds it hard to adjust his behavior in terms of what he wants to do and what he should do.
5. He identifies himself with everything, projecting his feelings and actions into all situations. He is the center of everything; he behaves, thinks, feels from the standpoint of himself and his own experiences. He is dramatic in this association of himself with all situations.
6. He clarifies meanings and relationships through personal participation and creative activities.

7. He is very sociable and likes to be with other children, with himself as planner, leader, and social arbiter.
8. He is keen to start individual or group projects, but is unconcerned about finishing them. His six-year-old world is so full of a number of things, he does not have time or energy to do justice to each one. He has an exploratory attitude; he must find out something about everything.
9. He turns to his teacher to give him confidence in this new world of school, where his needs for recognition and security are somewhat threatened. He craves praise and commendation and reacts badly to criticism.
10. He is a paradox. He reaches out for new things and hurries back for the old. He loves surprises, but he also likes stability. He demands a variety of experiences, but he also clings to the ritual and conventions of daily living.
11. He likes to do things on a game basis.
12. He tends to have emotional explosions. These are brought on by the little things of life more often than by basic demands, which he can take in his stride.
13. He takes inordinate pleasure in gifts both in receiving and giving them.
14. He loves holidays, entering wholeheartedly into all phases of their celebration. (Anderson, 1968.)

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