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The Development of a Reading Readiness Program Designed to be Implemented into a Kindergarten Curriculum

Patricia Zippel Petrich

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UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION

The Development Of A Reading
Readiness Program Designed To Be
Implemented Into A Kindergarten Curriculum

BY

Patricia Zippel Petrich

A Thesis Submitted To The Department Of
Elementary And Secondary Education in
Partial Fulfillments Of The Requirements
For The Degree Master Of Education.

Committee Members:
Dr. Janice Wood, Advisor
Dr. Elinor Scheirer
Dr. James Mittelstadt

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ABSTRACT

The goal of this project was to develop a reading readiness program which could be implemented into a given kindergarten curriculum. The focus of the paper was to identify the basic skills necessary for successful reading and to list activities that the classroom teacher could use to increase a child's level of ability in each area. The seven basic skills identified as necessary pre-reading skills were; language development, listening skills, visual discrimination, visual memory, auditory discrimination, auditory memory and perceptual motor development. Over all goals for the project were also developed. Each of the seven areas discussed included; objectives, activities and assessment inventories. Recommendations for the project were discussed in terms of possible other approaches toward reading readiness.

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to Dr. Janice Wood for all her guidance and support throughout the research and development of the project. I also would like to thank Dr. Elinor Scheirer for all her time and helpful suggestions in the editing of this project.

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CHAPTER ONE

INTRODUCTION

The numerous studies today designed to find more effective ways of teaching beginning reading indicate that there is a widespread concern for the achievement in initial reading experiences. (Stanchfield 1971) Children's television programs, such as "Sesame Street" and "Electric Company", have been a major factor in increasing the interest in pre-reading skills. These television programs' overall objectives are based on the premise that the pre-kindergarten years are a period of substantial and significant intellectual development. (Stanchfield 1971) Laws and other provisions to facilitate education of preschool children have been based on the growing knowledge concerning the importance of the early environment for children. Benjamin S. Bloom (1964) concluded that the early environment was of crucial importance for three reasons.

- 1) Rapid growth of selected characteristics in the early years and the variations in the early environment are so important because they shape these characteristics in their most rapid periods of formation.
- 2) The developments that takes in the early years are crucial for any developments that follow.
- 3) It is much easier to learn something new than it is to stamp out one set of learned behaviors and replace them by a new set.

At what age a child actually begins to learn to read has been the topic of various studies. There is no conclusive evidence

that supports any one given chronological age or time. Today, educators such as Laird and Cangemi (1975) support recent opinions that all children do not mature at the same rate. Therefore, it could be hypothesized that, when a child is physically and mentally ready and a desire to read does materialize, if he has had instruction in pre-reading skills, the initial experience in reading will be more successful.

PROBLEM

The problem of this project was to identify the basic skills a child needs to master in order to successfully learn to read when faced with initial reading instruction. A review of the literature and data from authorities in the field of reading was the basis for the selection of seven basic skills to be developed within this project. The process by which these seven skills were selected was to tally specific skills reported in the literature and to select the most frequently listed skills for use in this project. The skills are broad areas that encompass many of the finer detailed skills identified in other studies. The following is a list of the seven areas selected:

- 1) Language Development
- 2) Listening
- 3) Visual Discrimination
- 4) Visual Memory
- 5) Auditory Discrimination
- 6) Auditory Memory
- 7) Perceptual Motor

The order in which these skills appear is not in any sequential

scheme. All of these areas were identified as necessary for a child's reading readiness, but which skills to teach and when are based on the child's own needs. A more complete review of the other skills reported will be discussed in the literature review in Chapter Two.

ASSUMPTIONS

The following three assumptions were recognized by the editor throughout the development of this project:

- 1) Success in beginning reading is crucial for a child's later school performance.
- 2) Certain skills are required prior to a successful start in reading.
- 3) Educators have recognized that before a child can successfully encounter any new experiences, he needs to understand himself and to feel good about himself. The development or growth of the child's emotional structure comes long before reading readiness, but does not stop when the child is ready to read. For the purpose of this project, the author recognized the importance of the child's emotional state and how it is related to reading.

DEFINITION OF TERMS

The following is a list of terms and their definitions as used in this project:

- 1) Auditory Discrimination - the ability to differentiate between sounds.
- 2) Auditory Memory - the ability to recall what has been heard.
- 3) Language Development - the ability to communicate in the spoken form.
- 4) Listening - the ability to make a conscious effort to attend closely in order to be able to follow a set of directions.

- 5) Perceptual Motor - the ability to coordinate vision and movement; the ability to become aware of and be able to manipulate the parts of the body; and the ability to perceive positions of objects in relation to themselves.
- 6) Reading Readiness - the skills a child needs to achieve to insure success when beginning to learn to read.
- 7) Visual Discrimination - the ability to distinguish similarities and differences between symbols.
- 8) Visual Memory - the ability to recall a symbol that is no longer there.

READINESS AS A CONCEPT IN EDUCATION

The term, "Reading Readiness", first appeared in the literature in the early 1920's. G. Stanley Hall and Arnold Gesell's ideas about education and how it occurs in predetermined stages were the basic beliefs of the times. In 1936 Arthur Gates (1936) opposed their beliefs; he concluded that a child's limitations and needs were important. Also, Gates stated that it appeared that readiness for reading was something to develop rather than to merely wait for. (Durkin, 1976)

The topic of reading readiness became a very controversial subject in the 1950's in the field of education. Results of debates and research brought about some major changes. There was a constant struggle to define what was meant by the terms reading readiness. The definition of readiness was more clearly defined by Ausubell in 1959 when he wrote, that readiness is, "the adequacy of existing compacity in relation to the demands of a given learning task." (Ausubell, 1959)

READINESS IS A RELATIONSHIP
BETWEEN

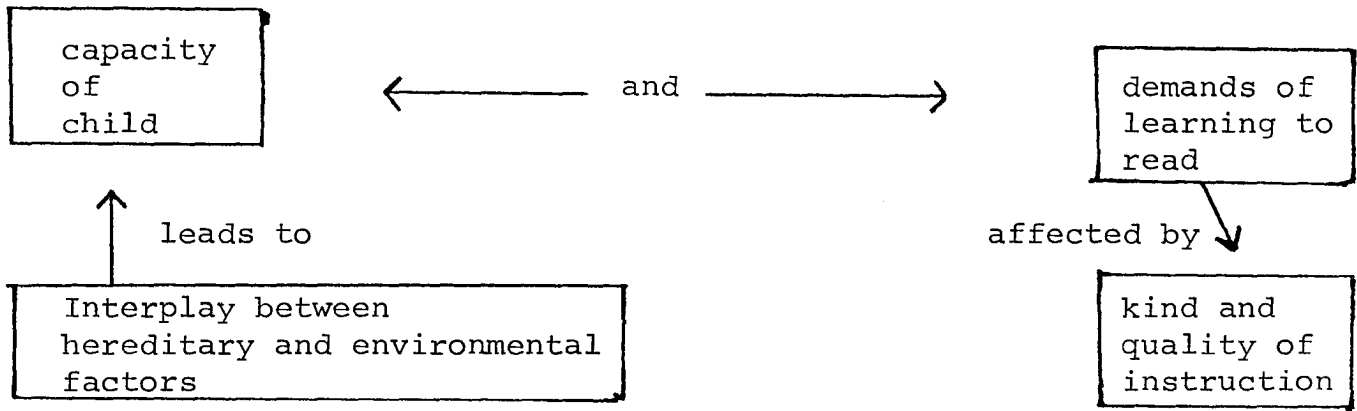


Figure I

Figure I shows the relationship between nature and nurture with respect to a child's capacity to learn at any given time. The child's attained capacity is something he has inherited, grown into and learned. Ausubell (1959) suggested in this definition of readiness, that what learning to read demands of a child is not one thing, rather a collection of abilities and that the selected teaching method is an important variable. This definition of a child's readiness for reading has a two fold focus: (a) the child's capacity in relation to (b) the particular instruction that will be available. Because differences in instruction make for differences in demands, what is adequate for dealing with them also differs. (Durkin, 1976)

Throughout the 1960's and 1970's with changes in education, reading readiness has become a term used more in relation to each child rather than an entire class. The development of the concept of reading readiness has progressed over the years, however, test

results and research data indicate that educators continue to fail in providing children with strong backgrounds in pre-reading.

The goal of Chapter One was to identify the need for pre-reading skills. The problem was identified as the selection of skills needed for a pre-reading program. The three assumptions that were underlying throughout the paper were identified. This chapter also listed the terms and their definitions that were used throughout the project, to reduce any possibilities of misunderstandings on the part of the reader. In Chapter Two a review of the literature will be discussed. Chapter Three will discuss the procedures used to develop the project and Chapter Four will discuss the major section of the project. In Chapter Four each of the identified skills will be more clearly defined and activities for developing each of the skills will be provided. Assessment inventories will be provided for each area. Chapter Five will be used to summarize the project and make recommendations.

CHAPTER TWO

REVIEW OF THE LITERATURE

In the field of education there exists varying views concerning reading readiness. This chapter is designed to relate some of these controversial opinions held by educators today.

SKILLS NECESSARY FOR READING READINESS

Mackworth (1976) states that reading requires auditory and visual skills. Pre-reading skills are: ability to name letters and pictures, good memory for spoken sentences and manual dexterity in copying patterns. She also feels that the auditory method is better than the visual method for most children. A skilled reader was identified by Mackworth as one who, "transfers input into comprehension without intervention of speech system." (Mackworth, 1976) Collaboration of both sides of the brain is needed. The left side of the brain deals with speech and the right side deals with visual spatial materials. The author used Jansky and de Hersch's study of 1972 as a basis for her pre-reading skills selection. Mackworth concluded that reading involves the working of several areas of the brain. The beginning reader needs the left brain to sequence and the right for spatial skills.

In 1974 the Indiana State Department of Public Instruction, Division of Reading Effectiveness, developed a guide which had a purpose to provide resources and guidance to teachers for new

reading strategies. They developed an extensive checklist for the reading readiness period. The major areas were; Socialization, Experiences, Emotional Development, Intellectual Development, Interest and Language. The editors of this guide only dealt with two actual skills needed for a successful reading experience, auditory discrimination and visual discrimination. Both of these skills were based on the importance of phonetics.

Shuy (1976) presented a contrasting view on pre-reading skills. He stated that the assumption that phonology plays a tremendously important role in early reading was no longer true. He cited Melmed's 1971 study of third grade black and white students as a basis for rejecting that hypothesis. Shuy suggested that a language based theory of reading can provide the framework for discovering what might be at least one dimension of the elusive search for learning styles. Chall (1976) also supported Shuy's ideas on the importance of language development in teaching reading.

Donald G. Emery, Ph.D. (1975) developed what he considered a thorough checklist for a child before any reading instruction takes place.

- 1) Vocabulary - large enough?
- 2) Hearing and articulation good?
- 3) Questions - does he ask any?
- 4) Visual acuity?
- 5) Attentive - can he concentrate on a specific task?
- 6) Can he follow simple directions?
- 7) Does he spend time looking at pictures, books, magazines?

- 8) Can he remember the general idea of a story?
- 9) Does he understand the basic concepts of directions?
- 10) Sequencing?
- 11) Can he copy simple outlines?

Wheeler and Henderson (1976) developed a guide to be used by parents in helping to prepare their child for reading. Their guide was developed on the assumption of, a child's success in reading is an enriched background of pre-reading experiences in the areas of language, motor skills, auditory and visual perception and self-image. The guide contained:

- 1) Parent involvement.
- 2) Handouts.
 - a) games
 - b) beginning readers
 - c) behavioral portraits
 - d) how a child learns to read
 - e) reading readiness
- 3) Incentive paper drawings for children to color.
- 4) Commercial materials.
- 5) District - developed materials.

The schools supplied materials and offered any assistance needed.

No follow up was reported in this paper as to the effectiveness of this guide.

Ellen Dehart (1968) stated that it is necessary for a child to develop certain skills prior to his beginning reading instruction. Her list of skills that she felt were necessary for a child to have a good pre-reading foundation were:

- 1) Eye Control - the eye cannot receive information unless the eye muscles are developed enough to focus on a specific object.
- 2) Gross motor control (able to sit at a desk).

- 3) Fine muscle control (able to turn pages of a book).
- 4) Eye - hand coordination.
- 5) Ability to perceive a figure in space.
- 6) Directionality - top, bottom, sides, front, back.
- 7) Differentiate characteristics of letters.
- 8) Classify or recognize characteristics.
- 9) Understand concepts.
- 10) Ability to enter into a sufficiently positive interpersonal relationship with a teacher to be motivated to learn to read.
- 11) Auditory discrimination.
- 12) Focus listening upon verbal instruction of teachers.
- 13) Ability to focus attention on the task at hand.
- 14) Aware of the different parts of his body.

STUDIES CONCERNING PRE-READING

Oliver's (1975) study with pre-primary Indian children was based on the assumption that the first task of the beginning reader in developing readiness for any reading program is to develop a concept of what reading is. In order to understand reading the young child needs to know the purpose of writing as a vehicle for communication. (Oliver, 1975) The study dealt with seventy-eight children enrolled in the Head Start Program on the Yakima Indian Reservation, in the State of Washington. Each child was asked to name as many letters as he could, then each child was asked to point to the letters; A, B, D, M and F. The second task was to count by reciting numbers in order. Each child was then given a strip of paper on which had been printed, Jim went fishing in the river, and a pair of scissors with instructions to cut off a word. Each child was also asked, "what is a word?" Following these tasks were a variety of other questions to study the child's concepts of the written language. Questions such as, "Can you read yet?" and

"What is reading?" were used to find out their own knowledge of what reading is. The study showed that more children could recite numbers before they could name any letters, yet they did not know the difference between a number and a letter. Writing was confused with drawing for the three and four year olds. "These pre-primary children generally seemed to lack a clear concept of written language as coded speech and generally seem to think of reading and writing as something they will learn to do when they get bigger." (Oliver, 1975)

Pointkowski (1976) conducted a study at Stanford University with the goal of trying to answer the question, "Is there a relationship among basic reading skills?" In 1973 - 1974 forty children were used for the project and in 1974 - 1975 fifty children were used. Students were selected from those whom they predicted would learn to read but were not at the inset of first grade. The test group was observed while being taught to read and were given continual tests designed according to the development of their reading skills. These tests were unlike achievement tests in that they assessed only the specific performance skills of the target students on precisely defined measures. (Pointkowski, 1976)

Pointkowski's study indicated that the child learns an alphabetic foundation of the written system and letter sound correspondence, and he also learns to read sequential strings of words to finally arrive at meaning and comprehension. The tests that Pointkowski used

were very important to his study. In his study, he was really more concerned with developing sound tests that could be used as assessments to find out exactly where each child is and keep records on where he is going.

Dolores Durkin (1976) conducted a six year study of children who had learned to read at age four. She used thirty three students for her test. Group A consisted of children who had been in a two year pre-first grade language arts program that emphasized pre-reading skills. Group B was made up of children who had attended a kindergarten but there was no emphasis on reading. After comparing these children's test scores in grades one through four, Durkin's study indicated that Group A had exceeded Group B in overall reading achievement.

A study done by Paradis (1975) investigated the performance of one hundred nineteen pre-school and forty kindergarten children on visual discrimination tasks prior to visual discrimination training, to determine the value of such training. The task consisted of thirty items: objects, letters and words. The results of his study was that middle socioeconomic children possessed the skills necessary to discriminate among objects and letters but that training was needed to help them discriminate among word stimuli.

Another study that was done to support the idea of a need for pre-reading skills was Rosner's (1974) study. For his study he used

twenty six preschoolers and one hundred nineteen kindergartners. The aim of his study was to investigate the effect of teaching auditory perceptual skills to pre-readers of inner cities. Rosner developed his own instrument to measure this need. It consisted of eight parts sequenced according to difficulty. The results of Rosner's test supported the belief that pre-school inner city children could benefit from auditory training.

This chapter dealt with various educators opinions of reading readiness. A comparison of studies document that there are no definite lists or guide lines as to which pre-reading skills are the most important and that there does not exist a specific number of skills needed for a child to master in order to successfully learn to read. Most of the skills reported in the literature could be categorized into one of the seven basic areas selected for this project. The number of studies done related to pre-reading is an indicator that in the field of education today, there does exist a need for more attention on what is done with the child prior to that first experience with reading.

CHAPTER THREE

METHODOLOGY

As stated in Chapter One, the problem in this project was the identification of basic skills needed to master in order to successfully learn to read when faced with initial reading instructions. The process in which the skills were selected will be reviewed in this chapter. A discussion is included of how the assessment inventories and activities were developed. The objectives for each of the skills selected will also be stated in this chapter.

SELECTION OF SKILLS

One of the processes used to select the seven skills was to tally all the skills reported in the current literature and to choose the most frequently listed ones. Many of the less frequently mentioned skills were assumed to be included under one of the basic areas. According to the literature, there was no set number of skills needed to successfully learn to read. The number seven was not chosen arbitrarily, however, since the literature indicated that these seven skills were the most important skills related to a successful beginning reading experience.

In the project each of the seven areas were dealt with separately because it was recognized that not every child would need every skill, and the order in which a teacher uses the skills is based on their own professional judgment. The main focus of this project is not to identify which children need pre-readiness training but

rather to identify ways to provide pre-readiness training in various areas after the teacher has determined which children need it.

SELECTION OF INVENTORIES AND ACTIVITIES

The assessment inventories were developed by the author to be used by the instructor only if he needed some form of checklist to help determine a specific child's needs or accomplishments. The items on the inventories were based on commercial made readiness tests and personal teaching experiences. The reader is cautioned again that these inventories were not developed to be used as a formal testing measurement but rather to be used as a checklist.

The activities listed in each area were compiled from various sources. Many activities were from the author's personal experiences, many came from the literature and many came from colleagues in the education field. All the activities, except where noted, were found in a variety of the literature.

In developing the assessment inventories, activities and materials, the factor of usability played a major part. The author intended for this project to be something a classroom teacher would use. Many times projects, programs or kits are not realistic in their length, description of activities and materials needed. It is intended that this project remain realistic.

The following is a list of over all goals for which this project was developed. More specific objectives for each of the

seven skill areas will precede the appropriate sections of Chapter Four.

- GOAL 1 The child will master the skills introduced to him.
- GOAL 2 The child will demonstrate an ability to learn to read on his initial reading experience after being trained in reading readiness.
- GOAL 3 The child will increase his language development.
- GOAL 4 The child will develop his ability to listen for a purpose.
- GOAL 5 The child will develop his ability to discriminate aurally.
- GOAL 6 The child will develop his ability to remember auditory stimulus.
- GOAL 7 The child will develop his ability to discriminate visually.
- GOAL 8 The child will develop his ability to remember visual clues.
- GOAL 9 The child will increase his level of perceptual motor development.

This chapter discussed the methods used to develop the project. The process, in which the seven skills were selected, was discussed. A description was included as to how the pre-test, post-test and activities were developed. A list of the overall goals for the entire project were also listed in this chapter. Discussions and the identification of activities for each of the seven skills will be presented in Chapter Four.

CHAPTER FOUR

The major focus of this project will be discussed in this chapter. Each of the seven pre-reading skills will be more clearly defined with a discussion of possible activities that could be used to help a child master each of the skills. Usability was a strong factor in developing this section of the project. Recognizing limitations put upon a teacher (time and materials), the author's intentions for this chapter was to keep the discription and length of the activities simple enough so that a teacher will find them realistic and at the same time thorough enough to teach the skill.

The assessment inventories will appear at the end of each section. As was stated in Chapter Three, the majority of the activities reported were found in a variety of the literature. Those activities that were unique were noted.

I. LANGUAGE DEVELOPMENT:

One of the most important skills for a child to develop in any reading readiness program is his language concept development. This skill is primarily involved in increasing the child's vocabulary and helping him to better comprehend the spoken language.

Certain factors are necessary for a child's school experiences to facilitate growth in language development.

A warm, accepting atmosphere plays a large part in a child's

vocabulary. The child also needs adults who are willing to listen and respond to what he says. Another important factor is that the child be given the opportunity to speak, both by need and desire. To learn a language naturally, the child needs to hear many examples of well formed sentences.

The following is a list of objectives, activities and materials that the classroom teacher can use to help increase a child's language skills.

OBJECTIVES:

- 1) Given a question by the instructor the child will answer in a complete sentence.
- 2) Given the opportunity (large groups) the child will express himself in complete thoughts.

LANGUAGE DEVELOPMENT

Assessment Inventory

It is recommended that to assess the child's language needs, that the instructor use his/her own professional opinion. After a review of the literature it was concluded there was no simple assessment that can measure a child's language development in its entirety. There are commercial made language tests such as the ITPA and the Peabody Vocabulary Test that can be used depending on the individual's need.

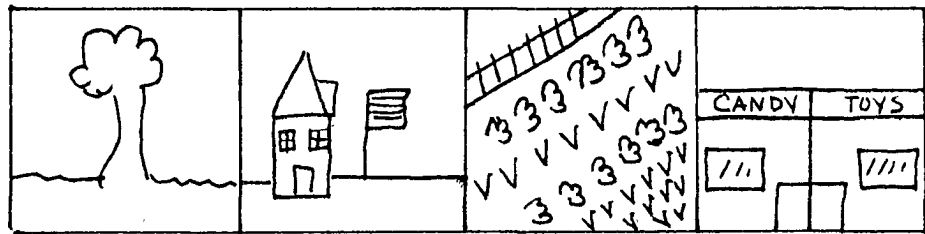
ACTIVITIES:

- 1) Attendance - Have a name card for each child. Each morning when he arrives he puts his name card away. Class "reads" cards of those who are absent. The child learns to read his name and the names of his classmates.

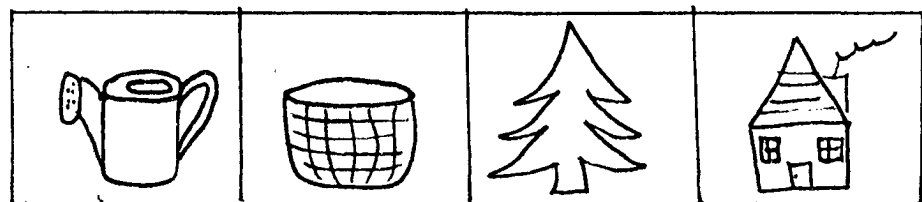
- 2) Share and Tell

- 3) Stories -
 - a) Read to children for enjoyment.
 - b) Retelling a story without pictures.
 - c) Dream stories.
 - d) Child dictated stories about a picture given to them.
 - e) Episode pictures / sequencing.
 - f) Stories on cassettes. Child follows along in the book while being read to.
 - g) Check for story comprehension: example - after listening to Peter Rabbit by Beatrix Potter, give the child an activity to evaluate what he heard.
(Mueser, 1975)

(1) Where did Peter go after his mother told him not to?



(2) Where did Peter hide from Mr. Macgregor?



- 4) Role Playing and Dramatization - provide dress-ups of all kinds, example - box of hats and scarves.
- 5) Puppets - A child can lose much of his self-consciousness when using hand puppets. He is intent upon manipulating the puppet appropriately and actually becomes the puppet character.
- 6) Songs - A quick discussion about the subject or contents of the song will develop into many language situations.
- 7) Verbal Interactions -
 - a) Child - teacher conversations.
 - b) Child - peer conversations.
 - c) Small group.
 - d) Large group.
- 8) Opportunities for creative play.
- 9) Art work - write simple captions under child's work.
- 10) Analogies and Opposites -
 - a) Hap Palmer Records.
 - b) Ask the student to listen and complete items such as these: Pickles are sour; candy is _____.
 An airplane is fast; a bike is _____.
 The sky is above; the ground is _____.
 A dog runs on its legs; a car runs on its _____.
 Rabbits have fur; birds have _____.
 The sun rises in the east; it sets in the _____.
 The sun sets in the evening; it rises in the _____.

This activity can be done at many different levels of difficulty depending on the needs of the individual child. Pictures can be prepared and used as aids.
- 11) "Finish It" Game - Teacher begins to say something and stops - child completes the thought.

- 12) Classification - A child can increase his language concept development greatly through classifying various objects. Below is a sample of classification activities:
- a) Mount scraps of material such as sandpaper, burlap, velvet, silk, fur, leather or aluminum foil on oak tag. Two cards of each material is needed. Blindfold the child and have him sort the cards into pairs solely by touch.
 - b) Shoe Box Game - Prepare 1 shoe box for each child participating. Cut two corners so that the end of the box will lay down flat when the lid is off. Replace lid. This will leave a door like opening at one end. To store box remove top, flap up, replace top and secure fold with a rubber band.
 - To play game, instruct child not to look inside his "door". Without looking inside he reaches inside and pulls out an object.
 - find something soft.
 - find something little and something big.
 - find a rough object.
 - find five things.
 - c) Animal Habitat - Child sorts various animal pictures into categories of animals which live in the water, those which live on land and those which live in the air.
 - Several sets of pictures can be used for this activity. Pictures of vehicles or machinery such as submarine for "in water", a lawn mower for "on land" and an airplane for "in the air". Another group of pictures could be prepared for uniforms that might be worn in these categories, deep-sea diver, football uniform and an astronaut's suit.
 - d) People Pictures - Child classifies pictures of people in ways that seem appropriate to him. Possible discussion questions: "How could you sort these pictures into two groups?", "Are there any pictures that have something the same about them that you could put into one group?"
 - e) Game - Pet Store - One fairly large Pet Store is marked off at one end of the activity area and a Home at the other end. At the side is a Cage. In the center of the playing area stands the Pet Store Owner. All the children stand in the Pet Store and are given a picture of one kind of pet (for example fish, bird, dog). There should be about two or three pictures of each kind of pet. The Pet Store Owner calls "Fish" (or any other pet in the game). The children who have pictures of fish must try to run from the Pet Store to their new Home without being

caught or tagged by the Owner. If they are caught, they must go to the Cage and wait for the next call. The game continues until all the pets have tried to get to their new Home. Kinds of pets can be changed frequently. (Sullivan, 1973)

- f) Labeling Object with printed names - Preparation: Teacher prints the names on objects in the room, for example - a sign saying "Toad" on the terrarium where the toad lives and signs saying "Paper" where the paper is kept. This type of activity will help the child realize that printed words can provide information.

13) Finger Plays.

14) Flannel Board Kits.

15) Experiences -

- a) Cooking - Recipe charts can be developed. These charts have pictures and words telling what goes into the recipe and what to do. A variety of concepts are available through cooking; liquid, solid, vegetable, fruit, desserts, meats, powdered, grating, peeling, sifting, origins of food, etc.
- b) Field Trips - Trips should start with the children's interest. Planning will make the trip a successful or unsuccessful experience. Prior to the trip discuss with class (use written words or pictures) new "words" that they will be seeing. Give them something to look for while they are on the trip. Use experience charts, art, discussions upon returning for the child to report what he saw.
- c) Treasure Hunts.
- d) Use records, tapes, T.V. films and filmstrips to provide a wide variety of voices, topics, dialects and language experiences.
- e) Carpentry - develop an awareness of mathematical language:
 - long - short wood
 - large - small nail
 - narrow - wide board
 - fractions

16) Question - Answer Activities - This is a more structured type of instruction, however, if done well, it can develop a child's thought process as well as his oral

communication.

Examples: What would happen if

- everyone forgot to write his name on his paper?
- everyone sang a different song?
- everyone fed the fish on the same day?

What would you do if

- the clock at home stopped running?
- the bus broke down on the way to school?
- two pages in your favorite book were stuck together?

Tell me why

- I wore a coat today?
- We go to school in the morning rather than night?
- people buy fans?

With other kinds of thought provoking questions, experimentation as well as discussion would be in order:

Are you taller when you stand up or lie down?

Will a piece of ice melt faster indoors or outdoors?

Is the water in the fish tank lower today because the fish drank it?

(Durkin, 1976)

17) Verbal Games - (description games)

- a) "Riddle Riddle Ree, I see something you don't see" child who guesses takes teachers position.
- b) Describe the dress of a particular child to teach the names of clothing, color, texture, style and so forth. The children must name the child who is wearing such clothing. Then the children take turns describing someone.
- c) Child describes characteristics of an animal so that the teacher or another child can draw the animal.
Example: he has a long neck, four paws...

18) Poetry - Poetry can be a very exciting way to build language concepts. Always start with a poem that is about a subject the child finds interesting and is short enough to be mastered. A good example of a poem for the beginning of the year is:

I had a dream about a tree
funniest dream you ever did see.
Why was my dream so funny to me?
I dreamed about a lollipop tree!

19) Books to teach concepts of friends and feelings:

Keats, Ezra Jack, A Letter to Amy. New York: Harper & Row, Publishers, 1968. The idea that boys can have friends who are girls and vice-versa told in an urban setting.

Krasilovsky, Phyllis, The Shy Little Girl. Boston: Houghton Mifflin Company, 1970. A painfully shy girl with neither confidence nor friends (except her cat) discovers herself.

Undry, Janice May, What Mary Jo Shared. New York: Scholastic Book Services, 1966. A well illustrated story of a shy child's determination to participate in group activities.

Yashima, Taro, Crow Boy. New York: The Viking Press, 1955. An unusual little boy is ignored by other children until they discover his courage and skill.

Zolotow, Charlotte, The Hating Book. New York: Harper & Row Publishers, 1969. A delightful look at the absurdity of jumping to conclusions in personal relationships.

20) Science Reading Readiness Text - "A Book About Things I Know", by Ed Worsley.

This is a science oriented text put together by the Southwest Board of Cooperative Services. It consists of large black and white pictures of animals, birds and insects familiar to the southwestern U.S. One Picture is provided on each page, labeled with the following simple sentences, "This is a (name of animal)" "He lives in (name of habitat)".

Address: Project Sun
Title VIII
Southwest Board of Cooperative Services
P.O. Box 1420
Cortez, Colorado 81321

21) Combination Card Games:

Commercial game

Equipment: small cardboard picture cards of objects that go together - e.g. cup-saucer, desk-chair, coat-hat.

Action: child groups cards that have objects that go together.

Note: when checking the child's work have him name the objects or maybe tell you why they go together.

II. LISTENING SKILLS:

The teaching of listening skills to early learners can be summarized as "learning to follow directions". This skill usually is an objective of every teacher and yet many times is not considered a prerequisite to reading. Before a child can learn to do such things as discriminate between letters, numbers and sounds he needs to be able to follow the simple directions of his instructor or adult. Far too often the teacher takes the acquisition of this skill for granted.

Listening skills first should be taught as simple one step directions. Example: "Mike would you please stand up?" Many times teachers assume a child is able to perform this already, which many times is not true. After the child is capable of simple one step directions the teacher may work up to two and three step ones, for example: "Alice, do not forget to hang your painting up, clean your paint brush and put it away when you are finished." Should a teacher have a child, who after a given period of time, demonstrates difficulty in following simple directions, the child should be tested for other difficulties such as auditory memory or hearing disorders.

The following is a list of objectives, activities and materials for listening:

OBJECTIVES:

- 1) Given a story orally, the child will demonstrate good listening habits.

- 2) Given guidance in good listening skills the child will increase his listening attention span throughout the year.
- 3) Given a set of directions orally, the child will follow those directions without a need for repeated directions.

Listening Skills Assessment Inventory

A. Individually -

Give the child the following directions orally. Allow time for the child to follow the directions before going on to the next one. Explain to the child that he is to listen to everything you say before beginning. Make sure the child follows your directions in the order that you presented them. Give the directions once.

1. Sit on the chair.
2. Stand up, touch your toes, and sit down.
3. Stand up, shake one foot, and then turn around.
4. Go to the toy corner, pick up your favorite toy, bring it to me, and tell me its name.
5. (Give the child a blank piece of paper and crayons).
On the paper, write your name, draw me a picture of you or any person, and then draw one thing you like.

ACTIVITIES:

- 1) A child's first activity with listening should be for relaxation. This skill is developed in all the other skills too, while a child is learning language concepts his is also learning to listen. Below is a list of listening for relaxation:
 - a) Stories - stories such as, "The Gingerbread Man", "The Three Little Pigs" or "The Billy Goats Gruff", with repetitive phrases are motivating to the early listener. Stories such as these offer opportunities for the child to take part of the "reading".
 - b) Songs - Old ballads such as, "The Wraggle - Taggle Gypsies", "Go Tell Aunt Rhody", "The Frog Went Courtin" and "The Little Fox" can become favorite listening repertoire of young children long before they are able to vocally reproduce them. The stories told in these folk ballads may provide opportunities for dramatization or puppet plays created by the children.

(McDonald, 1975)
 - c) Poetry.
 - d) Fingerplays.
 - e) Riddles.
- 2) Musical Chairs.
- 3) Simon Says.
- 4) Play a game teaching high and low sounds on the piano. Child listens carefully, if piano sound is high he pops up like a jack-in-the-box. If the piano sound is low, he squats down like a frog. This game can be played on the order of Simon Says.

Variations: hard - soft sounds
 loud - quiet sounds
 teach high and low sounds using bottles with
 different amounts of liquid.
- 5) Peabody Language Kit, records level P.

Play different sounds and have the child identify what he hears.

 - a) sounds around us.
 - b) sounds of animals.

- 6) "Teacher Who Could Not Talk" from record Creative Rhythms,
Child is told that three different instruments are used in the song and what they indicate:
 slow drum beat - walk
 fast drum beat - run
 triangle - kneel down
 wood block - stop and put your hand in the air
Then child reacts to music according to directions by instruments.

- 7) Go on a "Listening Walk". Upon returning have children recognize different sounds they heard in the environment. Have them imitate those sounds.

- 8) Name Game - Children sit in a circle. One child sits in the middle with his eyes shut. A child from the group calls him by name. The child in the middle attempts to identify the callers voice.

- 9) Singling Out - Tie a string through a tiny bell and attach it to a child's finger. Have the other children close their eyes and clap their hands in time to a lively tune. Have the child with the bell move among the children while ringing the bell periodically. Explain to the children that they are to stop clapping when they hear the bell right next to them. The game continues until everyone has stopped clapping.

- 10) "Bear Hunt" - a chant type song which involves the child throughout the whole song. The leader says a phrase, for example - "Want to go on a bear hunt?", and the group of children repeat what the leader says. Hand motions add to the motivations. The words and directions can be found in the supplemental materials, (page 86).

- 11) Poem - "The Sugar Plum Tree", by Eugene Field. After reading the poem give the child practice in demonstrating his ability to listen by having him draw a picture showing two things from the poem. supplemental materials, (page 87).

- 12) Stories - good listening skills are related to a child's comprehension skills. After reading stories the teacher can build on a child's listening skills by asking such questions as: Who was in the story?
Where did the story happen?
What happened after _____?
Can you tell me what the story was about?
Why do you think _____?
What do you think would have happened if, for example - Goldilocks had eaten all of Papa Bears porridge and never tried Mama Bears or Baby Bears?

13) Position Listening -

- a) Ask the child to listen to the words you say, and repeat the one that comes after tree. Say, "cold/tree/snow". Repeat the series of words and explain, if needed, that snow came after tree. Continue with other series of words: thanks/turkey/church; corn/squirrel/nut; autumn /leaf/brown;etc. Vary the position of the word in the series for which the child listens.
- b) Read aloud the following sets of letters and have the child write the letters that come after K in each series. (this can be put on tape for child to do individually)
- (1) c k p
 - (2) g m k o
 - (3) a c d h k i o
 - (4) g o l s k t n d b
 - (5) r s t u v k z a c m

- 14) Following directions on a record is a very good source of ways to build good listeners. Many records today have story books that go along with them. The child is motivated visually and orally. Such records by Hap Palmer, Ella Jenkins, Ambrose Beazelton and the Educational Activities Inc. are available commercially and provide a wide variety of listening experiences. A more thorough list of records available can be found in the supplemental materials (88&89).

III. VISUAL DISCRIMINATION:

Most assessment inventories that measure reading readiness employ visual discrimination as a component or subtest. The

ability to discriminate among letters and word forms is a necessary preliminary step to word recognition. Visual discrimination can be defined as the ability to distinguish similarities and differences between stimuli to which repeated reference may be made (matching of items).

The following is a sequential list of subareas of visual discrimination skills. It is highly recommended that before any reading readiness skills begins, that the child's vision be checked to make sure that there are no medical reasons for incorrect responses.

- 1) Discriminate between colors.
- 2) Discriminate between shapes.
- 3) Discriminate between pictures.
- 4) Discriminate between letters.
- 5) Discriminate between words.

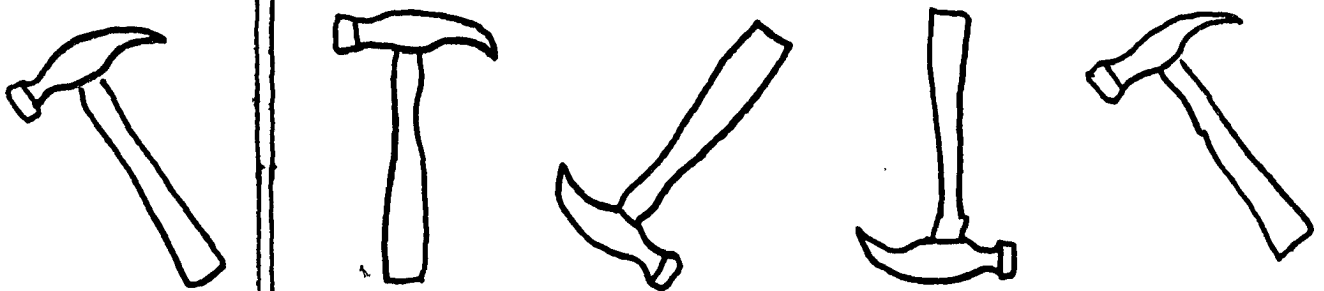
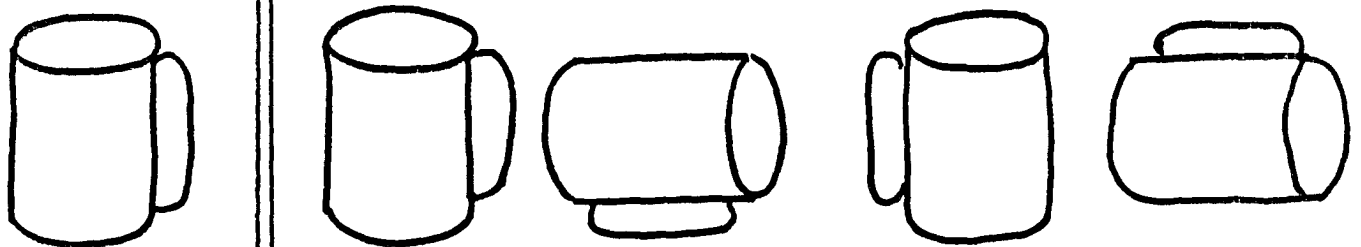
OBJECTIVES:

- 1) Given a set of pictures, the child will correctly identify which two pictures are the same.
- 2) Given a pattern of shapes, the child will be able to match single shapes to the pattern.
- 3) Given a set of dots connected by lines, the child will be able to reproduce that design using a similar set of dots.
- 4) Given a picture of objects whose lines intersect, the child will be able to discriminate among each object.

Visual Discrimination Assessment Inventory

1. Child is to mark the picture* on the right that is the same as the picture on the far left.

*(These pictures are from Frostig's Visual Perception Program. PS: Exercise 3)



2. Letters / Words

Mark the box if the letters(words) are the same.

Practice	Practice	Practice
C C	h t	S S
p g	M M	V L
b b	b l	D D
a a	d n	m m
is in	if if	on on
STOP GO	not not	up up
red red	car car	said sad

ACTIVITIES:

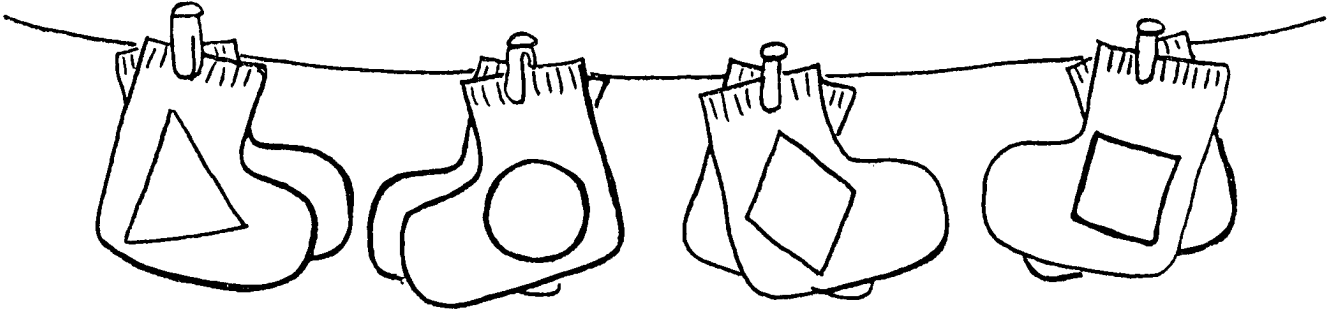
Most of the activities in visual discrimination can be altered to teach another form of visual discrimination. For example, matching shapes in a pattern might be changed to matching colors to produce a pattern.

- 1) Pick up Sticks - Child holds all the pick up sticks in one hand. Drops them onto the floor or table. He either says a color or a partner says a color and the child tries to pick up all the sticks of that color without touching or moving sticks of a different color.

- 2) Sorting Shapes Game - On a large piece of tag board draw the outline of three or four given shapes. Collect objects from the room, home or outside that basically has one of the shapes. Place all the objects in a container for storage. The activity is designed for one child at a time. The child removes the items from the box one at a time. He then places the object inside the outline of the appropriate shape on the tag board. Child continues until the box is empty.
Examples:
 - a) a stamp - child would place inside the square shape.
 - b) the back flap of an envelope - child would place inside the triangle shape.

- 3) Visual Discrimination - Sock it to me - Cut pairs of socks from construction paper or oak tag. On one pair paste or draw circles, on another pair triangles and so on using squares, rectangles, diamonds, etc., so that each pair can be identified by a different shape. Put up a small clothesline within reach of the kids and bring in some clothespins. Put the socks in a basket and explain to the kids that the "laundry" needs to be hung up. In order to do it, they've got to locate both socks in a pair and hang them up together.
Variations: You can modify this game to any level of ability or type of usual perception by changing the identification of the socks to colors, numerals, patterns letters, number of dots and etc.
Diagram on following page.

"Sock it to me"



- 4) Clown Faces - This activity is used to discriminate among shapes. The child will need a copy of the activity sheet (supplemental materials -page 90) and a box of crayons. This activity can be done individually or in a small group. Which shapes the teacher would want identified would depend on what shapes had been covered in class prior to this activity.

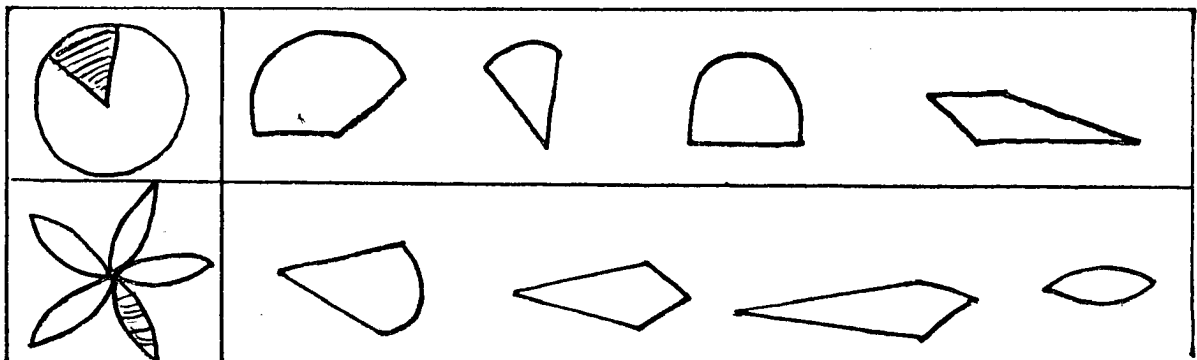
Example:

- a) Locate all the triangles and color them blue.
- b) Locate all the squares and color them red.
- c) Outline any circles you see in orange.

(Goodfriend, 1972)

- 5) Missing Shape - On tag board draw pictures on the left side of the paper. Leave one piece of the object off. In a row next to the object draw four possible missing pieces.

Variation: Have the objects and the extra pieces cut out of tagboard rather than drawn. This will allow a child who is having difficulty to experiment with the extra pieces.

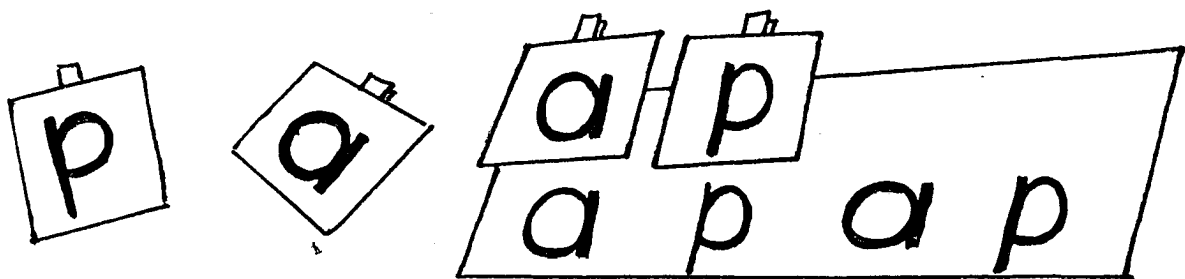
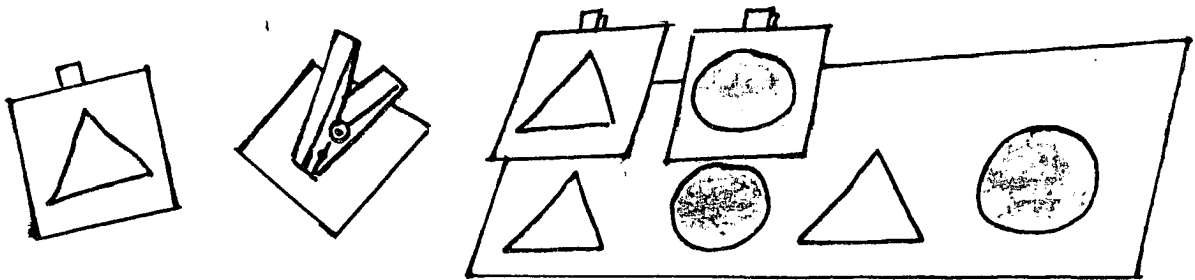


6) Visual discrimination --

This activity is useful in helping a child's visual perception but also in building on his thinking skills. The ability to detect patterns will help a child pave the way for reading, writing, math, science and logical thinking.

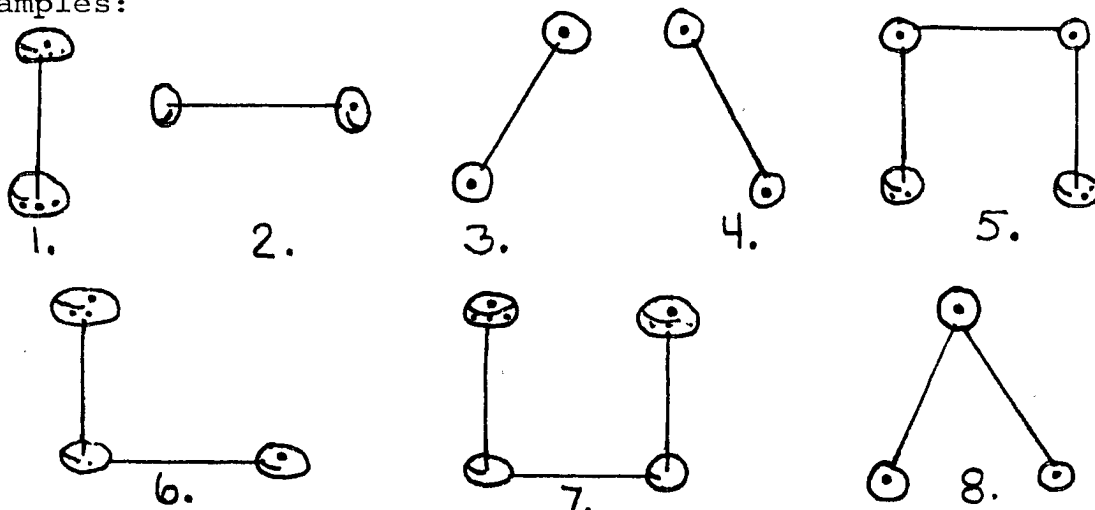
a) Clip-A-Strip - You need a peice of oak tag, 8 - $\frac{1}{2}$ x 11 inches. Now, draw a pattern on the larger of the two pieces. Keep the pattern close to the bottom of the strip. On the smaller piece, duplicate the pattern using the same size objects as before. Cut the smaller piece into individual objects. Glue each one onto a clothespin.

Child chooses the small object that matches the ones on the master pattern and clips them above the corresponding object. Be sure they start on the left and progress towards the right. Have them name each object as they clip it on. As the children become experts, increase the complexity of the patterns.



- 7) Tinker Toy Constuction - Give the child an ample supply of tinker toys with the instructions that he is to reconstruct the patterns or designs that he sees on the cards.
Have five - ten cards made up with pictures of constructions for the child to do.

Samples:



- 8) Paper - Pencil Dot Patterns - Use patterns on first page (supplemental materials - page 91). Have the child trace the lines connecting the dots. Help child conclude that pattern number three is a combination of pattern number two and one. On the activity sheet containing only dots (supplemental materials - page 92). Instruct the child to reconstruct the patterns seen on the first page.

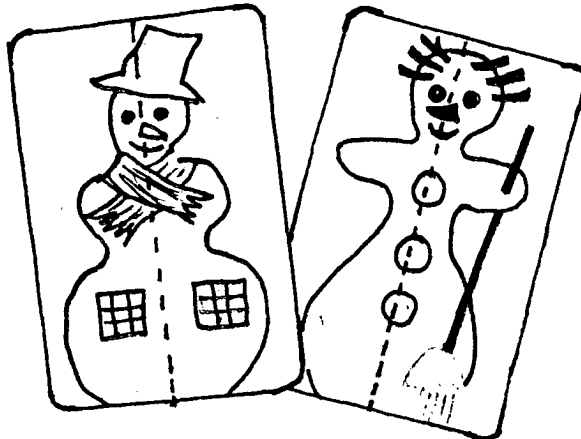
Variations:

- a) peg boards - make sure there are enough pegs of a single color for each design.
- b) geo-boards - using colored rubber bands to connect nails instead of dots.

(Goodfriend, 1972)

- 9) Lotto Games - These are commercial games that can be purchased in most school supply stores. Equipment: small picture cards with master cards (six to ten pictures per master card). The master cards have different subjects, for example - animals, household objects, the wild west and the farm.
Action: Child matches small picture cards to complete or fill master card.
Good discrimination of partial pictures related to whole pictures.

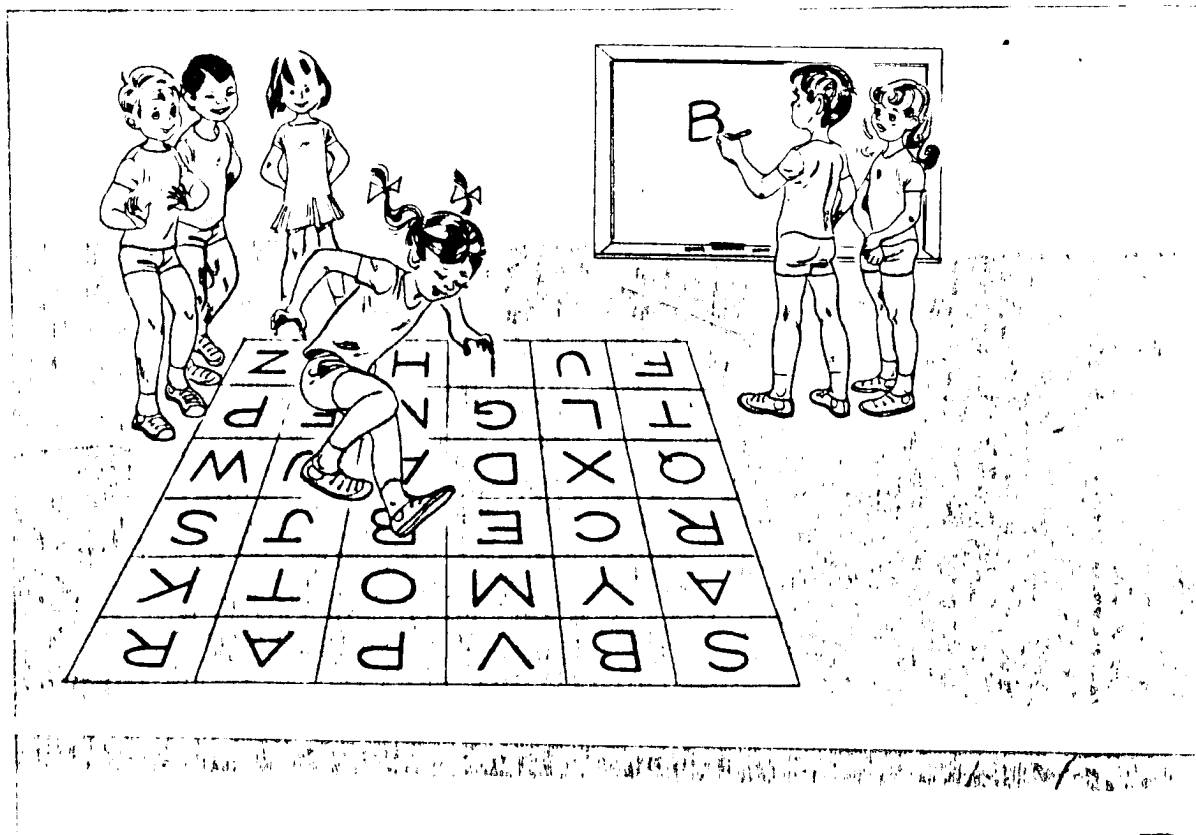
- 10) Picture Domino Games -
 Commercial game -
 Equipment: small cardboard cards with two separate pictures per card, for example - a star and a heart - one at each end of the card.
 Action: Child plays the game like dominoes, except, he matches pictures rather than dots.
 Note: there are other domino games made commercially where dots, sets or colors are to be matched. This idea (domino game) could be made very easily incorporating a multitude of areas (letters, words, shapes, etc.)
- 11) The Other Half - To make playing card snowmen: Draw snowmen on 4 x 3 inch oak tag cards. Vary their sizes, features and decorations. Cover the cards with clear adhesive paper. Cut the cards in half and shuffle. Two or more children spread the cards face down. Each player takes a turn selecting two halves and turning them over to see if they match. If they do, the player keeps the two halves. If there is no match, the cards are placed face down again.



- 12) Intersecting Lines - Mail boxes.
 Teacher "What do we have in the top right corner of the picture? (supplemental materials page 93)
 That's right, a mailbox. Take your blue crayon and outline that mailbox.
 Discussion: More questions like, "What's in the rest of the picture?" Ask the child to choose a color crayon and outline the mailbox next to the (give a room clue) door. Now take another color crayon and outline the middle mailbox. Now do the last mailbox.
 Note: More samples of intersecting line activities can be found in the supplemental materials - 94-99.
 The instructions can be similar to the mailbox activity or changed depending on the instructor.

- 13) Picture Recognition of Physical Environment (Classroom) -
Have the child identify the objects in the activity sheet of a room. (supplemental material pg. 100). Then he may select an object and find one like it in the classroom. This activity can be used for discrimination of colors, shapes, sizes and pictures.
- 14) Figures Embedded in a Playground:
Have the child on his activity sheet find the:
a) swing and color them blue.
b) sliding board and color it green.
c) seesaw and color it red.
d) jungle gym and color it orange.
e) sand box and color it yellow.
Note: a discussion with the child prior to this activity might be needed if the play ground at his school does not have all of this equipment. Supplemental materials - 101.
- 15) Go Fish -
Materials -
a) Construct 26 upper case letters, each on a fish (made out of paper).
b) Construct 26 lower case letters on fish.
c) Box or large container to represent pond.
d) Fishing pole with magnet attached to end of string.
e) Paper clip - attached to each fish.
Procedure: Small group activity. Each child takes a turn "fishing". The child lowers his fishing line into the pond, where the fish have been placed. Child pulls fishing pole back up and removes fish. If the child can recognize the letter on the fish he can keep the fish. If he can not recognize the letter he must return the fish to the pond.
Variations: On fish there can be shapes, numbers, words, colors and etc.
- 16) Game Match and Jump -
Equipment - Blackboard, letter squares, chalk.
Method - Child observes block letter printed on board and from two choices attempts to indicate correct match by jumping in the appropriate letter square. The board is erased, another letter is written, and a choice is made from two or three squares.
Modifications - Increase the number of squares from

three up to twenty-six. Vary the response requested (i.e., hop, jump around, run around). The handicapped child may throw a bean bag into the squares of his.



17) Primary Typewriter - A typewriter in a kindergarten room can be used for a variety of things. The teacher can give a child task cards of activities she would like completed. Example: typing patterns as seen on task cards B B B C M T B B B C M T B B B C M T Writing short stories that the child dictates to the teacher. Child can begin to discriminate among words when he types words that are familiar to him.

18) Match Game - Make several sets of alphabet cards, each containing a single letter. Each child is dealt some cards, which he places face down in front of him. Each player turns up a card at the same time and if a child matches one of the others card, he says "match". The

child then says the letter and gets the other persons card. The player with the most matches at the end wins. Note: This is a good game to play toward the end of the year with children who are "reading". Substitute words for letters.

IV. VISUAL MEMORY:

Many reading readiness assessment inventories do not include subtest for visual memory, however, due to research in this field it is becoming more widely recognized as a prerequisite to reading.

Visual memory is a higher level of visual discrimination. It not only requires discrimination but also the ability to recall a stimulus that is no longer there.

Before a child can begin to acquire visual memory skills it is very important that he is able to discriminate the presented media. Once a child is ready to develop visual memory skills his activities need to be very simple ones. More important, the activities should deal with concepts familiar to the child. It is difficult for a child to recall something that is new or foreign to him.

The list of activities in this section is shorter than some of the other areas, mainly because there is not as much a variety in the activities for visual memory. The activities listed here are simple and can be changed to make a larger number of activities.

OBJECTIVES:

- 1) Given five seconds to view an item, (shape, number, letter or word), the child will be able to identify that item among four other items when the item has been removed from the child's vision.
- 2) Given a pattern and then having the pattern removed, the child will be able to duplicate the pattern from memory.

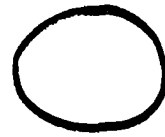
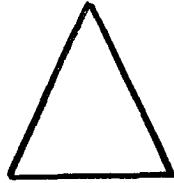
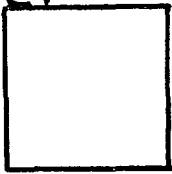
Visual Memory

Directions:

Assessment Inventory

Using the attached sheets, show the child the picture for five seconds. After picture is removed - child uncovers his paper and marks the one he saw

Practice:



1.

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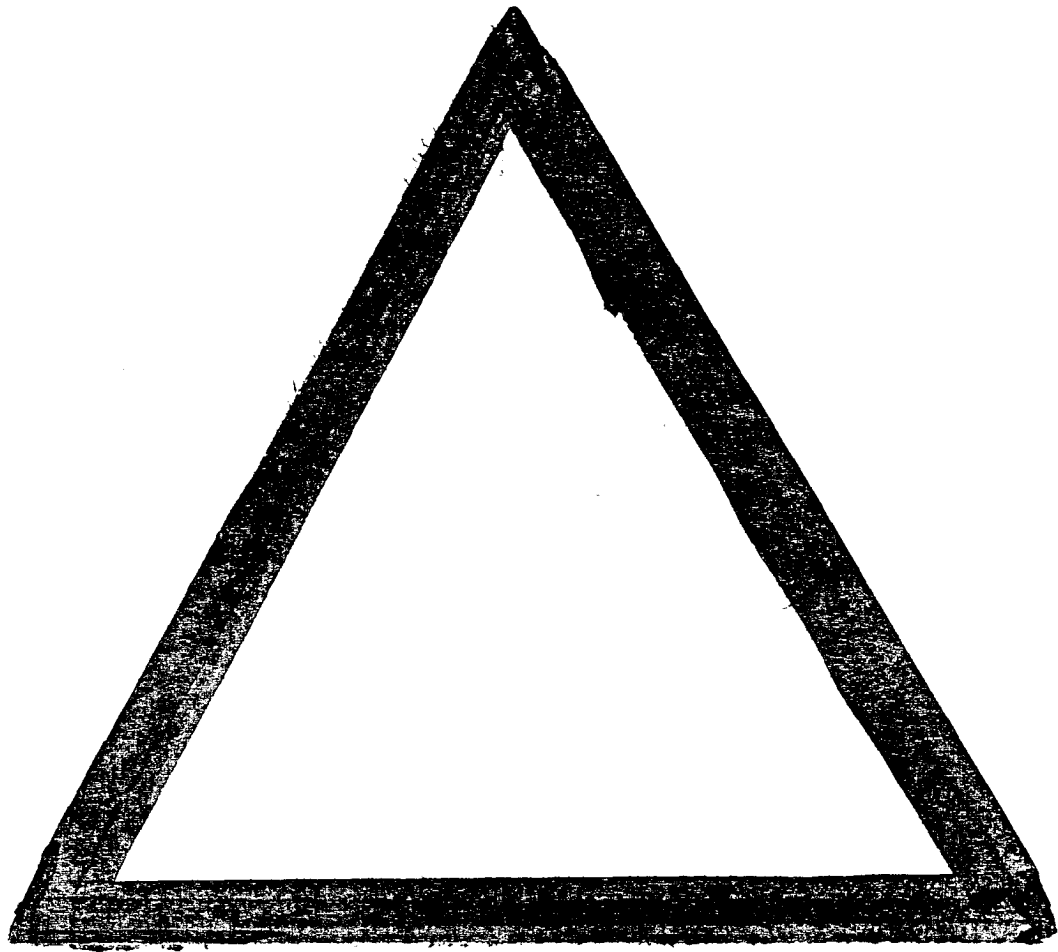
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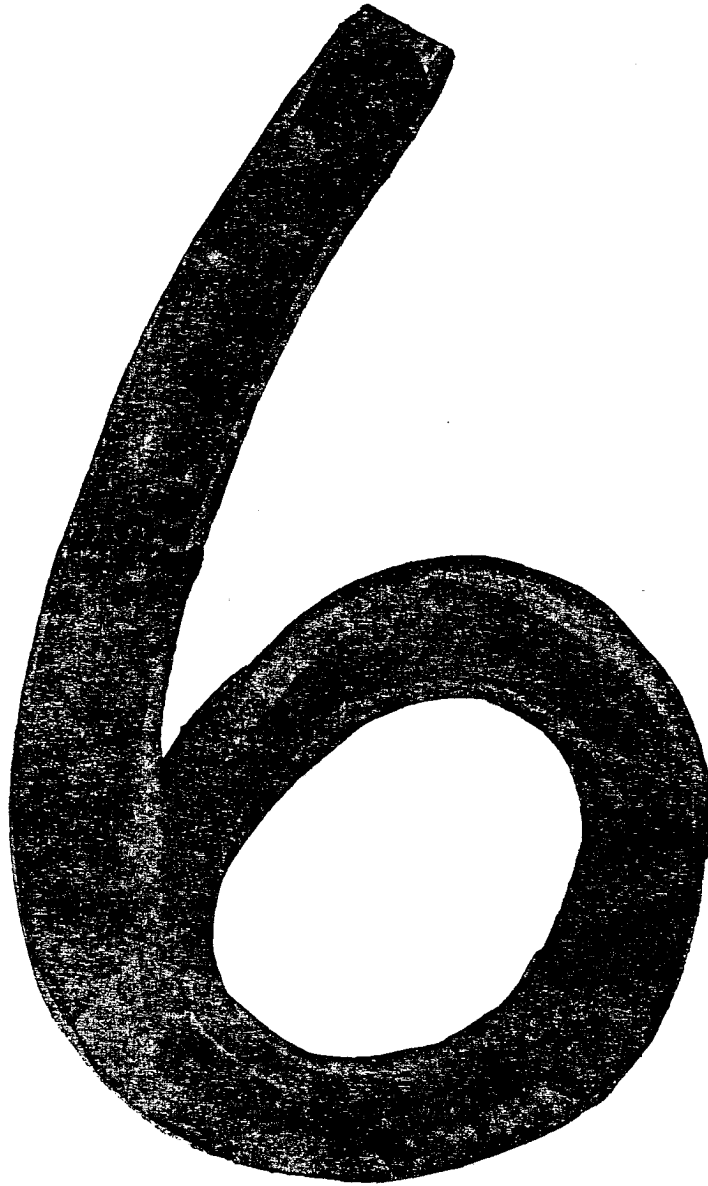
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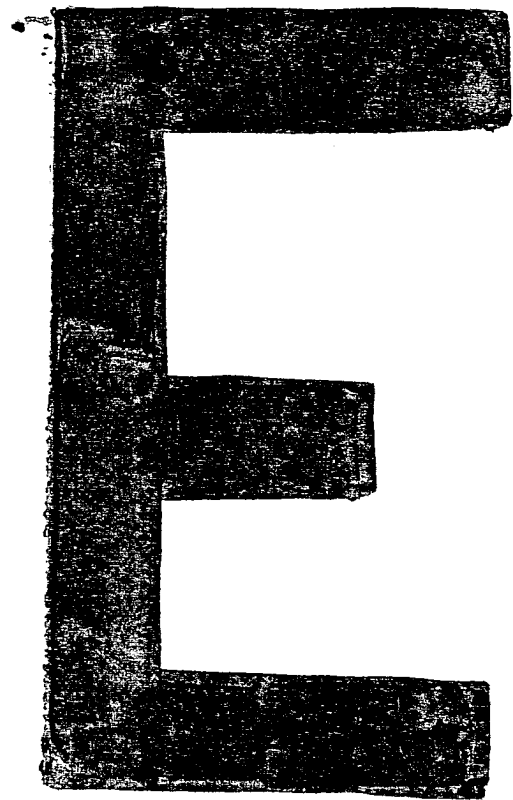
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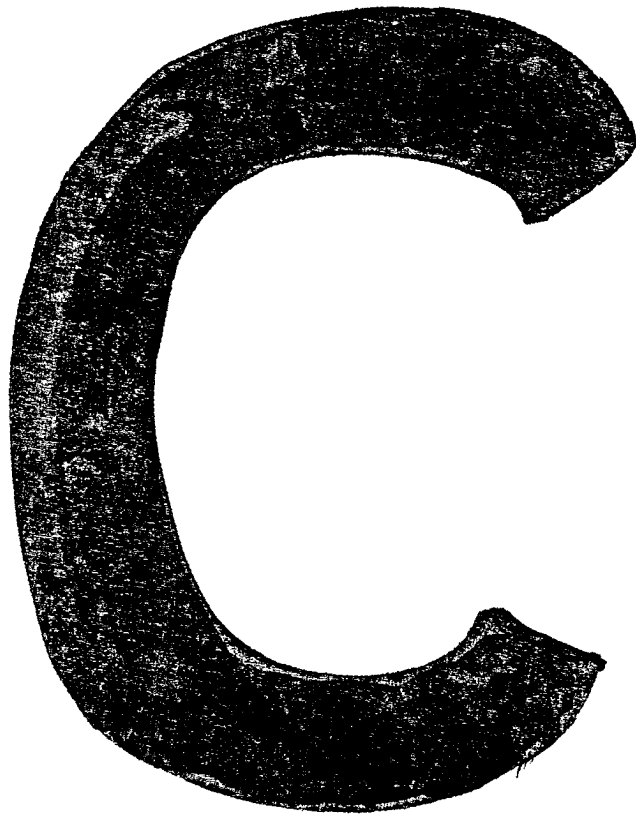
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ACTIVITIES:

- 1) Place on the table a container of colored beads. On sentence strips have a variety of patterns drawn out. Choose one pattern and show the child the card. Let him place his finger on each bead as he orally says the pattern. Remove the card from the child's view. Have the child reproduce the pattern. Begin with short patterns, for example - red, blue, red, blue and work up to more complex ones, yellow square, red circle, blue circle, orange square, yellow square, red circle, blue circle, orange square

- 2) Blocks - Arrange a set of blocks in an easy pattern. Have the child copy it. Then remove the blocks and ask the child to reproduce the pattern that he just made.
This activity can be done individually or in a small group. If done in a small group let each child add one more to the pattern after he has successfully reproduced the pattern given to him.

- 3) Chips - Use old poker chips for this activity. On each chip paste, draw or paint different shapes on. Lay a sequence out for the child, then scramble the chips and ask the child to reproduce the sequence. The use of poker chips seems to be a high motivator for this activity.

- 4) Whats the Missing Fruit - This activity is designed for small groups. Have the group sit in a small circle. In the middle place a variety of plastic fruits, (any objects can be used; toys, books). Have the group name the fruits to make sure they all know the names. Ask the group to cover their eyes, while their eyes are covered, remove one piece of fruit from their view. Have them open their eyes and guess which fruit is missing. The child who guesses correctly then gets to be the one to hide one piece of fruit. Each time a piece is removed, scramble the order of fruit to make it a little more difficult to remember.
Note: A variation of this game is to play it with a larger group. Have the children shut their eyes. One child goes out of the room. Other children open eyes and try to guess who is missing.

- 5) Concentration Game - Prepare pairs of large cards, each of which shows a grouping of objects and the number of objects grouped for #'s 1 - 10. Place the twenty cards scrambled face down on a surface. A child turns over one card, then draws a second. If the two cards match he has a pair and takes another turn. If they do not match, he must turn them face down again in their original position and another child draws two cards. The object is to remember the placement of the once - turned cards in order to form as many pairs as possible.
- 6) Table Setting - Teacher sets a place using napkin, fork, knife, spoon, cup and saucer, plate, dessert dish, glass, sugar bowl, creamer and etc. (Caution - do not use all of these the first few times the child does this activity, the child will become frustrated. Add a few more items each time the child achieves a new setting). Have the child duplicate your place setting. Scramble the setting and see whether the child can duplicate it from memory.
- 7) "Tell Me Where I Went" -
Equipment: Squares laid out on the floor containing a geometric pattern inside. Note - Use a shower curtain and colored tape. Mark off squares with one color tape. In each square make a shape using a different color tape.
Activity: One child visits (hops or jumps there) three or four different shapes - not necessarily in order. A second child observes the pattern in which the first child "visited" the shapes. Then the first child says, "Tell me where I went?" and the second child verbally says the pattern in which the first child took. Then the two children exchange places.
Variations: Number of squares can be increased. Observing child has to tell the order in which the other child visited but also how he went to each square (hopped in the first one, jumped in the second ...)
Ages: three to eight years.

(Cratty, 1971)

- 8) Peek A Boo Word Game -
Materials: 18 x 24 inch tagboard; eight transparencies cut into 9 x 3 inch strips; cloth tape; pictures of familiar objects glued to 3 x 3 inch squares of tagboard hinged with cloth tape to a second 3 x 3 inch square

and glued to answer board; marking pen to write words under pictures and on cards; 3 x 1½ inch strips of lightweight cardboard with letters written on them; container for letters.

Activity: The child "peeks" under the picture by lifting up the tab and sees the letters that spell the word. Then he takes the letters and "spells" out the word by placing the letters in the transparency pockets.

Possible discussion from teacher: What is this a picture of? ; Do you know how to spell this word? ; Peek under the picture and see what letters you will need. ; Can you find those letters? ; Only peek when you really need to try to stretch your memory !!

V. AUDITORY DISCRIMINATION:

Since learning to read concentrates on a relationship existing between letters and their sounds, one prerequisite for a child's success at the beginning reading stage is auditory discrimination. Auditory discrimination can best be defined as the ability to differentiate between sounds.

Sounds can be categorized into three areas; speech, environmental and musical. Although actual reading only requires the child to discriminate between speech sounds the ability to discriminate between environmental and musical sounds is of equal importance in the beginning.

As with most phases of education, reading readiness programs should begin with the area most familiar to the child. Teaching environmental sounds followed by discrimination among musical sounds usually will build a good foundation for a child to learn to discriminate between speech sounds.

OBJECTIVES:

- 1) Given a sound from his environment, the child will be able to correctly identify that sound.
- 2) Given a note on an instrument the child will indicate whether it is a high note or a low note.
- 3) Given a word the child will be able to list other words that start the same.

Auditory Discrimination Assessment Inventory

1.

Tell the child that you are going to say two words, and he is to tell you that the pair of words are the same or different. (Have the child indicate in some manner whether they are the same or different).

Practice

1. can ... kite

2. cat ... cat

3. walk ... walk

4. ball ... ball

Test words:

1. ban ... pan

2. game ... came

3. man ... man

4. ram ... ran

5. pet ... peg

6. bat ... bat

7. pan ... pen

8. ten ... tin

Beginning of year - child should get 5-6 correct
End of year - child should get 7-8 correct.

2. Rhyming Words

Child marks the box of words that Rhyme.

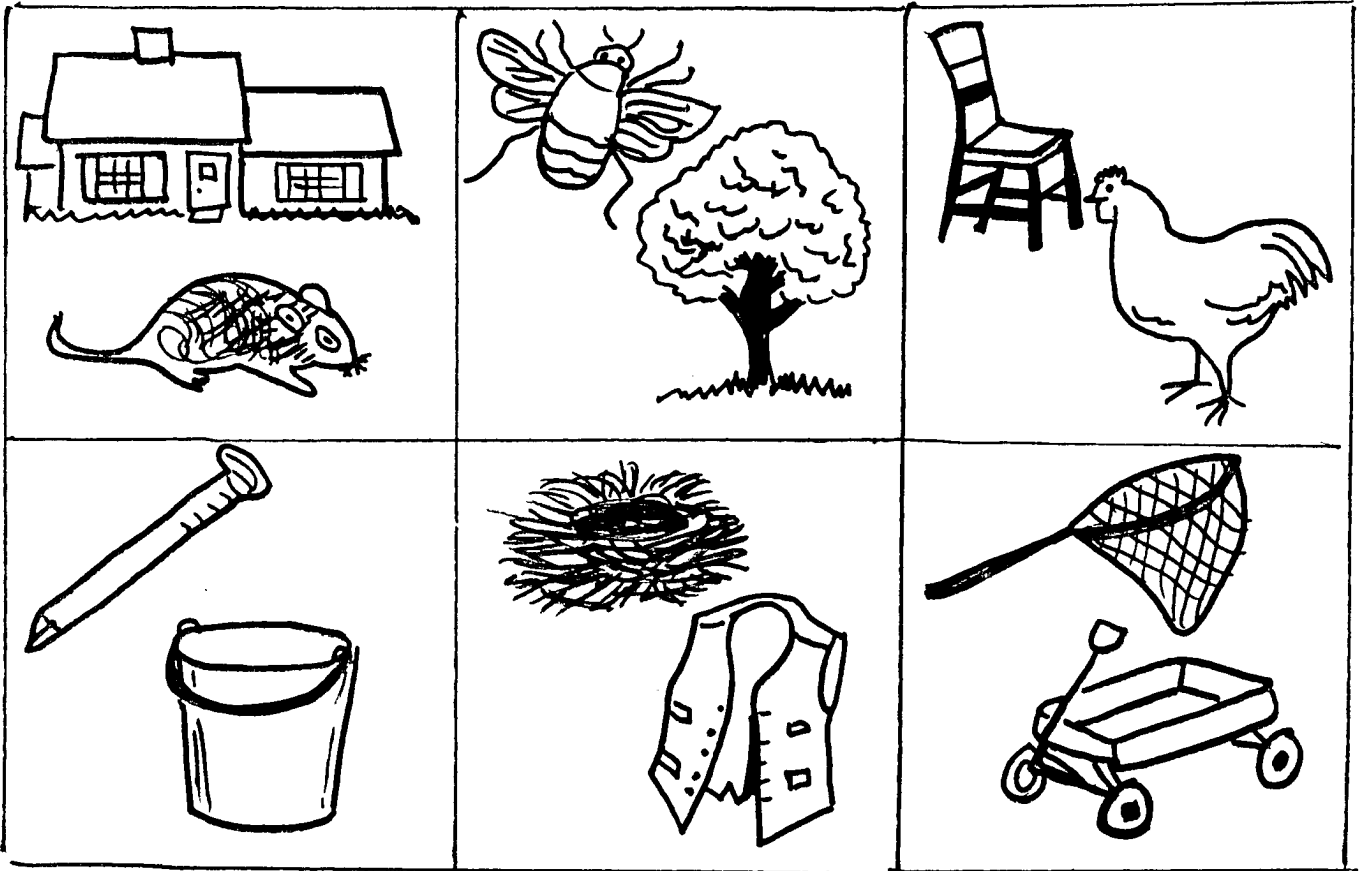
Pictures on next page.

3. Beginning Sounds

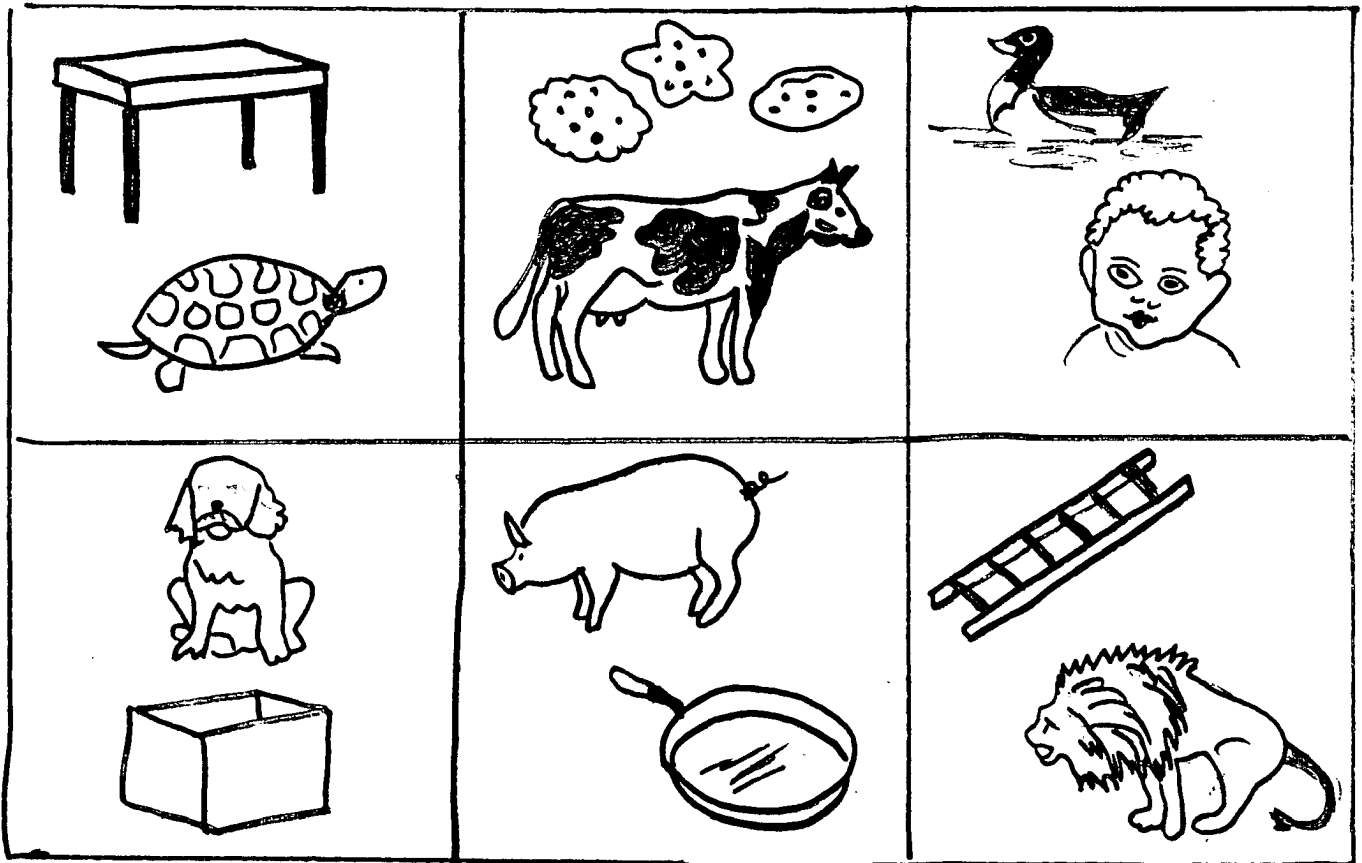
Child marks the boxes whose pictures start the same.

Pictures on next page.

2.



3.



ACTIVITIES:

- 1) Can you find it? - Decorate a shoe box and conceal a small object inside. Place the lid on the box. The children shake the box and listen to the sound the object makes. Challenge the children to find objects that they think are similar to the one whose sound they hear. As they find objects conceal them in a second decorated shoe box. After several objects have been collected, show the item in the first box. Have the children check their finds.

- 2) Partners - Ask the children to choose partners. Working together the partners find two objects, one with which to create a loud sound and one to create a soft sound. After the children find their noisemakers, have them take turns demonstrating both sounds. The class determines whether the sounds are soft or loud. Continue the activity by having the partners create smooth and rough sounds, pretty and ugly sounds

- 3) Matching Sounds - For individual activities, collect a set of jars or bottles that cannot be seen through and put rice, sand, beans or pebbles in them. The object is to match the pairs with the same content by shaking them. The same idea can be used by putting in different amounts of one item.

- 4) Read "Bumps and Bangs" by Billie M. Phillips. Use props to create the sounds described in the poem. Invite the group to close their eyes, listen and guess what object is making the sounds. Ask if the objects are square or round, thin or fat ...
 - What goes bumpity - bump?
 - Something square or round?
 - A tumbling box?
 - A bouncing ball?
 - What is making this sound?
 - What goes bangity - bang?
 - Something thin or fat?
 - A tamborine?
 - A big bass drum?
 - What goes bang, like that?

- 5) Classifying Sounds of People - Child listens to people on a tape and decides upon a category for that sound: happy - sad - laughing - crying - yelling - whispering - working - playing.

- 6) Cat and Mouse - Have the group set in a circle and choose one child to be the cat. He leaves the room while two or three other children are selected to be the mice. A card with either a picture of a mouse or the word "mouse" printed on it. Each mouse sits on his card to hide it from the cat. Now the Cat returns to the center of the circle. All the other children, including the mice, hide their faces. While the cat listens very carefully, the mice say "squeak, squeak". The cat then tries to locate all the mice by pinpointing the source of the sound. When he thinks he found one, he asks that child to stand up to see if he has a card. When all the mice have been found, the cat selects another child to be the new cat.

- 7) Milk Carton Sounds - Staple shut the top of a half - gallon milk carton and cut two holes in one side, one above the other. The child holds the milk carton so that one hole is over his ear and the other is near his mouth. Any sounds or words he says will be amplified and very isolated from external noises.
Note: This activity does not really involve discriminating between sounds, however, it was included because it can be an aide in helping a child hear a sound better.
(Indiana State Department of Public Instruction, 1974)

- 8) Musical Activities for Loudness and Softness -
 - a) Child or class stomps loudly when music is loud and tip toes softly when music is soft.
 - b) Have one child leave the room. Hide a thimble or other small object. Class claps loudly if child is close to the hidden thimble and class claps softly if child is going away.

- 9) Musical Activities for High and Low -
 - a) Child squats for low sound. Child stands on tip toes for high sound.
 - b) Make stair of chairs - table - desk. Child moves higher if note played is high and then he moves lower if the note played was lower.

10) Cops and Robbers - Each child participating is give a red stop sign made from construction paper. The teacher is the robber (her role can be taken over by a student later) and the children are the "cops". The children are to hold up their stop signs when they hear the robber's sound. Prior to the game the teacher would indicate what the robber's sound was (cow bell). Then the robber would make a variety of musical or environmental sounds and the cops listen for when they hear the robber's sound.

11) Voice Discrimination Activity -
 Rhyme: Little Tommy Tittlemouse
 Lives in a little house.
 Someone's knocking. Me oh My.
 Someone's calling. It is I.

A child sits blindfolded on a chair in the center of a circle. Another child tells the rhyme while knocking on the chair. The blindfolded child must guess (in three tries) who it is. Then the telling child becomes the blindfolded child and the game continues.

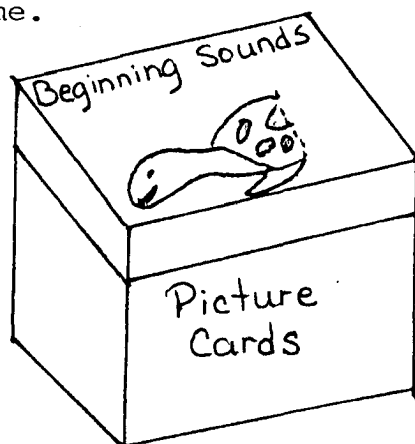
A good activity in conjunction with the concept of peer's names.

12) Same or different words - Say two words. Student should indicate wether they are the same or different.

		NAME _____	
		<u>Same</u>	<u>different</u>
1.	☺ ☺	☺ X	
2.	☺ ☺	☺ X	
3.	☺ ☺	☺ X	

13) Same or different word pictures - Prepare an activity sheet with pairs of pictures. Some rows should have pictures with the same name. Some rows should have pictures that are different. The student verbally says the names of the two pictures and marks them if they are the same.

- 14) Same or different Phrases & Sentences - Child listens to two phrases and indicates if the phrases were the same or different.
- I can fly - I can cry.
Go up the tree - Go up the tree.
See the dog. - See the dog.
Go home now. - Get home now.
- 15) Name Game - Group students whose names begin with the same sound, for example - Jerry, John, Joann; Betty, Brian. After as many children as possible have been matched, the other children try to find objects in the room whose name begins like their own.
- 16) Beginning Sound for a Day - Name an object, let child choose sometimes. The student must find, in the room, another object whose name begins with the same sound. Or the child may bring something from home, for example - Tuesday is "bannana day", therefore, each student tries to bring in things such as bat, ball
- 17) Beginning Sound Picture Cards - Cut pictures from magazines or old books. Mount them on oaktag and laminate to make them durable. Code the backs of the cards either by color, shape, number or letter so that the activity is self checking. The child classifies these picture cards according to beginning sounds. This can be done in various ways. Two examples are:
- Using a file folder attach three to four small pockets with a letter printed on each pocket. Child places pictures in the appropriate pocket.
 - Use small boxes for the designated letters. Child places pictures in separate boxes according to beginning sounds. One large box can be used to store the game.



- 18) Phonics Board -
Materials: 18 x 24 inch tagboard; 10 pictures for each beginning sound (choose only three sounds per phonics board); plastic rings.
Prepare the phonics board by pasting pictures (scrambled) all around the board.
Activity: Child decides which sound he will work on. For example, if the board contains pictures that start with m, s, and t, then the child will say he is going to circle all the 'mmmmm', 'sssss' or 't' sounds. The child then places a plastic ring around all the pictures beginning with that sound.

- 19) Rhyming Words -
a) Nursery Rhymes - the concept of rhyming words usually can best be introduced through the teaching of nursery rhymes.

Example: Little Boy Blue

Little Boy Blue,
Come blow your horn.
The sheep are in the meadow,
The cows are in the corn.
Where is the little boy
Who looks after the sheep?
He's under the haystack,
Fast asleep.

Read the rhyme to the child. Read it again and ask the child to tell you the words that sound alike. If the child does not notice that horn and corn and sheep and asleep rhyme, ask them to listen to these words again and decide whether they sound alike.

Other good nursery rhymes for beginning rhyming activities are: "To Market to Market", "Jack be Nimble" and "Mary Had a Little Lamb".

- b) Give the child sets of pictures mounted on durable paper. Have one set color coded red or whatever and the other set color coded another color. Instruct the child to lay all the picture cards from one set out in front of him. The other set contains pictures that rhyme with the first set. Have the child match the rhyming pictures together. To reinforce this activity, have the child say the pairs of rhyming words outloud to the teacher.

Note: Auditory Discrimination - Rhyming Words. (Pre-school and Kindergarten) by F. Uendette and E. Murray, Milliken Publishing Company, 1968.

This master book is a good source of pictures that can be run off and used to make rhyming cards,;

VI. AUDITORY MEMORY

After a child can successfully discriminate sounds there is a need to help him remember what he hears. Of course, you do not teach one in total absence of the other. They are interrelated although the concentration maybe more in one area than another. When listening is purposeful to the child and he feels an ability to discriminate orally, the skill of auditory memory or recall can be developed. This reading readiness skill is the basis for what is later termed as reading comprehension. When the child begins to try to "read" small simple words what he is actually doing is recalling the sounds of each of those letters that he has previously learned. A child's beginning instruction in auditory memory should be simple, but a complete readiness program also must focus on teaching the child to recall in sequential order.

OBJECTIVES:

- 1) Given a pattern of numbers (beats, letters, etc) orally, the child will correctly repeat the pattern.
- 2) Given a set of directions orally, the child will be able to carry out those directions in the correct order.

Auditory Memory Assessment Inventory

1. Tell the child that you are going to ask him to repeat some numbers after you. Then say the number "3" twice, and wait for the child to respond, correcting the child if necessary. Make sure the child understands the task before going on to the exercises.

1. 3-6

2. 4-2

3. 7-1-3

4. 4-9-5

5. 2-7-6-3

6. 5-9-4-7

7. 4-2-5-9-6

8. 5-7-4-2-9

Beginning of year -
End of year -

7 correct
all correct

ACTIVITIES:

- 1) Memorizing -
 - a) Finger plays.
 - b) Nursery Rhymes.
 - c) Child's address and telephone number.
 - d) ABC's.
 - e) Numbers - counting 1 - 10.

- 2) Tapping Game - Use rods of different substances. Tap against a common object (do this in front of the children). Then have the children turn around and guess which rod you are using.
To increase the difficulty, use different rods and different objects.

- 3) Songs - A child learning new songs is a very good way to build auditory memory. Many times if the song has many parts or is long, some type of visual clue at the beginning will be helpful. There are numerous songs that can be taught to a kindergarten age child. Below is a list of a few.
 - a) "BINGO" - this song not only teaches auditory memory but it also reinforces discrimination and identification of those letters.
 - b) "There was an Old Woman Who Swallowed a Fly" - For this song visual clues are very helpful in the beginning. You need a picture of an old lady (optional) fly, spider, bird, cat, cow and horse.
 - c) "A Ram Sam Sam" - from Making Music Your Own: by Silver Burdett. This is a nonsense song that children really enjoy. It has lots of tongue - twisting words, as well as a good repeating word pattern.

- 4) Sequential Memory Activities -
 - a) Clapping out patterns - the leader claps out a pattern then child or children clap out pattern he just heard.
 - b) Series of numbers - After hearing a short series of numbers, such as 1 - 6 - 3, the child repeats them in order. Then change the order and also use other series of numbers. The series should be kept short to insure success. The length of the sequence can be increased by one number when several of the various shorter series are quickly and correctly repeated. Colors or letters can be used in the same manner for a change in routine.

- c) Arranging objects in order - arrange a variety of objects. Begin with simple directions, such as: "Put the paper under the book, then put the pencil on top of the book." If not done in that order, put the objects back and have the child listen again. When the child has successfully handled, in order, a variety of short directions, add a third object.
 - d) Physical Patterns - physical action directions could be used as a relaxer after a concentrated activity. "Put your hands on your head, then your knees and then your ankles." "Jump up, stoop down and turn around." Add movements as the sequential skill is easily done.
 - e) Rhythm instrument patterns - most kindergartners love to play with rhythm instruments so this activity usually will have high motivation. The child is given a pattern to repeat with his instrument, for example - one long beat, two short beats, one long beat.
- 5) Sequential Memory Exercises for a Group -
- a) I went to the Store - "I went to the store and bought _____." The first person says one thing he bought. The next one repeats what the first one said and adds one more item. Each one must repeat what went before and then tell one more thing he bought. If someone can't remember, the next child may try. According to the ability of the group, and to keep it from becoming too difficult, there should be a place to stop the series and have a fresh start.
 - b) Repeating a Story - Tell a story to be retold. Tell the children to listen carefully as you hope it can be repeated the way it was heard. The story should be only a few sentences; something simple and ordinary can be made up. "I went for a walk. I saw some flowers. Then I saw birds fly into a tree. Next, I heard a boat whistle." It should be retold in sequence. More than one may try. There can be time for children to retell some story they have heard. This should be a story they all know so recall can be checked. If the one telling the story forgets what happened next, another may continue as far as he is able. These story telling attempts should be kept in a light fun mood. The teacher's constant pleasure for their succeeding as far as possible must be evident. When one bogs down, it wasn't failure, but just going as far as possible at the moment.

- c) Recalling objects - There are visual recall methods using objects seen and then removing one to recall the one missing. The same type of activity can be done orally. Say a series of three numbers, colors, or shapes. Then omit one during a repetition. Have the children tell which item is missing. Then go to four items. Or say, "I want a red, a yellow, and a green piece of paper." Then show papers of several colors and have someone pick out the pieces you want. They should get them in the proper order. A more complicated set of directions for more advanced listening could be, "I am going to make a design. I will need one long piece of paper, two square pieces, and three round pieces." Someone selects the proper pieces in order. Or you could say the pieces needed and then show the pieces in the same sequence, but leaving out one set. Have them tell which is missing. The same type of activity can be used with numbers or other objects by naming them and then showing a set with one missing. Vary this by naming a series of articles. A child then puts the articles named in the proper order.
- d) Acting a story - For sequential memory with action you could tell a short story for someone to act out in order, " I was going to the playground. First I walked, then I ran, and then I hopped. I stopped to rest and then walked to the playground." Some children may still need a story with only a few actions so they can feel success too. A story may be "Bobby took a trip. First he went in a car. Then he rode on a train. Next, he rode in a boat. He came back on a plane. Now find the pictures and put them up in the order Bobby rode on them."

VII. PERCEPTUAL MOTOR DEVELOPMENT:

Generally speaking, the primary purpose of education is the development of the whole child. His social, emotional and physical growth are of equal importance. Before a child can learn to read physically he needs to understand and have control over his own body. The over all physical development

is referred to as perceptual motor development. Perceptual development can be defined as, the ability to coordinate vision and movement; the ability to become aware of and be able to manipulate the parts of the body; and the ability to perceive positions of objects in relation to themselves.

The areas of perceptual development involving a child's reading readiness are numerous. The enabling activities for this area can be categorized into four major concerns:

- 1) Eye-hand Coordination.
- 2) Spatial Relations.
- 3) Gross Motor Control.
- 4) Fine Motor Control.

OBJECTIVES:

- 1) Given a ball (bean bag), the child will be able to catch, throw or bounce the ball.
- 2) Given a target, the child will be able to hit the target with accuracy.
- 3) Given a shoe, the child will be able to lace it correctly.
- 4) Given a set of blocks, the child will be able to stack them successfully.
- 5) Given an activity, the child will be able to demonstrate knowledge of positional terms.

Perceptual Motor Assessment Inventory

Check the following skills:

1. runs
2. hops
3. skips
4. bounces a ball
5. catches a ball
6. throws a ball
7. walks forward on a walking board

Yes	No

1. cuts with scissors
2. zipping
3. ties
4. Laces a shoe

Yes	No

Give the child a small box and a set of rods. Read:

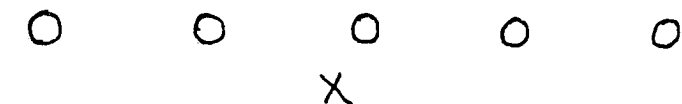
1. Place the rod inside the box.
2. ... outside the box.
3. ... on the box.
4. ... to the side of the box.
5. Move the rod around the box.
6. Hold the rod over the box.
7. ... under the box.
8. ... above the box.
9. ... below the box.

ACTIVITIES:

- 1) Eye-Hand Coordination:
 - a) Ball activities-
 - (1) catching.
 - (2) throwing.
 - (3) bouncing.
 - (4) dribbling.
 - (5) rolling.
 - (6) hitting ball with tennis racket or baseball bat.
 - b) Bean bags - throwing and catching.
 - c) Yo-Yo's.
 - d) Blocks - stacking, building, putting away.
 - e) Peg boards.
 - f) Hammer and nails.
 - g) String beads, shells, beans and etc.
 - h) Lacing activities.
 - i) Sorting various objects.
 - j) Eye control activities-
 - (1) Lie on floor. Keep your head still. Find the clock with your eyes. Now look at the windows, only moving your eyes.
 - (2) An eye exercise to get full movement from side to side is to make cut-out objects such as a frog on a cardboard holder and a lily pad to be at the opposite side and to have frog "hop" to it. Or you could cut out a ball and have a basket picture or a mitt to catch the ball. Then you would tell the children, "See this ball I have. I am going to toss it right into

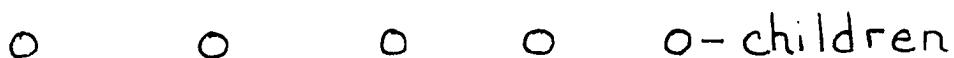
- the basket. I want your eyes to follow the ball, but be very sure your head does not move. Just your eyes follow the ball. Or, have frog hop to lilly pad. Do individually.
- (3) Have a ball hanging on a string. Swing the ball from side to side. The eyes follow it without moving the head.
- k) Objective - to develop the ability to track a balloon with the eyes and hit it with the hands.
- Child tosses the balloon in the air, then prevents it from landing by hitting it. The child will learn to push the balloon to move it.
Variations -
(1) Crumpled newspaper inside a scarf.
(2) Inflatable toy animals.
(3) Soft stuffed animals.
- l) Bean Bag Tic-Tac-Toe -
To throw with accuracy using one hand, shifting weight forward, with release of object.
A tic-tac-toe board is drawn on a cardboard or plastic sheet about two feet square. Nine bean bags are required. Two players alternate turns, throwing to win by getting three in a row. When all bags are thrown, any which miss are picked up and thrown again.
Variations: Clown - draw a clown on a large sheet of cardboard. Cut out some of the circles on his costume. Each child is given the same number of bean bags. Taking turns the players try to see who can throw the most bean bags through the clowns holes. (Clown needs to be standing up.)
- m) Rolling balls at pins - Divide group into two smaller groups. Line the two groups up facing each other about thirty feet apart. In the middle set up two wooden bowling pins or two wooden blocks. Give the first child in each group a ball. When given the signal, those two children roll their balls trying to knock one of the pins over. Each team gets one point for every pin one of their team members knocks down. When one person is done he goes to the end of the line and the game continues until everyone has had a chance. Team with most points wins.

Rolling balls at pins - diagram.



□ - pins

X - place child rolls from



- n) Intersection paths - With the accompanying activity sheet, (supplemental materials pg.102) say to the child, "the streets, traintracks and highway are all mixed up in this picture. There will be a crash if the car, train or motorcycle goes the wrong way. We had better make sure that this does not happen. Take a green crayon and make a line down the middle of the street for the car. Now take a red crayon and make a line down the middle of the highway for the motorcycle. Last, take a brown crayon and make a line down the middle of the train's tracks. Now they all know which way to go.

Note: Children who have difficulty with eye-hand coordination may be unable to trace the lines with a crayon. Let them trace the lines with paths made of sand in a sand box.

- o) Intersecting figures - Have the child name the objects in the accompanying activity sheet (supplemental materials pg.103) Say, "One broom has a dust pan at its end. The other has an apron at its end. Point to each object. See if you can put a line down the middle of the broom with the dustpan, with your finger. Good. Now take a crayon and draw a line down the middle of that broom. Now take another colored crayon and put a line down the broom that

has an apron at its end.

Note: do activity with real objects first, then with the drawings.

Fireman activity sheet (supplemental materials -104) directions are on the same order.

- p) Hand - eye coordination commercial materials -
 - (1) Basketball (Fisher Price)
 - (2) Bean bag toss game (Walter Lanz, Remco and Walkes Barre, Penn. 18703)
 - (3) Booby Trap (Parker Brothers)
 - (4) Bowling (Fisher Price)
 - (5) Catcho (Hasbro)
 - (6) Dot to Dot (also manipulative - Child Guidance)
 - (7) First Tracing Set (also manipulative - Child Guidance)
 - (8) Large Puzzles (Fisher Price)
 - (9) Pick Up and Peek Puzzels (Fisher Price, Preston Corporation)
 - (10) Puzzles (Playskool, Preston Corporation)
 - (11) Nerf Balls (also manipulative - Parker Brothers, Salem, Mass. 01970)
 - (12) Scoop and Loop (Hasbro)

- 2) Spatial Relations:
 - a) Hokey Pokey.

 - b) Bunny Hop.

 - c) Records -
 - (1) Hap Palmer
 - (2) Ella Jenkins
 - (3) "And the Beat Goes On" by Ambrose Beazelton, etc.

 - d) Left - Right - Make hand prints of ten right hands. Use tracings of children's hands or magazine pictures. Place the right hands on a neutral surface facing in various directions. Place one left hand somewhere on the surface. Have the child find the left hand among the right ones.
Variations - left hands, right foot, left foot.

 - e) Left to Right activity - For left to right movement

put shapes on the board: one set on the left and one set on the right, each shape a different color. Have child say the first shape on the left, then the first shape on the right. An example:



Ask the child to name the red shape on the left.

"without moving your head let your eyes find the red shape on the right. What shape is it?"

f) Toy Shelf game -

Purpose - To understand top, bottom, left, right, middle, under and next.

Materials - Activity sheet (supplemental materials pg. 105) cut pictures apart along lines and mount on tagboard for durability - laminate.

Directions - "This is a toy shelf. We need to put the toys away. Each toy has a proper place.

- (1) Put the dog on the top shelf.
- (2) Put the boat next to the dog.
- (3) Put the car on the bottom shelf.
- (4) Put the ball on the middle shelf.
- (5) Put the pig on the right side of the bottom shelf.
- (6) Put the fish on the left side of the middle shelf.
- (7) Put the duck under the shelf.
- (8) Put the block on the right side of the middle shelf.
- (9) Put the truck on the right side of the top shelf.
- (10) Put the doll on the left side of the bottom shelf.
- (11) Put the chair to the left of the pig.

g) Elf House game -

Purpose - To teach position in space and following directions.

Materials - Elf House - supplemental materials

Three elves - supplemental materials pages 106 & 107

Directions -

- (1) Place your biggest elf above the house.
- (2) Place your smallest elf on the inside of your house.
- (3) Place your middle-sized elf to the right of the house.

- (4) Place your small elf in the house.
- (5) Place your big elf on the steps.
- (6) Place your middle-sized elf by the house.
- (7) Place your smallest elf below the house.
- (8) Place your biggest elf outside of the house.
- (9) Place your elf near the house.
- (10) Place your elf away from the house.
- (11) Place your largest elf to the left of the house.
- (12) Place your littlest elf on top of the house.
- (13) Place your elf on the bottom of the house.
- (14) Place your elf in front of the house.
- (15) Place your elf in back of the house.

- h) Block Building - A good activity for exploring the concepts of vertical and horizontal space. Use terms: through the tunnel; over the bridge; around the curve; inside the garage.
- i) Spatial Relations Involving the Body - Set up an incline in your room. Use the following types of directions and a demonstration if needed:
- (1) go forward.
 - (2) go backward.
 - (3) creep along it.
 - (4) creep under it.
 - (5) around it.
- j) Street Game - Draw parallel lines or use something that marks off a street. Ask each child to do the following activities in a follow the leader fashion with the teacher as the leader (substitute different children as leaders) As the leader demonstrates, she says:
- (1) walk across the street.
 - (2) walk along or beside the street.
 - (3) walk down the middle of the street.
 - (4) walk on the edge of the street.
- k) Body Positions - For this activity refer to the set of seventeen figures of children (supplemental materials, 108-114). You may want to color and cut apart each picture.
- (1) Describe one figure from a grouping of three and then ask the children to identify the figure from your discription. Do this several times with various groupings.

- (2) Spread the figures face upward on a flat surface. Ask the child to find all the boys and then all the girls. Ask the child to find and imitate figures doing the following:
- (a) facing forward.
 - (b) facing backward.
 - (c) using the right hand.
 - (d) using the left hand.
 - (e) using the right leg.
 - (f) using the left leg.
 - (g) raising one hand.
 - (h) raising both hands.
 - (i) raising one foot.
 - (j) raising both feet.
 - (k) sitting.
 - (l) standing.

3) Gross Motor Development Activities:

a) Jumping Jacks - exercise.

b) Hopscotch.

c) Walking.

d) Running.

e) Jumping.

f) Climbing.

g) Pulling.

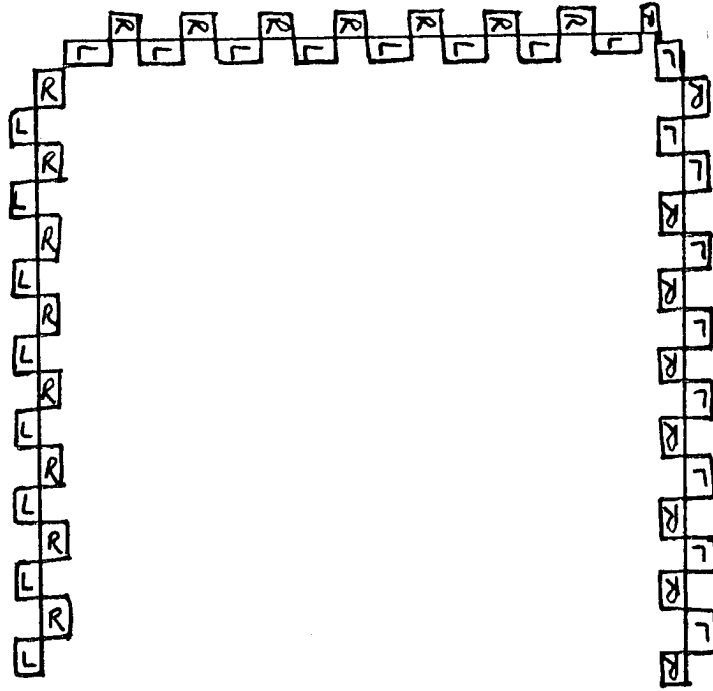
h) Swings.

i) Large blocks.

j) Hopping.

- k) Skipping.
- l) Rhythmic Experiences.
- m) Drum Beat Marching.
- n) Stilts made out of cans (balancing).
- o) Walking board activities - The walking board or balance beam is an effective way of teaching a child to learn to balance his body. These boards can be commercially purchased or made by the teacher. They can vary in width and length, depending upon the teacher's discretion. For the beginning child the walking board should remain fairly close to the ground. A variety of activities can be done on the board. Allow time for the child to experiment with his own ideas on the board. A more comprehensive list of walking board activities can be found in supplemental materials, 115-117. This list was taken from Dr. Janice Woods Instructions Package for her graduate course, EEL 611.
- p) Stepping Stones - These can be taped to the floor in a square U-shape pattern. Use a tape that adheres well and can withstand abuse. Use two colors, one for the right foot and one for the left, so they always place the foot in the square of the proper color. The opening in each square has full foot room, about six inches by eight inches, spaced to be about the distance of a normal stride apart. When a child gets to the first corner, by placing his foot in the square of the proper color, his feet will have to cross. At the second corner his feet will go back to normal walking position. Each foot is to step in the center of the space.
When skill is developed walking forward, have the class try going backwards. When the children can go forward easily, they may advance to bouncing and catching a ball in the empty space by the forward foot. Although stepping stones requires cross-lateral skills, the third step in progression, it can be started early. If the floor can be marked for this exercise, children can practice it on their own.

Stepping Stones - diagram.



- q) Meeting Friends - Read "Friendly Actions" by Billie M. Phillips. Beat a tom-tom while the children carry out the actions in time to the rhythm.
- Hands on hips,
Turn around and round.
Stamp you feet
Down on the ground.
Skipping lightly
As you go,
Nod and smile
To friends you know.
 - Turn and go
Another way.
Stop on the spot,
Sway and sway.
Clap your hands,
Keep the beat and
Side step past
The friends you meet.
- r) Jack-O'-Lantern - Cut two large pumpkin shapes from construction paper. On each pumpkin outline eyes, nose

and mouth with a felt marker. Display the pumpkins on a wall. From construction paper scraps, cut out eyes, nose and teeth shapes that match those drawn on the pumpkins. Roll a small piece of tape and adhere it to the back of each shape. Have the children form two teams and line up at equal distances from the pumpkins on the wall. Give the members of each team the facial shapes for one pumpkin. On signal, a member from each team runs to its pumpkin and adheres the shape on the matching outline. The member returns to their team and the next members in line take a turn. The team completing its Jack-O'-Lantern first is the winner.

s) Tunnel Fun -

Objective - To move on hands and knees in alternate movements of right to left.

A commercial crawling tube, consisting of a tube of cloth nine feet long and twenty-four inches in diameter suspended over a wire frame is excellent for practice in crawling. A good tunnel can also be made by tipping over straight chairs and covering them with old sheets - making a low passageway. Add to the fun by imagining it to be a bear cave, a space ship or an igloo.

t) Bunny Hop -

Objective - To jump with both feet leaving the ground at once.

A commercial toy designed with a handle on a large inflated rubber ball can be used for bouncing and jumping. It helps small children to develop strong leg muscles and to get both feet off the ground.

u) Flying kites - Child learns to run freely with out looking at his own feet. Whether or not the kite gets up - good activity.

v) Scooters - Improves balance on one foot before learning to hop.

w) Rings - Give the child four soft mason jar rings and an upturned chair. Child tries to toss the rings onto the legs of the chair.

- x) Motor Development Commercial Materials -
 - (1) Punch toys (Coleco, King Features, Gloversville, New York)
 - (2) Romper Stompers (also balance - Romper room, Hasbro, Pawtrackett, Rhode Island 02862)

- 4) Fine Motor Development Activities:
 - a) Stringing beads, shells ...

 - b) Cutting.

 - c) Pasting.

 - d) Tearing.

 - e) Tracing.

 - f) Lacing.

 - g) Drawing.

 - h) Buttoning.

 - i) Zipping.

 - j) Clay -
 - (1) Rolling.
 - (2) Squeezing.
 - (3) Manipulating.

 - k) Taking apart and putting together old appliances.

 - l) Making Puppets.

 - m) Manipulating small objects - pegs, shells, seeds, buttons.

- o) Paper folding.
- p) Tying.
- q) Sorting objects.
- r) Work bench.
- s) Water play.
- t) Sand play - utensils for measuring - pouring.
- u) Ball activity - Make a cylinder from a large sheet of manila tag. Take the cylinder on its side in the center of the floor. Two children kneel several feet away from opposite ends of the cylinders. Player one rolls a ball through the cylinder to player two, who returns it via the cylinder.
This activity not only increases small muscle coordination but it helps develop eye-hand coordination.
- v) Fine Motor Development Commercial Materials -
 - (1) Grant Floor Puzzle
Muppet - Sesame Street
Child Horizons
Bronz, New York, 10472.
 - (2) Knickerbocker Finger Puppets
Middlesex, New York 08846
 - (3) Monkey Barrels
Lakeside Industries
Minneapolis, Minnesota 55436
 - (4) Prehistoric Play Set, Farm Set, Cowboy Play Set
Marc
Glen Dale, West Virginia 26038
 - (5) Col-O-Rol
Play Skool
 - (6) Finger Paints
Toy Craft
95 Lorimer Street
Brookly, New York 11296
 - (7) Fisher Price Toys
East Aurora, New York 14052
Farm, House, School, Garage, Houseboat, McDonald,
Camper, Merry-Go-Round.

The purpose of this chapter was to more specifically identify each of the seven skills and to list activities to help teach the skills. Also included in this chapter were assessment inventories to be used by the teacher in determining a child's needs and achievements. Prior to each list of activities there was a section identifying not all but a few objectives for that area. Any recommendations for needed changes in this program will be discussed in Chapter Five.

CHAPTER FIVE

This project was limited to the development of a reading readiness program that could be implemented into a given kindergarten curriculum. Research was the basis for the selection of the seven basic skills and activities dealt with in this project. Assessment inventories were included within each skill area to help teachers diagnosis a child's needs and achievements. This chapter will discuss conclusions, problems and recommendations as related to this project.

CONCLUSIONS

After reviewing the literature for the development of this project, it was concluded that there does exist a widespread concern for a child's success in beginning reading. The number of studies concerned with which skills are the most important, what are the most effective ways to prepare for reading, when to read, texts containing activities to use when teaching pre-reading skills, were astronomical. The major problem in this project was selecting from the large amounts of materials what materials were to be used in this reading readiness program. Due to the large number of references available, it was necessary to select a representative variety of the literature rather than to be exhaustive in the review of the literature. The problem encountered in gathering activities from the literature does indicate a possible area for further research.

RECOMMENDATIONS

It is recommended that a refinement of this program be directed towards expanding its scope. After the research was concluded, it was apparent that there are enough materials to structure a program on each one of the seven skills, excluding auditory memory and visual memory. Auditory memory and visual memory were listed the majority of the time as necessary pre-reading skills, yet there does not exist as much material on how to teach these skills as opposed the other five skills. It is recommended, therefore, that there is an additional need to pursue these two areas in relation to how a teacher can improve the level of these skills in a child.

SUMMARY

The importance of teaching pre-reading skills to kindergarten age children is apparent. The problem in this project was to develop a reading readiness program that can be used with a given kindergarten curriculum. An important factor throughout this project was to try to keep the program simple - realistically usable. The literature reviewed supplied the basic skills to be identified as necessary pre-reading skills. Over all goals for the project and individual objectives for each of the skill areas were developed from the literature and personal teaching experiences. Each skill was defined and a list of activities was included to enable a teacher to help a child acquire the skills necessary for him to experience success on his initial reading instruction.

Conclusions from the project were discussed in terms of the amount of material devoted to the topic of reading readiness. This is where problems were encountered, especially in selecting appropriate materials from all the literature. Recommendations were made with respect to possible ways of refining the program developed and areas that need to be pursued.

It is intended that this program be used to help prepare young children to gain a strong pre-reading background, so that upon their initial reading instruction they will experience success.

SUPPLEMENTAL MATERIALS

LET'S GO ON A BEAR HUNT

Let's go on a bear hunt. (beckon) Come on. Let's go. (pat on knees) Pretty day out - air feels good. (take deep breath) I see a tree. Can't go around it - can't go under it - let's go up it. (climb) I see a wheat field. Can't go around it - can't go under it - let's go through it. (slide hands) I see a swimming pond. Can't go around it - can't go over it. Let's swim through it. (swish, swish, pat, pat) I see a mud puddle. Can't go around it. Can't go under it. Let's walk through it. (splash in mud) I see a bridge. Can't go around it - can't go under it. Let's go over it (tap on desk). I see a cave. Can't go around it. Can't go over it. (more slowly) I see a cave - two little lights - it's soft and furry - IT'S A BEAR. (tap on desk, splash, pat, pat knees, climb, slide hands) Safe home at last. I enjoyed that bear hunt!

- child is to repeat each phrase after the leader
- use hand motions to add to motivation
example- running home after seeing the bear; rapidly pat hands on knees to give a running sound
- works best if group is sitting on the floor in a circle

THE SUGAR PLUM TREE

Have you ever heard of the Sugar Plum Tree?
'Tis a marvel of great renown!
It blooms on the shore of the lollypop sea
In the garden of Shut-Eye Town;
The fruit that it bears is so wondrously sweet
(As those who have tasted it say)
That good little children have only to eat
Of that fruit to be happy the next day.

When you've got to the tree, you would have a hard time
To capture the fruit which I sing;
The tree is so tall that no person could climb
To the boughs where the sugar-plums swing!
But up in that tree sits a chocolate cat,
And a gingerbread dog prowls below-
And this is the way you contrive to get at
Those sugar-plums tempting you so:

You say but the word to that gingerbread dog
And he barks with such terrible zest
That the chocolate cat is at once all agog,
As her swelling proportions attest.
And the chocolate cat goes cavorting around
From this leafy limb unto that,
And the sugar-plums tumble, of course, to the ground-
Hurrah for that chocolate eat!

There are marshmallows, gumdrops, and peppermint canes
With stripings of scarlet or gold,
And you carry away of the treasure that rains.
As much as your apron can hold!
So come, Little Child, cuddle closer to me
In your dainty white nightcap and gown,
And I'll rock you away to that Sugar-Plum Tree
In the garden of Shu-Eye Town.

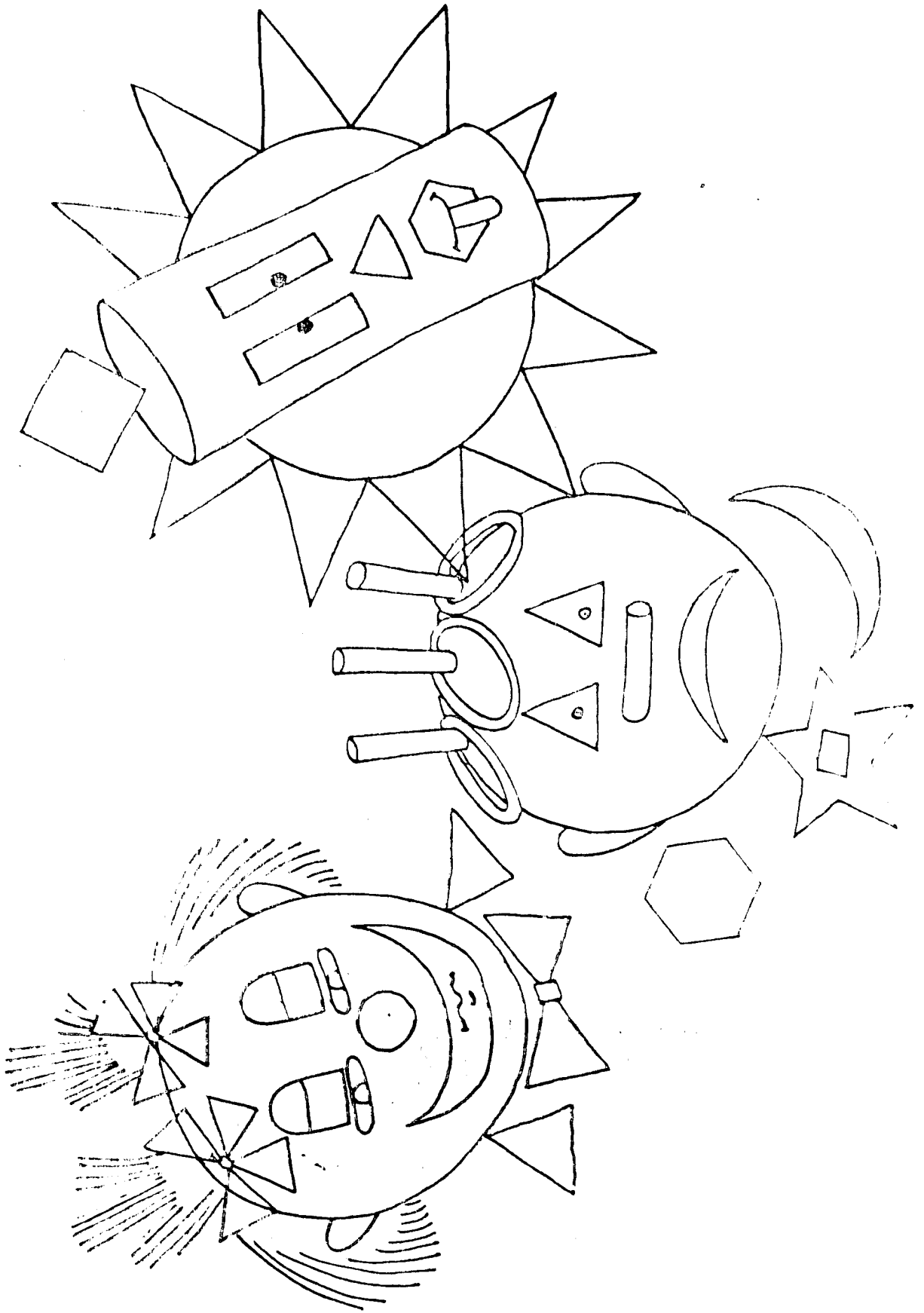
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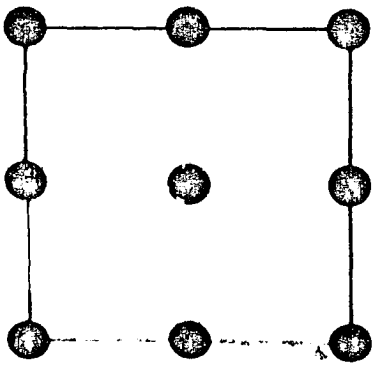
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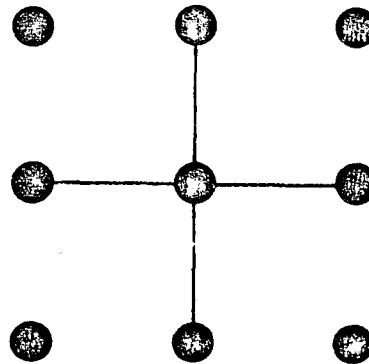
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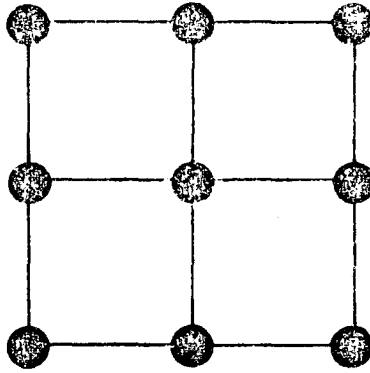




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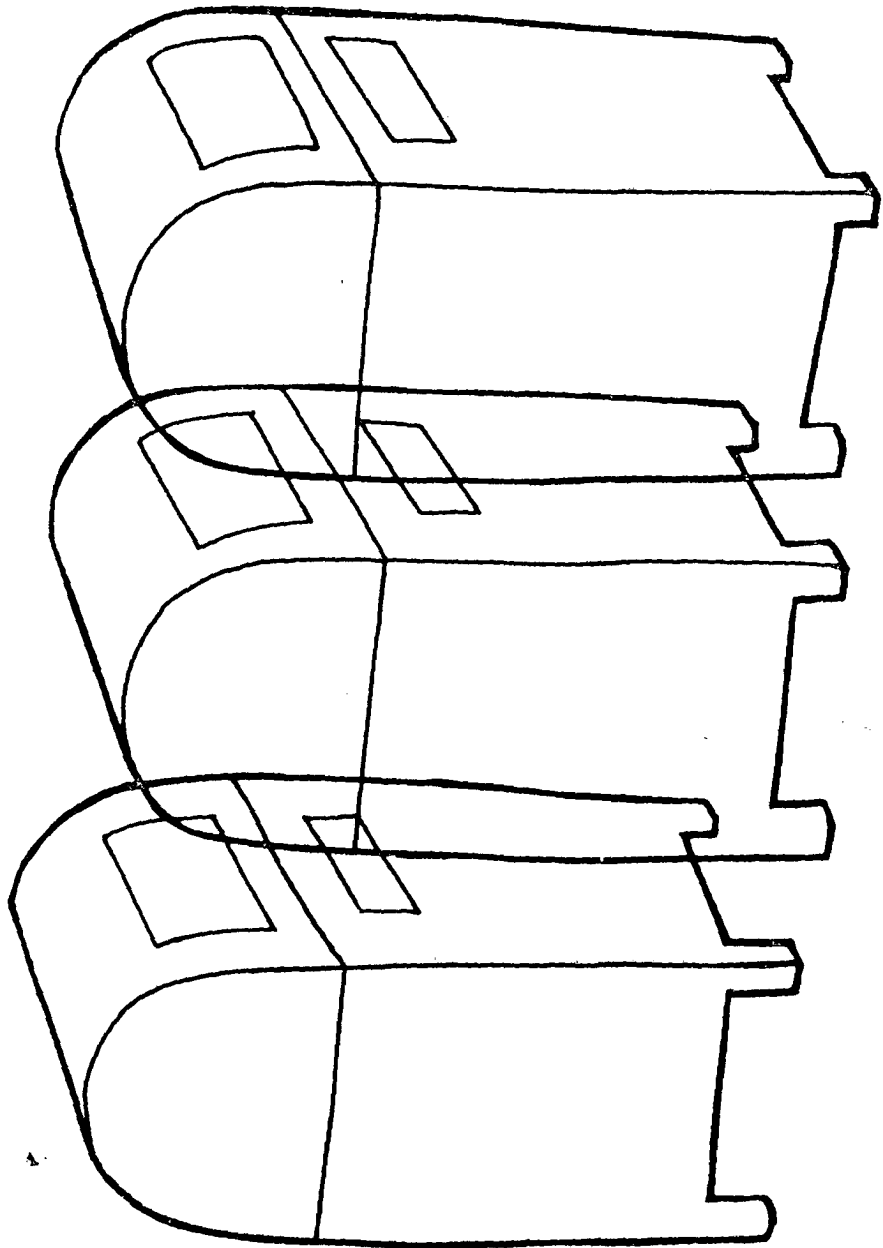
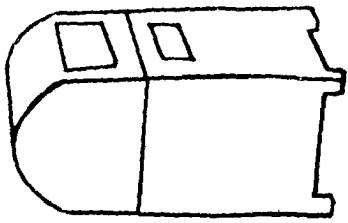
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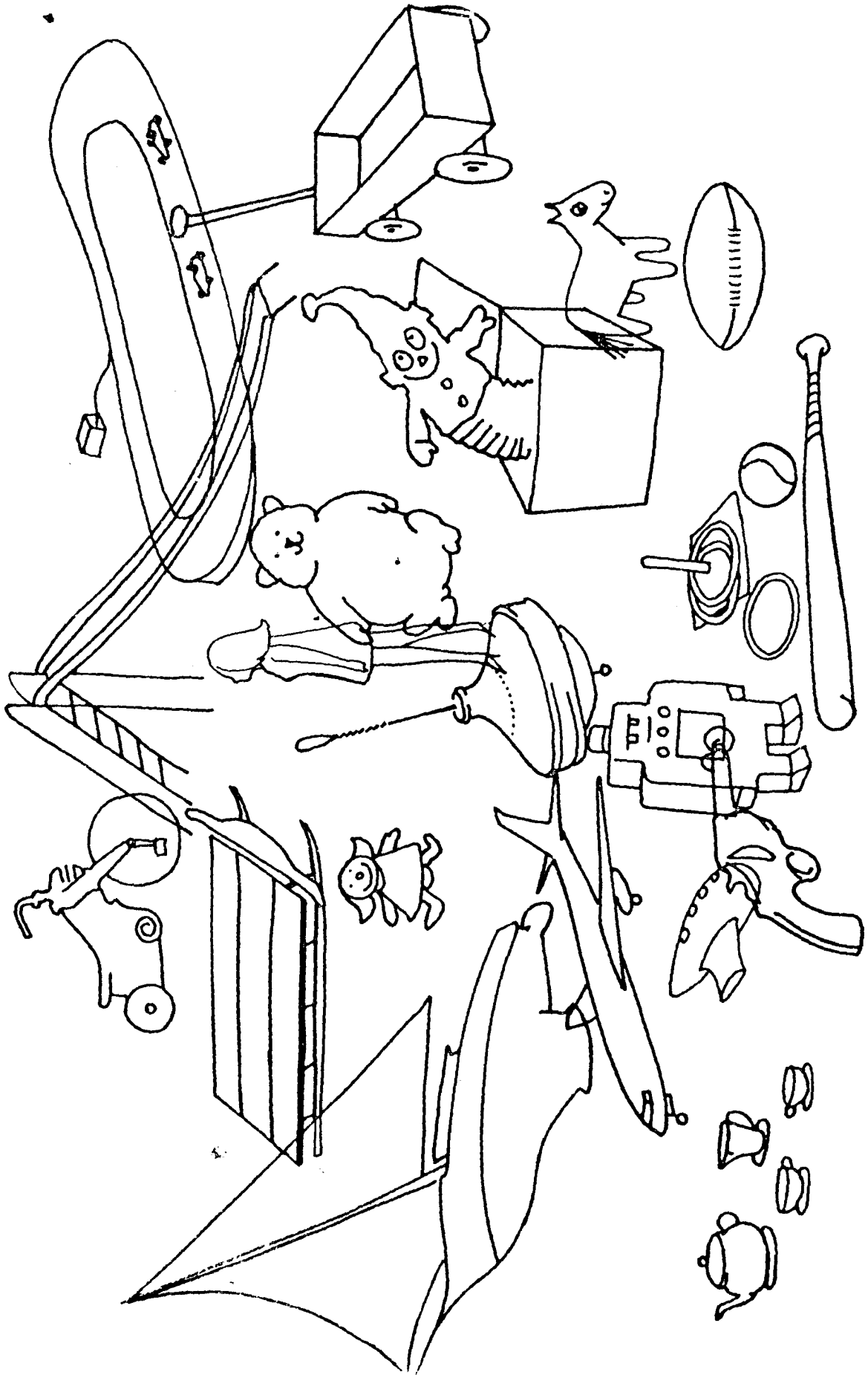


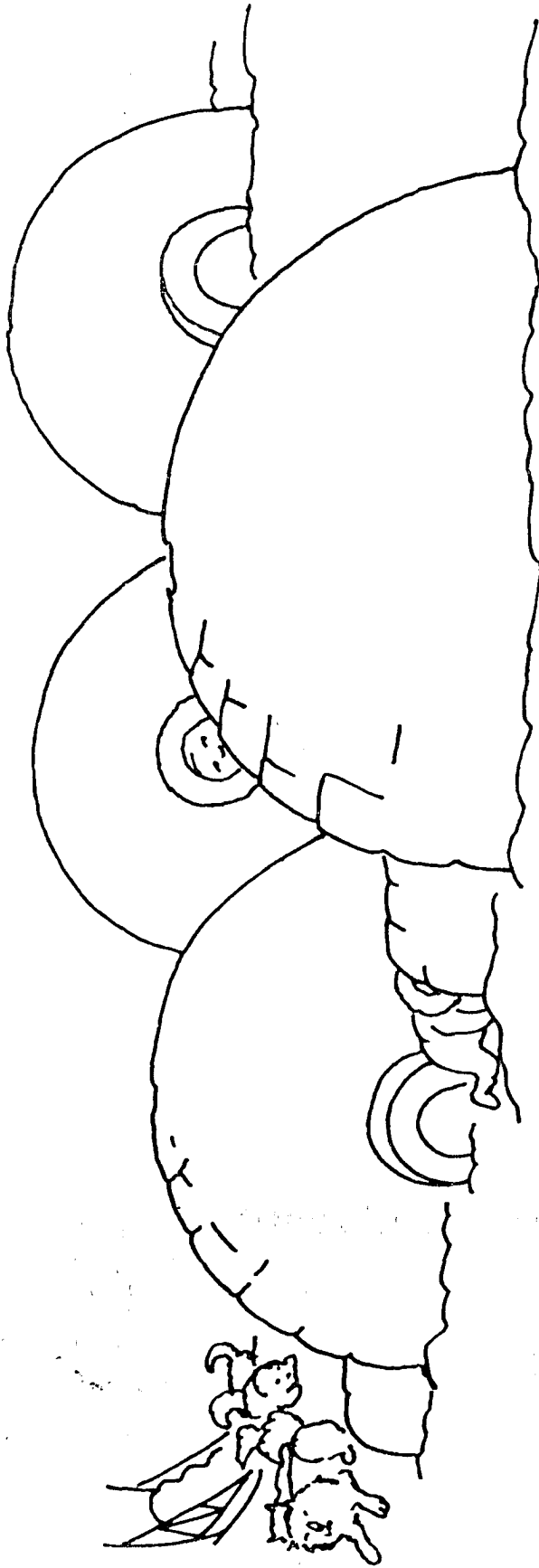
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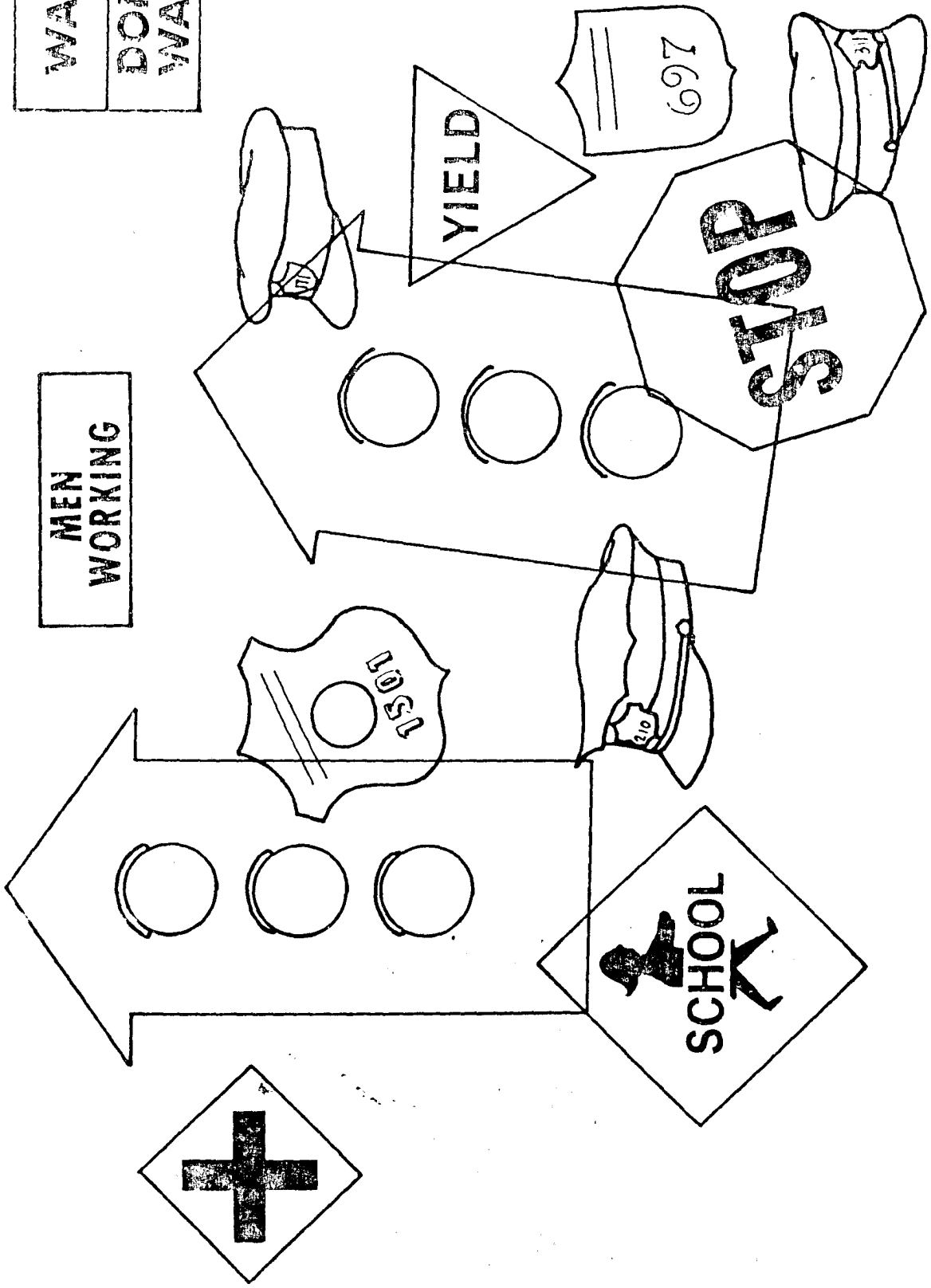


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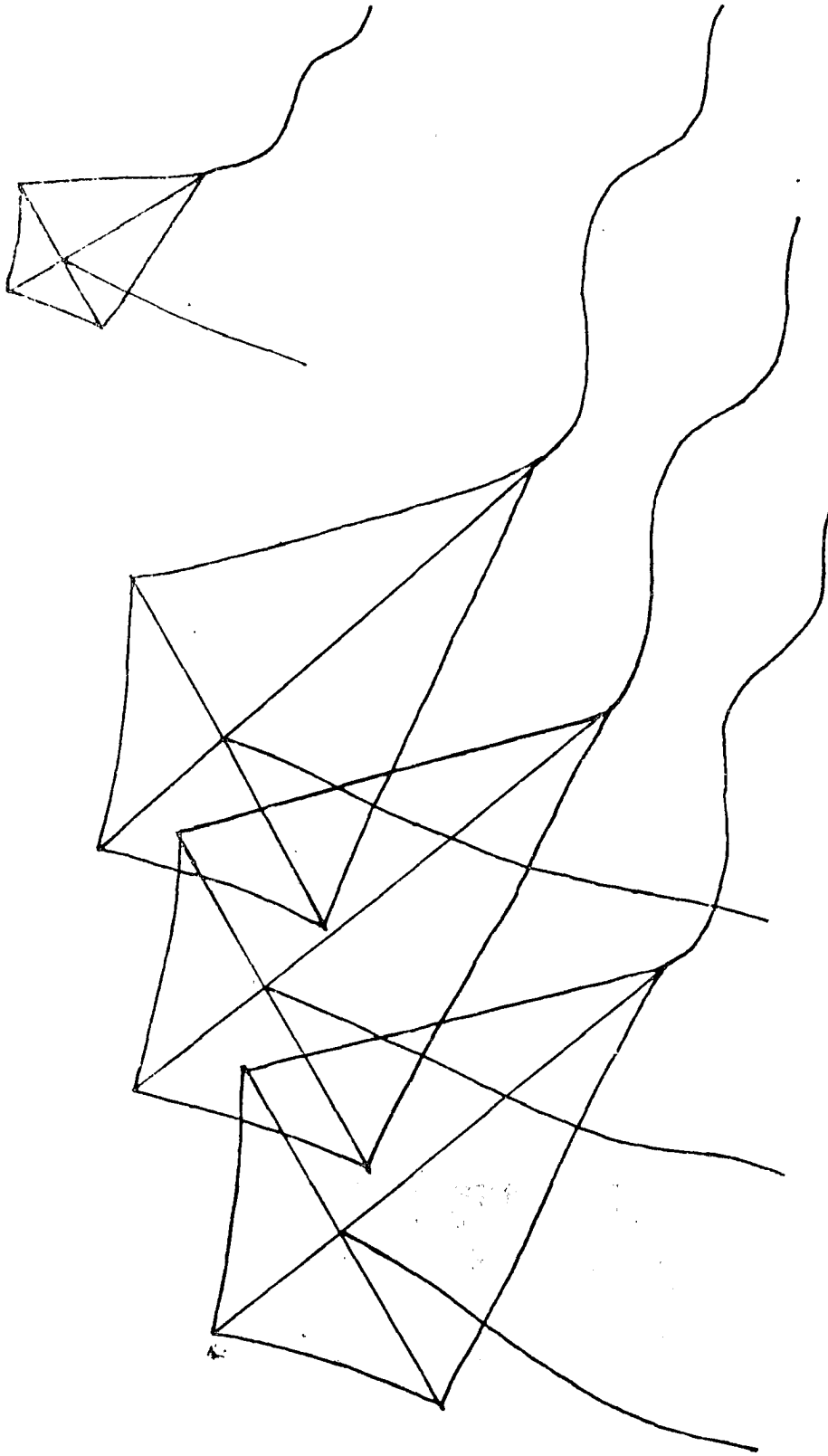
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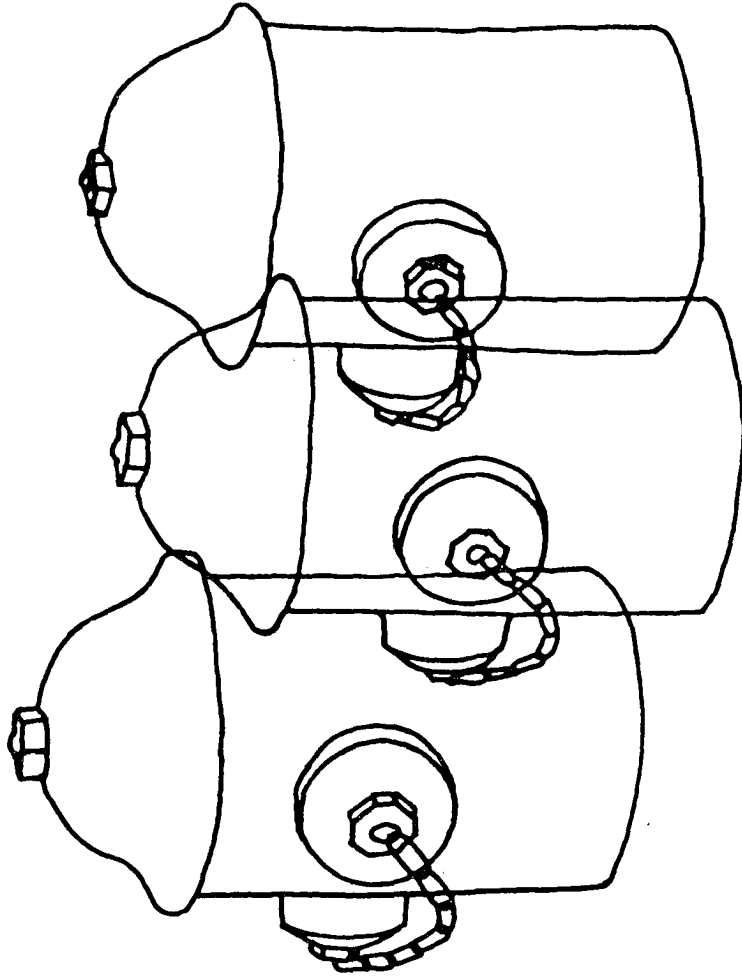
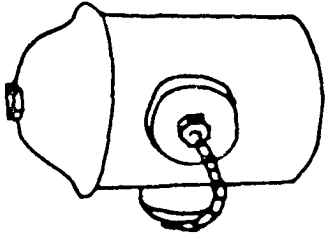
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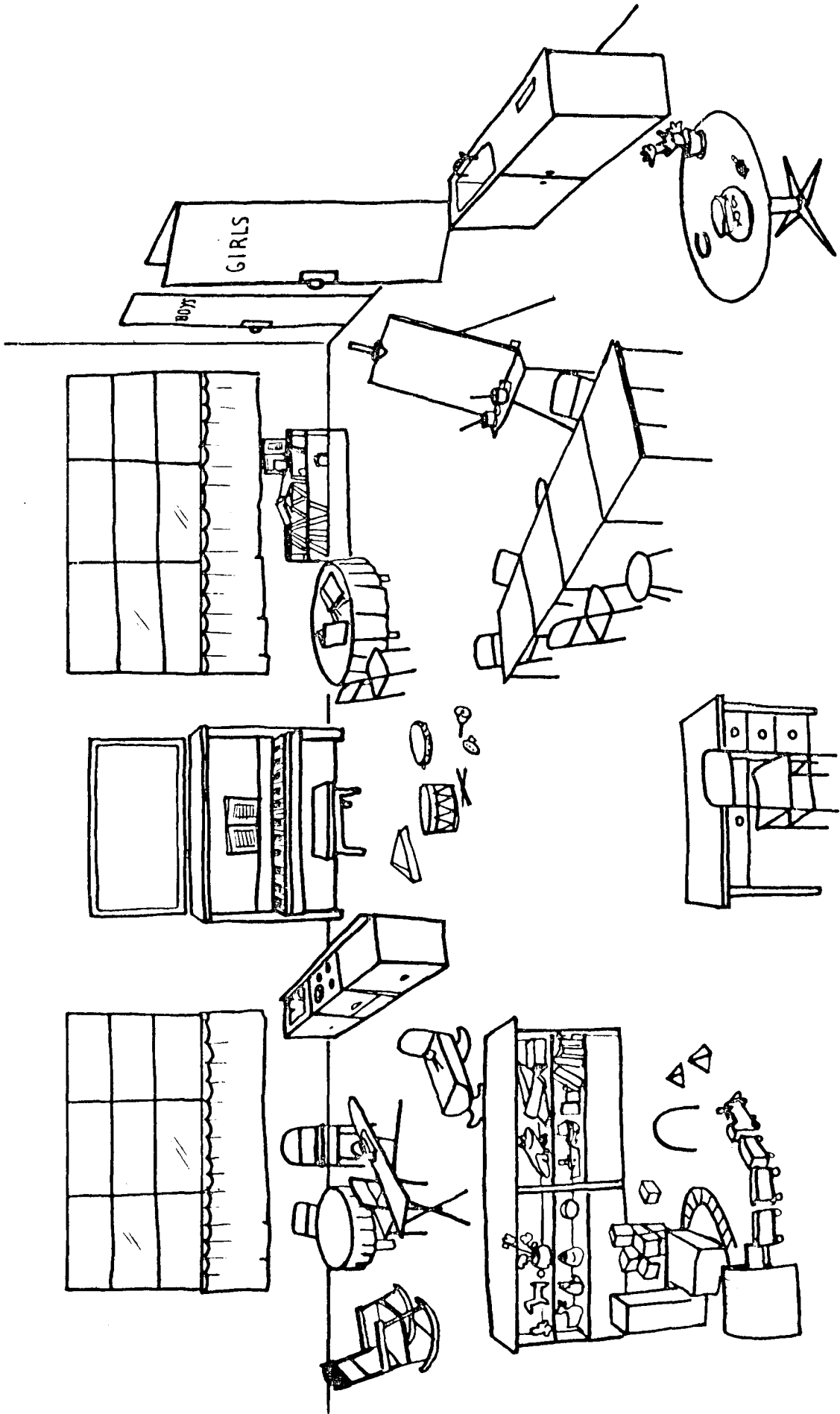


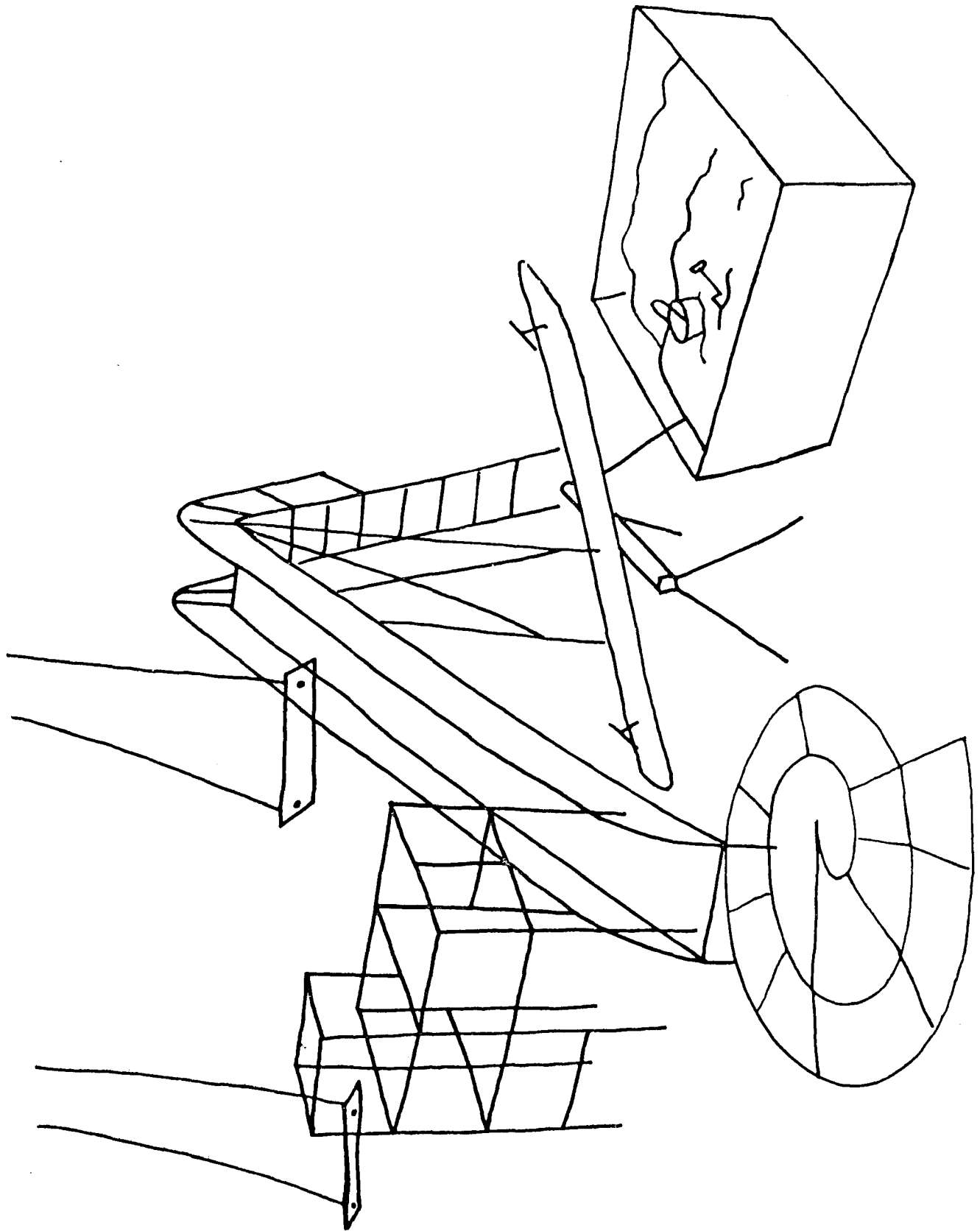
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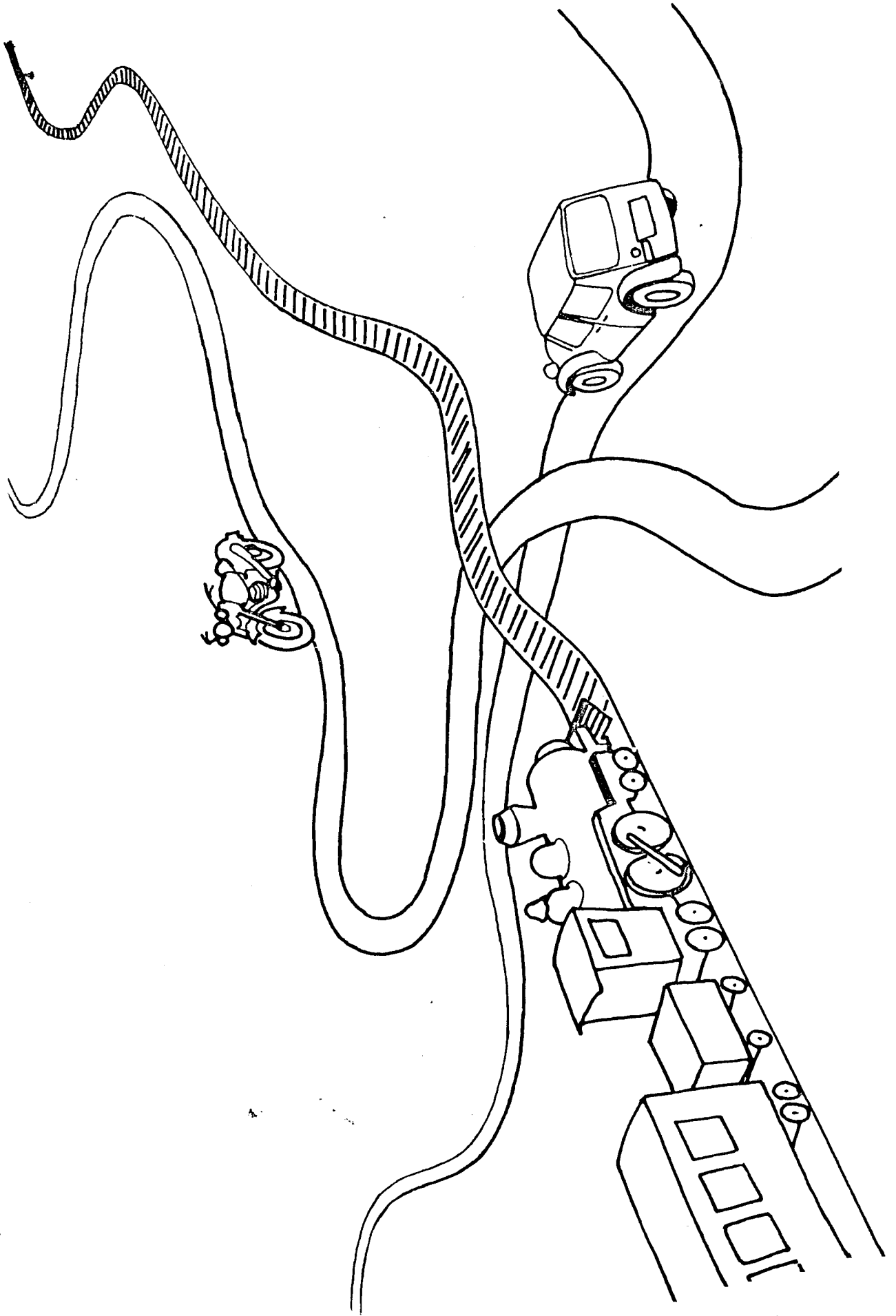


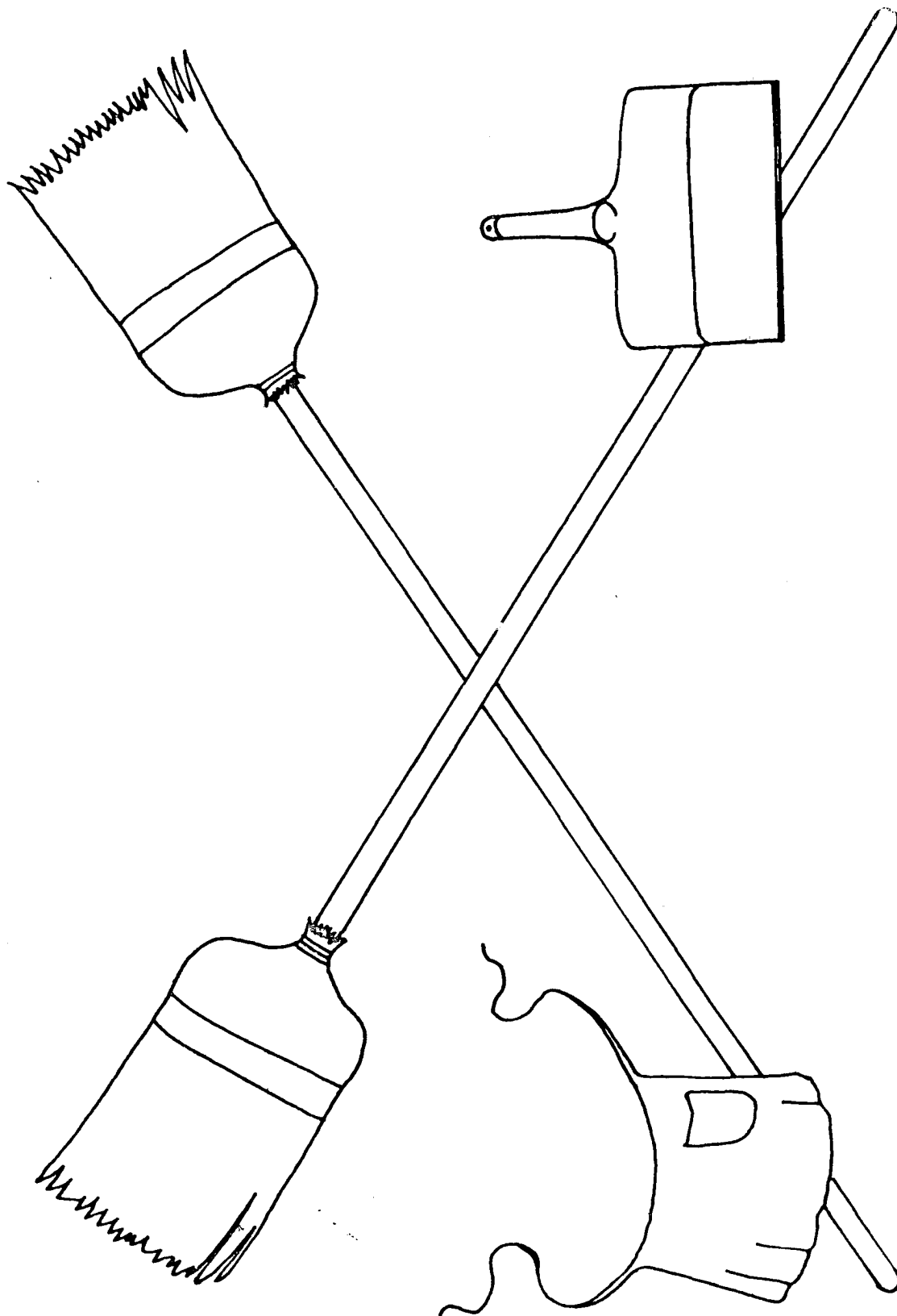


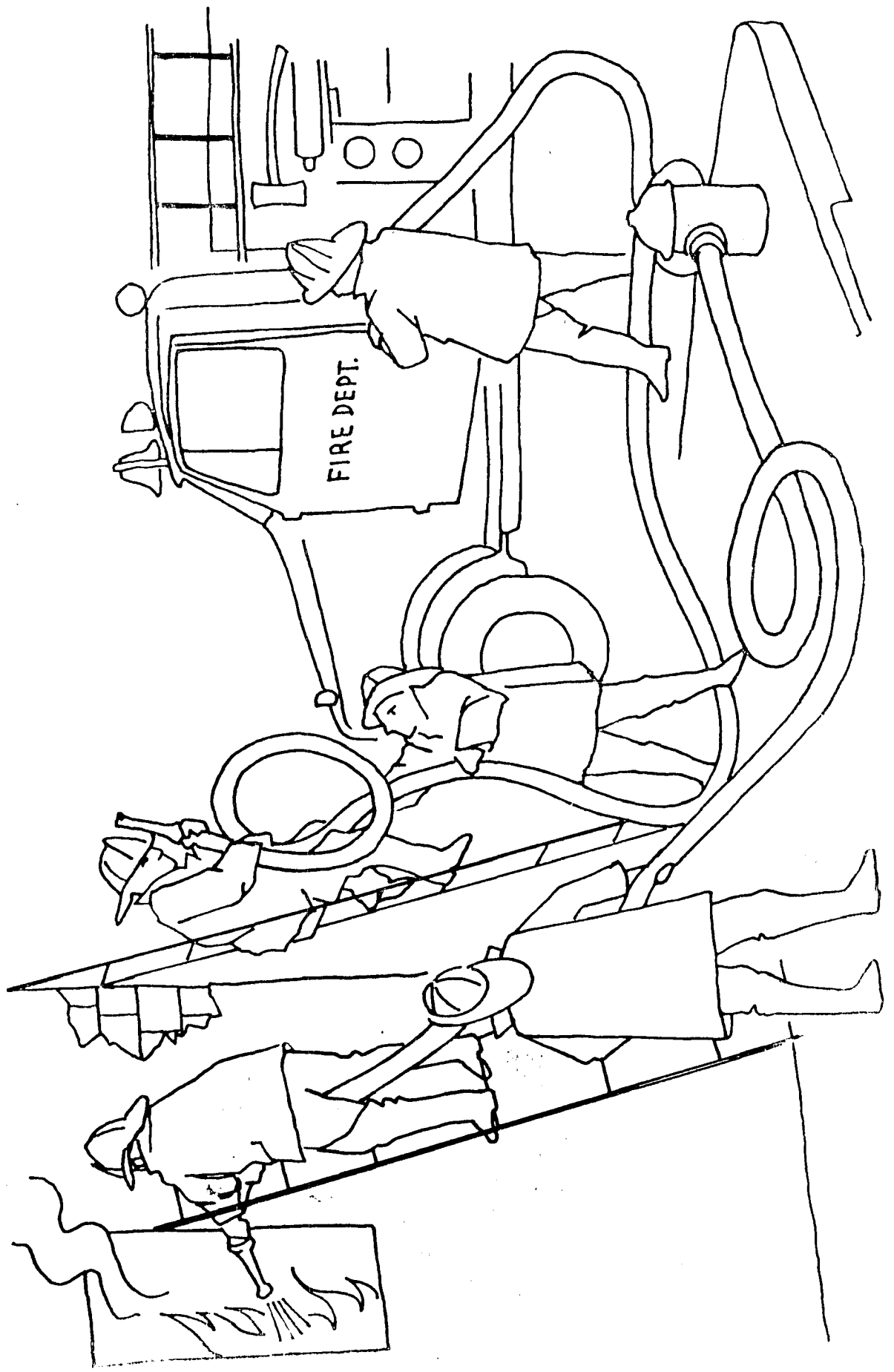




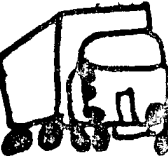
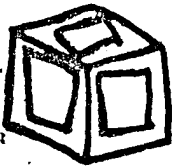
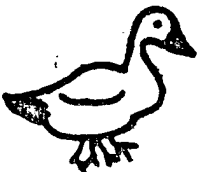
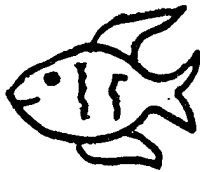
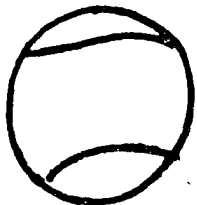
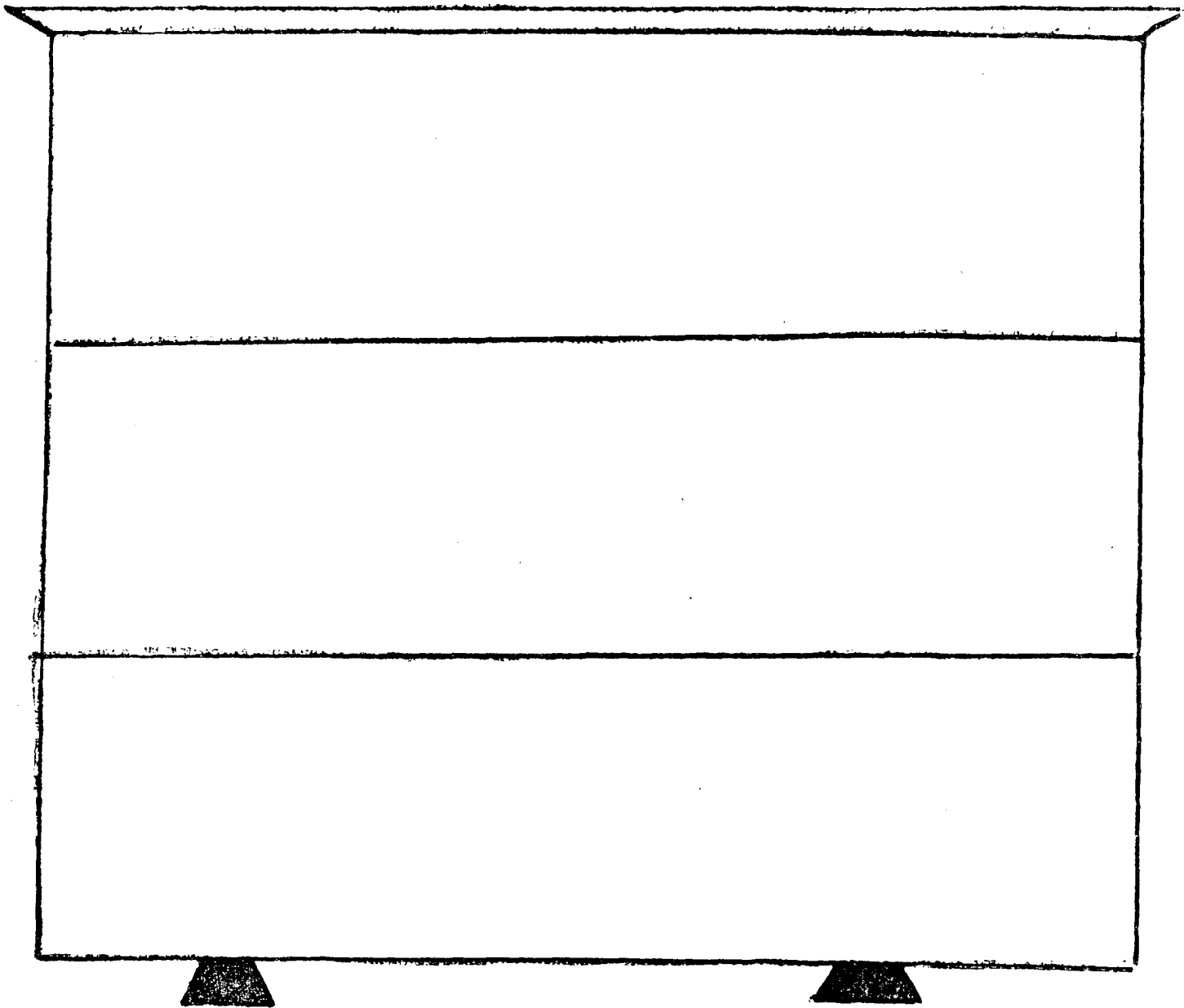


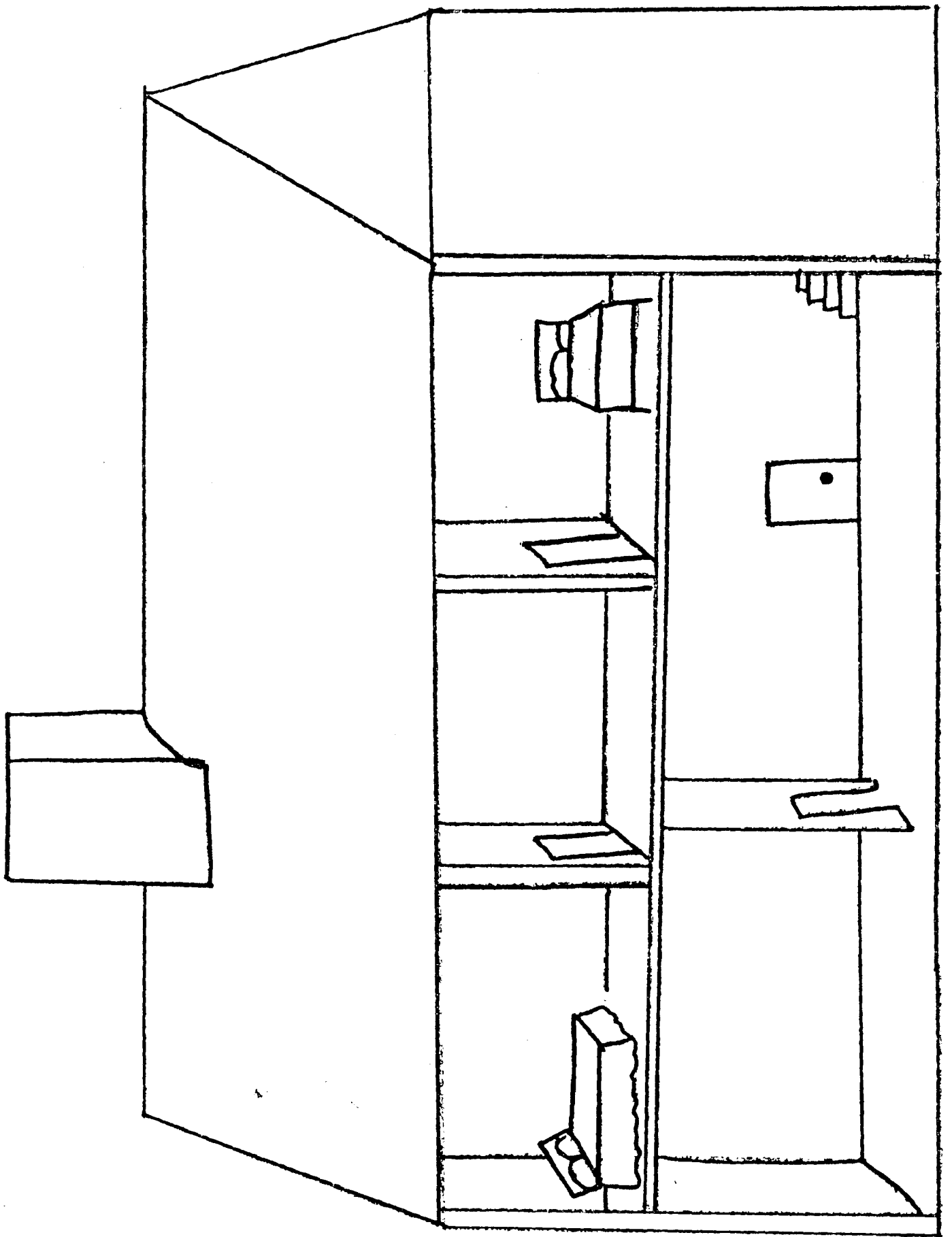




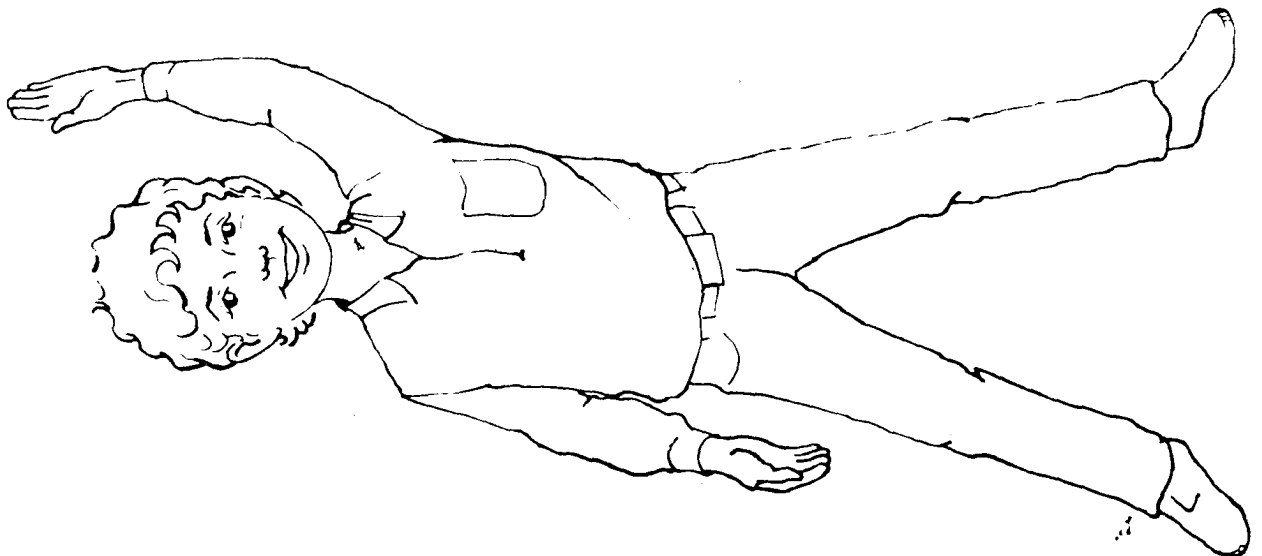
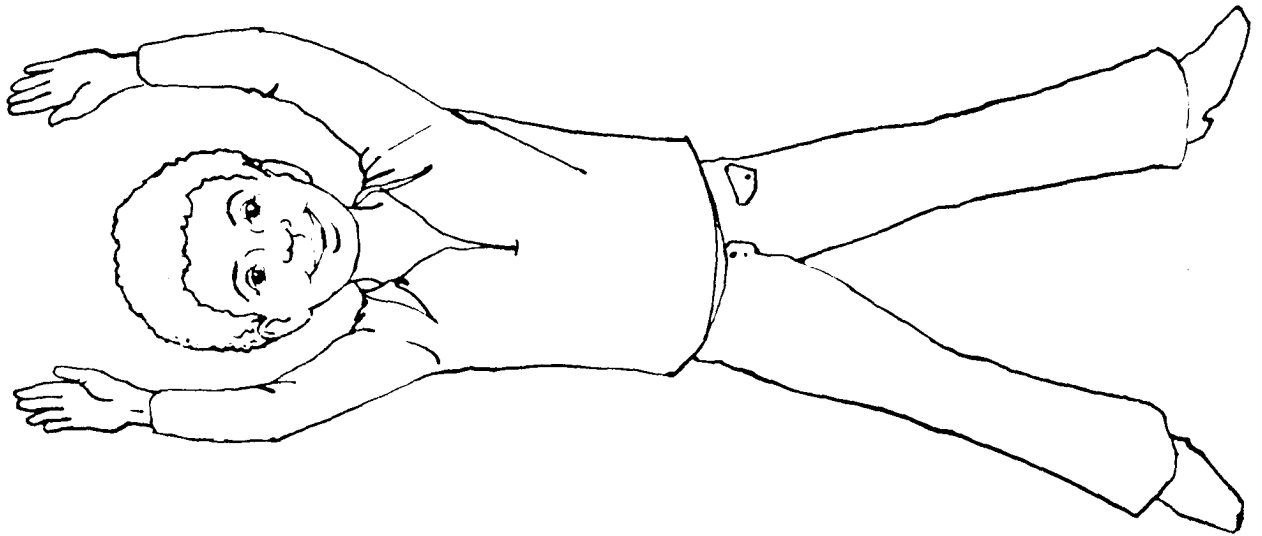
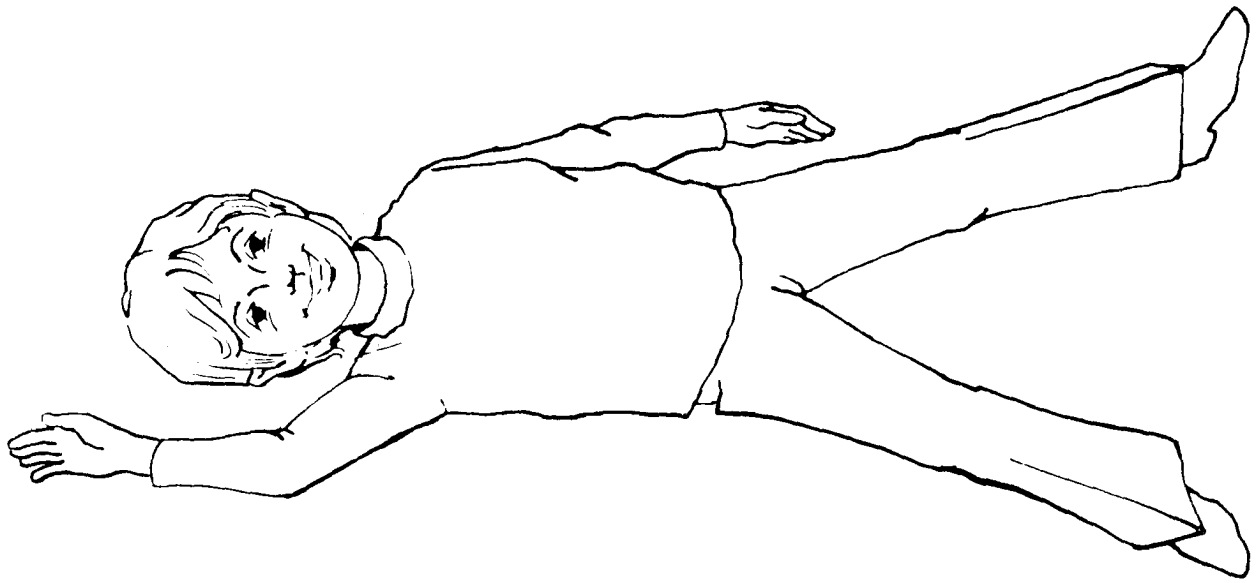


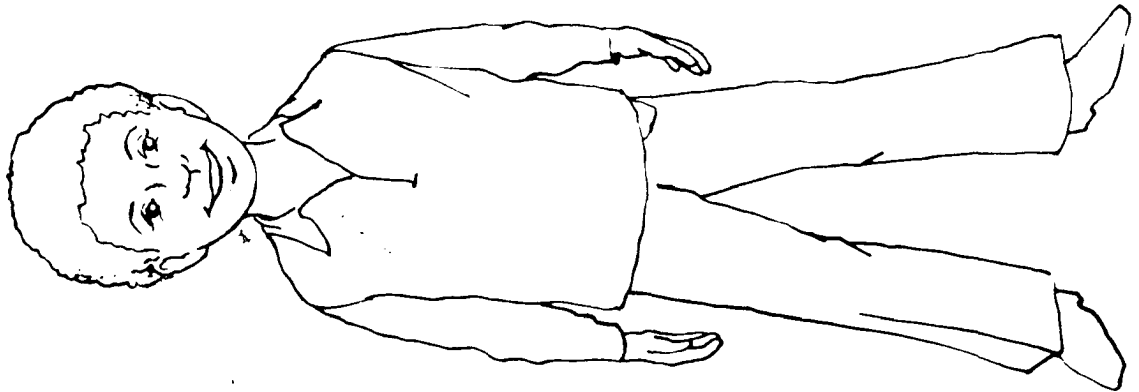
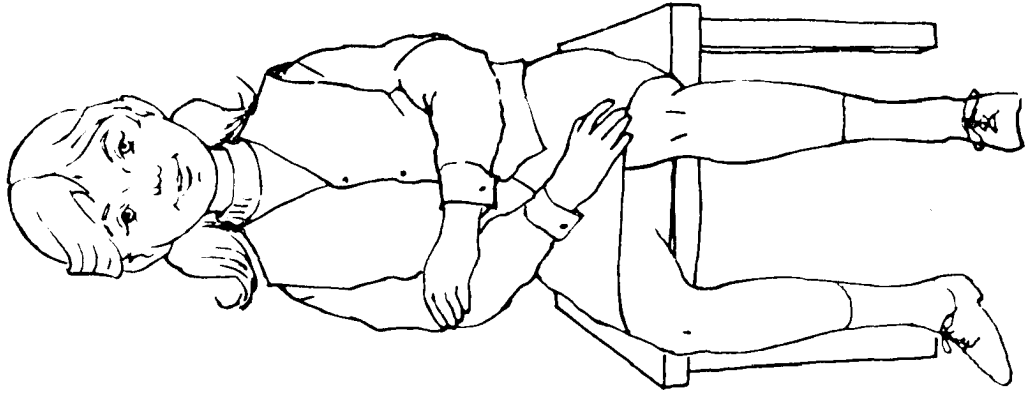
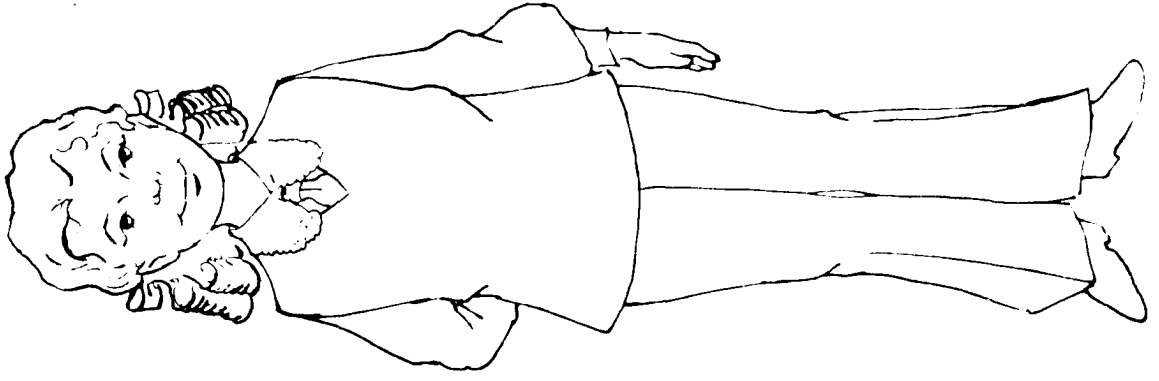
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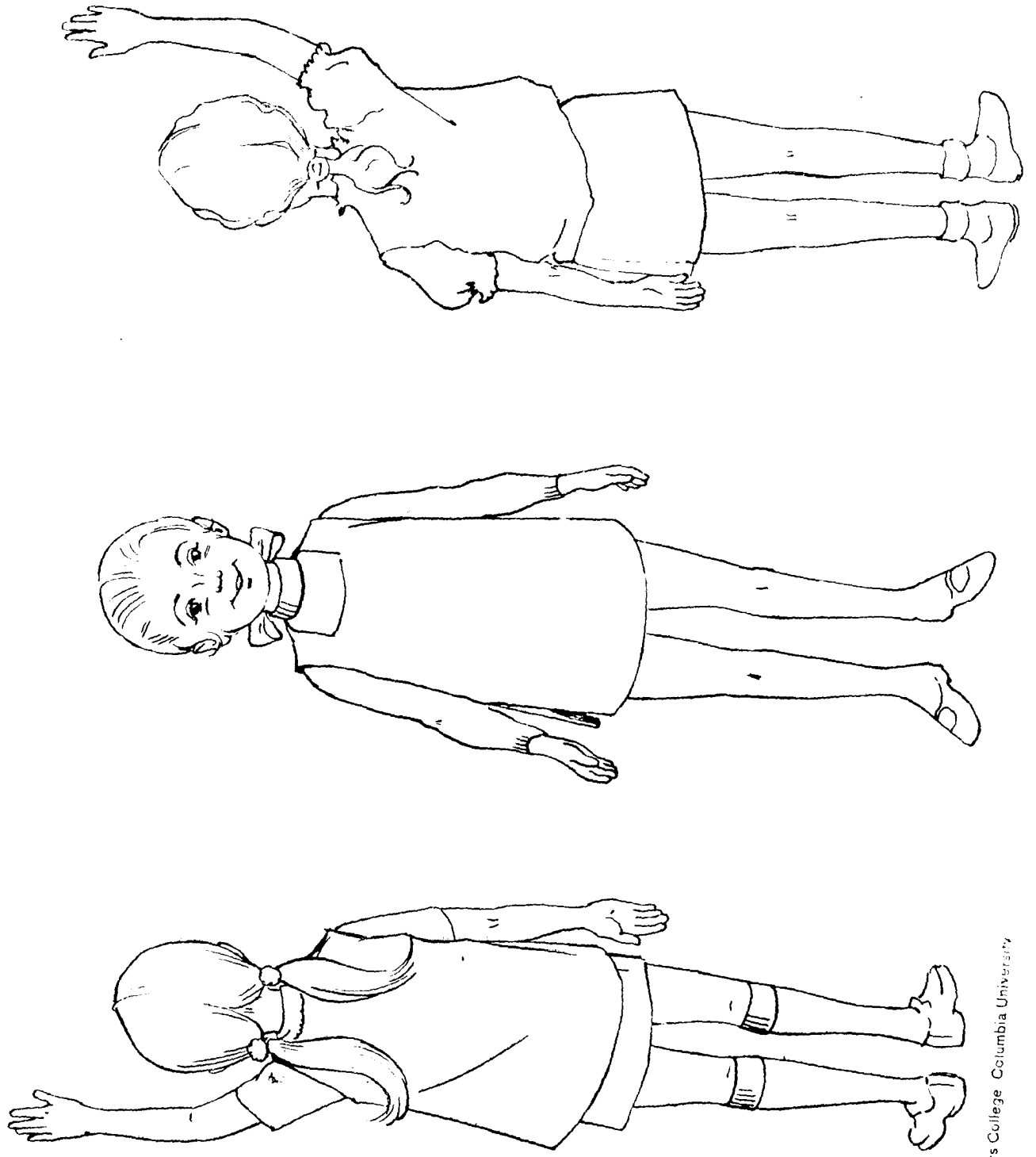




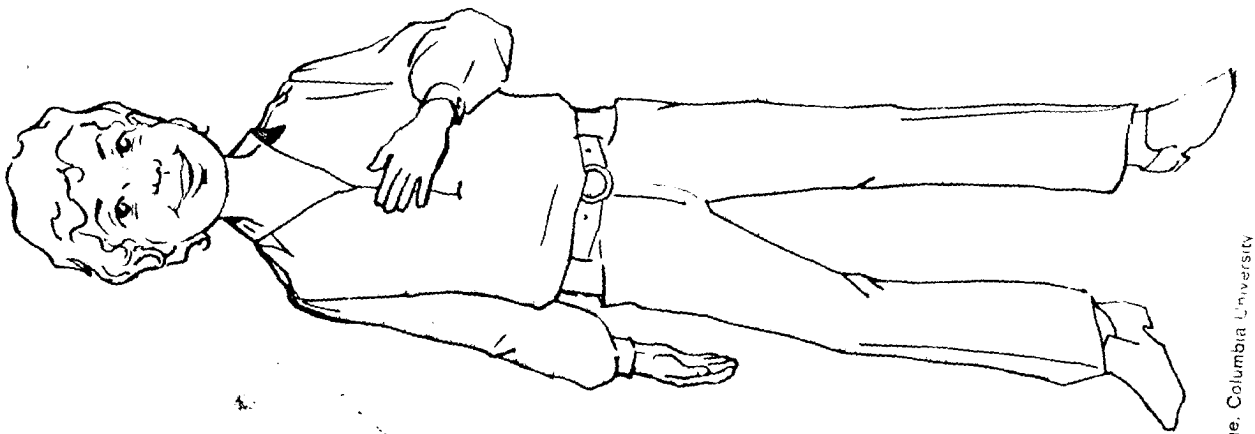
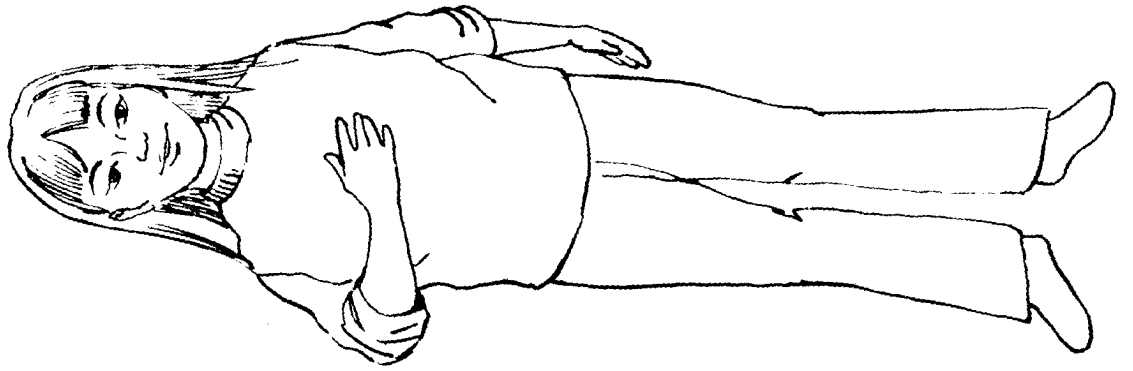


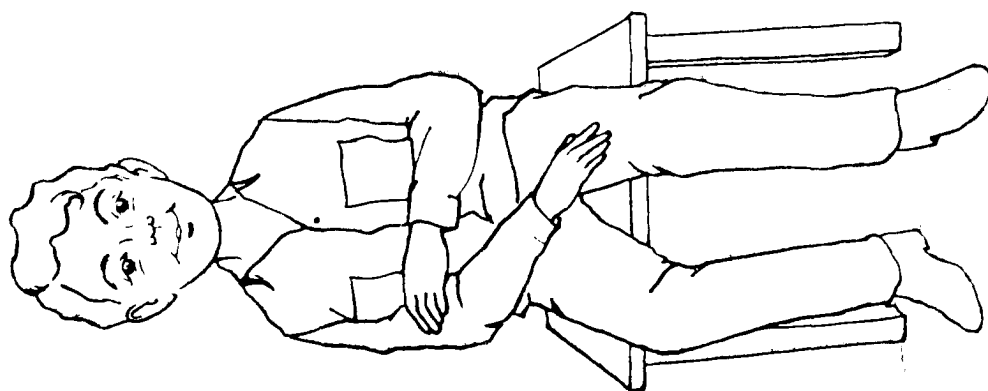
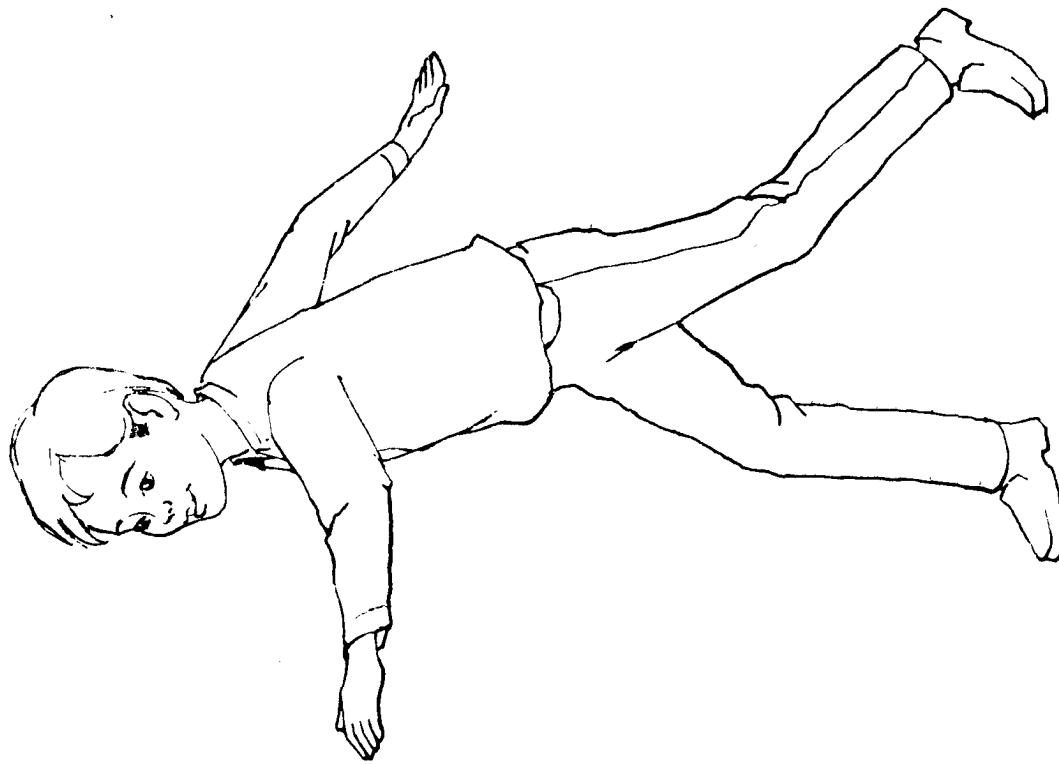


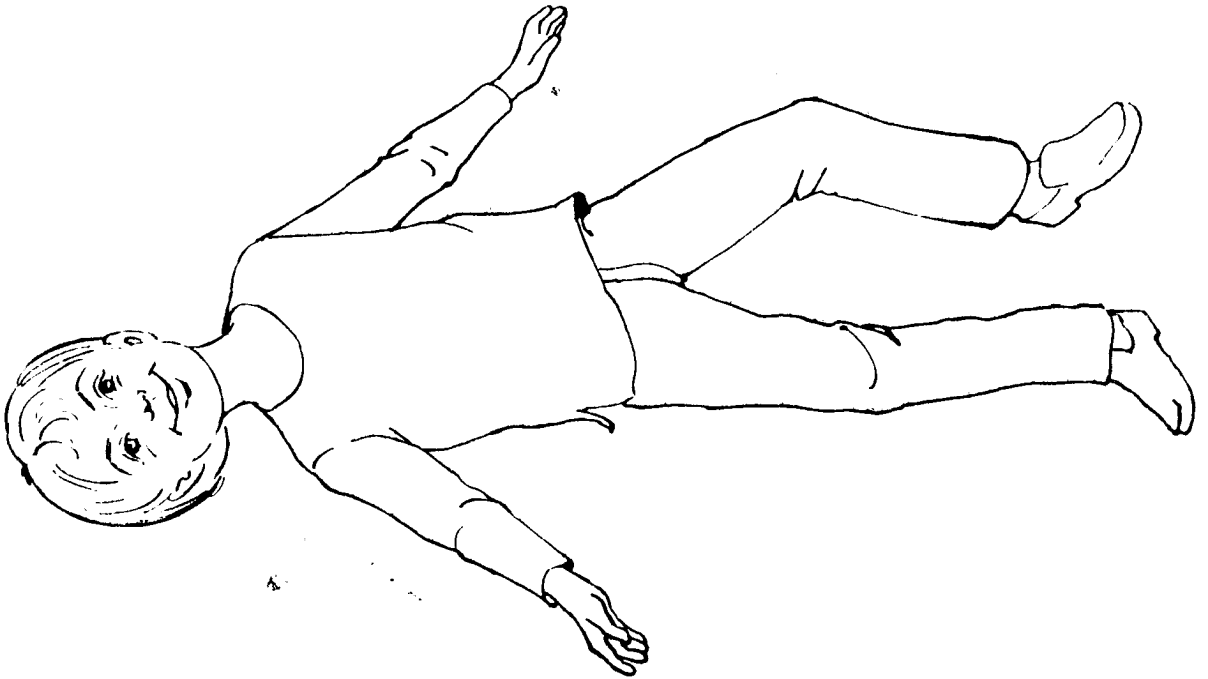
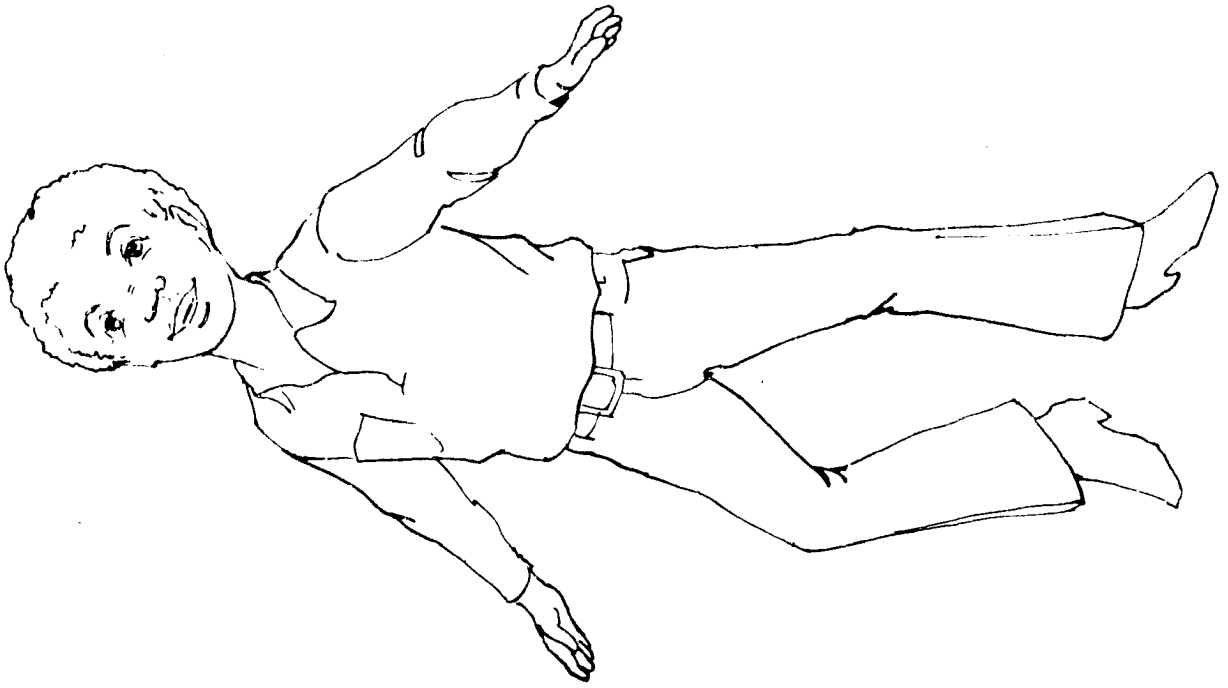


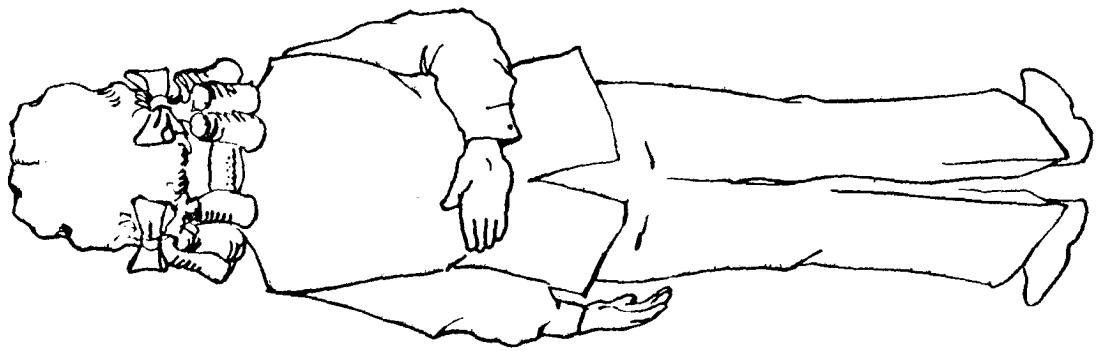
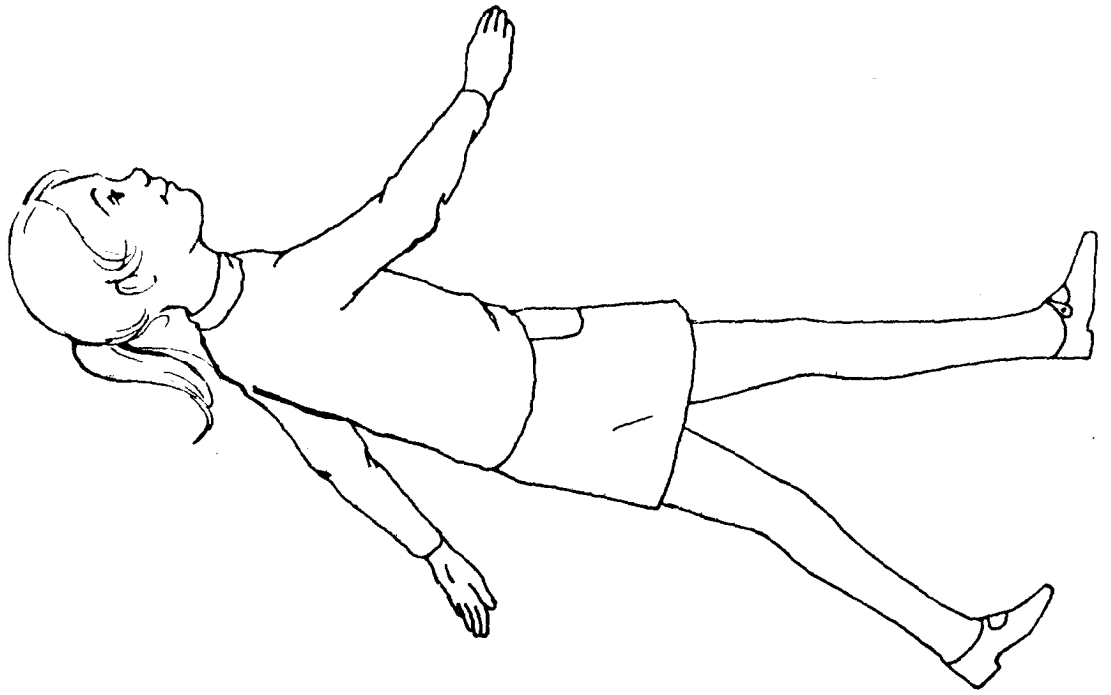


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1. Walk forward, arms held out sidewise.
2. Walk backward, arms held out sidewise.
3. Walk to the middle, turn around and walk backward the remaining distance.
4. Walk sidewise right, weight on balls of the feet.
5. Walk sidewise left, weight on balls of the feet.
6. Walk forward with right foot always in front of left.
7. Walk forward with left foot always in front of right.
8. Walk backwards with the right foot always in front of left.
9. Walk backward with left foot always in front of right.
10. Walk forward with hands clasped behind body.
11. Walk backward with hands clasped behind body.
12. Walk forward with arms folded on chest.
13. Walk backward with arms folded on chest.
14. Walk forward with arms held straight over head.
15. Walk backward with arms held straight over head.
16. Walk forward with arms held straight out in front.
17. Walk backward with arms held straight out in front.
18. Walk forward to middle, kneel on one knee, rise and continue to end of board.
19. Walk forward to middle, kneel on other knee, rise and continue to end of board.
20. Walk forward with eraser on top of head.
21. Walk backward with eraser on top of head.
22. Walk to middle, kneel and pick up eraser, place on top of head, rise and continue to end of board.
23. Walk forward, arms held out sideward, palms down, with an eraser on back of each hand.
24. Walk forward, palms up, with an eraser on the back of each hand.
25. Walk forward, palms up, with an eraser in each hand.

WALKING BOARD ACTIVITIES
continued

26. Walk backward with an eraser in each hand.
27. While walking forward and backward with small buckets held out to side, drop bean bags into buckets.
28. Walk forward with erasers on back of hands and top of head.
29. Walk backward with erasers on back of hands and top of head.
30. Walk forward to middle, kneel on right knee, straighten left leg until heel is on board and knee is straight, rise and continue to end.
31. Walk forward to middle, kneel on left knee, straighten leg, rise and walk to end.
32. Walk backward, kneel on right knee, straighten leg, rise and continue to end.
33. Walk backward, kneel on left knee, straighten leg, rise and continue to end.
34. Walk to middle, balance and turn around on left foot, walk backward to end.
35. Walk to middle, balance and turn around on right foot, walk backward to end.
36. Walk one-half way right sideward, turn and continue left sideward.
37. Walk forward with arms clasped about body in rear.
38. Walk backward with arms clasped about body in rear.
39. With arms clasped about body in rear, walk forward to middle, turn around once and walk forward to end.
40. Walk to middle, balance on right foot. Hold arms out to side with trunk and free leg parallel to board.
41. Bounce ball on floor with one hand as you walk board.
42. Bounce ball with other hand as you walk board.
43. Walk forward with eyes closed.
44. Walk sideward right with eyes closed.
45. Walk sideward left with eyes closed.
46. Walk backward with eyes closed.
47. With eyes closed, feet side by side, stand on board. Record number of seconds balance is maintained, with a two minute limit.
48. With eyes closed, one foot in advance of the other. Record seconds balance is maintained keeping same limit.
49. With eyes closed, balance on right foot and record seconds balance is maintained.

50. With eyes closed, balance on left foot and record seconds.

51. Walk on all fours to the end of the board.

Have pupil keep chin up to keep him from looking down at feet.

Be sure both arms are used for balance, especially on more difficult maneuvers.

Don't let the child walk too fast or too slow.

Turn the board up on edge as the pupils improve in their balance.

Make this exercise a game, be sure to vary the activities to keep interest high.

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