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A Curriculum Guide Using Modality Strengths to Introduce Basic First Grade Reading Skills

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A CURRICULUM GUIDE USING MODALITY
STRENGTHS TO INTRODUCE BASIC
FIRST GRADE READING SKILLS

by

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A thesis submitted to the Division of Curriculum
and Instruction in partial fulfillment of the
requirements for the degree of
Master of Elementary Education

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Abstract

This curriculum project reviews what the current literature reveals about the meaning of modality, what we know about modality strengths, matching student modality to teacher modality, as well as research studies related to modality-based instruction. The curriculum developed by the author is specifically designed for first grade teachers to use in correlation with the Ginn Level Two basal reader, Pocketful of Sunshine. The curriculum includes activities on how to introduce the objectives found in Pocketful of Sunshine to visual, auditory, and kinesthetic learners. It also includes activities of reinforcement for all types of learners. The curriculum was submitted to two professors at the University of North Florida and two first grade teachers in Duval County to rate according to professional quality, usability and effectiveness. Results of the rating scale indicated this curriculum to be of professional quality, very organized, complete, easy to use and correlated well with the Ginn Level Two basal reader, Pocketful of Sunshine. Recommendations suggested that teachers would be more likely to use this curriculum if they had inservice training on modality-based instruction.

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INTRODUCTION

Most teachers agree that all children do not learn at the same rate or in the same manner. Thus, one method of instruction may not be equally effective for all children. Educators are particularly aware of this fact as they attempt to educate more children of diverse cultural backgrounds and varying levels of intelligence and abilities.

In an effort to provide the most effective learning situation for all children, there has been a strong movement toward identifying those instructional strategies which will best meet the needs of every individual. As a result, a great deal of attention has been given to student learning styles.

According to Barbe and Milone (1981), the process most intimately associated with learning involves perception. Perception involves using the senses as a means of processing information. The senses most commonly associated with learning occur as modalities: vision, audition, and kinesthesia (Milone, 1981).

Dunn and Dunn (1975) say that some children tend to remember more readily information that has been introduced through their auditory (hearing) perception. Other children tend to remember information most easily when they have seen it (visual). Still others learn best when taught tactually (through their sense of touch), while a smaller number of students will retain information most readily when they are involved in kinesthetic (whole body) learning.

Why is it that children seem to learn in different ways? According to Barbe and Milone (1980), some children have a distinct orientation to learning, or modality strength, in just one channel; others use two or more modalities equally efficiently and thus have a mixed modality strength.

Barbe and Milone (1980) also report that research has shown that approximately 30 percent of elementary school children have a visual modality strength, 25 percent have an auditory strength, and 15 percent are kinesthetically oriented. The remaining 30 percent have a mixed modality strength.

Since every child has a distinct orientation to learning or modality strength, it follows that teaching to a child's modality strength would increase achievement. According to Urbschat (1977) when visual and auditory strengths and weaknesses of first graders were identified, it was discovered that their reading scores were significantly higher when words were presented through their strongest modality.

Based on a limited research study conducted by Wheeler (1980), it appears to be worthwhile to pursue the development of reading programs based on a multisensory approach to learning. Wheeler makes this assumption when a child's preferred perceptual strengths are used to introduce material and where secondary and tertiary strengths reinforce it.

Carbo concluded from a 1980 study that kindergarten children learned three times as many words when taught through their perceptual strengths rather than their weaknesses. Carbo (1984) further states:

Current research indicates that word retention is improved significantly when youngsters learn through their perceptual strengths and preferences. Ideally, students should learn new material through their strongest modality with reinforcement provided through their second strongest modality. (p. 73)

Thus the research indicates that student achievement can be increased by teaching to a child's modality strength. This can be valuable information for the teacher seeking an alternative method of instruction for those students who do not appear to learn through the modality the teacher is using. According to Barbe and Petreshene (1981), being aware of a child's modality strength provides an option and can serve as a structure within which effective instruction can take place. Instead of repeating a lesson in the same manner, the teacher can choose a teaching technique that will focus on the child's strongest modality for learning.

The author believes a strong reading program is of utmost importance in the first grade as this is the base upon which all future learning must be built. Modality-based instruction can be used as an alternative method of introducing basic reading skills

that will provide the most effective learning situation for all children. Therefore, the purpose of this project is to provide specific activities using children's identified modality strengths to introduce the basic reading skills of the first basal reader presented in first grade in Duval County, Florida.

DEFINITION OF TERMS

Developmental Stages: According to Jean Piaget, a Swiss psychologist, the distinct, separate periods or phases that children move through as they develop cognitive and affective skills. Developmental stages can also be referred to as specific patterns of behavior which explain the maturity of the infant or child at a given stage.

Kinesthetic Learner: "One who learns best when allowed to move about and when engaged in activities that require use of large and small muscle movement" (Barbe and Petreshene, 1981, p.v.).

Mixed Modality Strength: "The ability to use two modalities effectively (visual-auditory, visual-kinesthetic, and so on)" (Milone, 1981, p. 2).

Modalities: "Channels through which perception occurs: vision, audition, and kinesthesia" (Barbe & Milone, 1981, p. 45).

Modality Preference: The modality the student prefers to learn by.

Modality Strength/Perceptual Strength: "The sensory channel through which information is processed most efficiently" (Barbe & Milone, 1980, p. 45).

Tactile/Haptic: In the field of education, one who learns by his sense of touch.

REVIEW OF RELATED LITERATURE

A review of the current literature revealed information in four general areas related to modality-based instruction. These areas are: what modality is, what we know about modality strengths, matching student modality to teacher modality, and research studies related to modality-based instruction. A summary of each general area stated above will be included in this chapter.

What is Modality?

Many factors will control how each child will learn and at what rate. The factor most likely to influence a child's rate of learning involves perception (Milone, 1981). Perception involves using the senses: hearing, seeing, tasting, smelling and feeling. In the field of education the term modality is used to refer to these same senses and particularly to vision, audition, and kinesthesia (Milone, 1981).

Children can process information through any one of the modalities mentioned above. However, most children tend to use one modality, to the exclusion of the other two, when processing information (Barbe & Milone, 1980). The sensory channels most efficient for processing information are referred to as modality strengths. Of course, some children are able to process information with equal efficiency in two or more sensory channels, thus resulting in a mixed modality strength.

Derevensky (1978) believes the ability to process information is a varied and individualistic process. However, the perception, understanding, and retention of information are based upon information assimilated through the various sensory modalities. He defines sensory modality as a system which allows the individual to assimilate information from the environment through one of the base senses. In terms of information processing, Derevensky (1978) believes as does Milone that the three modalities or senses of greatest importance to educators are the visual, auditory, and kinesthetic.

Dunn and Dunn (1975) recognize perceptual/modality strengths as one of eighteen elements that affect learning. As mentioned in the introduction, Dunn and Dunn say that some children tend to remember more readily information that has been introduced through their sense of hearing or auditory perception. Other children tend to remember information most easily when they have seen or visualized it. Still others learn best when taught through their sense of touch or tactually or when they are involved in whole body learning or kinesthetic perception.

Vitale (1982) also believes children process information through the use of their senses. However, Vitale takes this idea a step further by stating that children process information through the left or right hemisphere of the brain. Children who can visualize very well are processing in the right hemisphere. These children comprehend information by seeing pictures and are referred

to as visual learners. Children who comprehend by hearing are auditory learners and usually process information in the left hemisphere of the brain. Those who cannot localize their comprehension in either the left or right hemisphere of the brain are referred to as haptic learners. They learn by experience or through their sense of touch.

What We Know About Modality Strengths

According to Milone (1981) the research on modality and modality-based instruction has been extensive, though there is still much to be learned. He summarizes from this research that there are seven general principles about modality strengths. These seven principles will be discussed in greater detail in the following paragraphs.

The first principle cited by Milone (1981) states that there are three modalities important in education. While we learn through many senses, Derevensky (1978) and Barbe and Milone (1981) all agree that vision, audition, and kinesthesia are the three most important modalities in education. Visual modality refers to both sight and inward visualization. Auditory modality refers to hearing and speaking. Kinesthetic modality refers to whole body movement as well as touching.

The second principle cited by Milone (1981) states that modality strengths are the result of a variety of factors. Nutrition, stimulation, association with other children, interactions

with adults, and any other significant experience a child encounters in early life can play a part in determining which modality will be the most dominant.

The third principle cited by Milone (1981) states that modality strengths can occur singly or in combination. Some children learn best through only one modality. Others have a mixed modality strength and can learn equally well with two different modalities. Still others have the ability to use all three modalities effectively.

According to Barbe and Milone (1981) children with mixed modality strengths have a better chance of academic success than those with a single modality strength. This is due to the fact that children with a mixed modality strength can process information in whatever way it is presented.

The fourth principle cited by Milone (1981) states that modality strengths can change over time. Most researchers will agree with his theory. However, there is disagreement over which modality strength is most likely to occur at various developmental stages in children. According to Price (cited by Carbo, 1984), research in 1980 strongly indicated that six and seven year olds are essentially tactile/kinesthetic learners. After age seven, children develop visual strengths, but it is not until grades five and six that children are able to learn and retain information through their auditory sense. Carbo (1984) also reported similar results from the research she had done. Derevensky (1978) concurs with

Price and Carbo when he states that a child tends to shift from a preference for the kinesthetic modality in the early years to a later preference for the visual and the auditory modalities.

Research done by Barbe and Milone (1981) indicate different results than those reported by Price (1980), Carbo (1984), and Derevensky (1978). According to Barbe and Milone (1981):

Primary grade children are more auditory than visual, and are least well developed kinesthetically. Between kindergarten and sixth grade, however, a modality shift occurs. Vision becomes the dominant modality, and kinesthesia overtakes audition. (p. 378)

The fifth principle cited by Milone (1981) states that modalities become more integrated with age. Young children tend to process information most effectively through only one modality; however, as they grow older they begin to transfer information from one modality to another. As a child matures he or she is better able to apply his or her strongest modality in an area of weakness. As Milone (1981) points out, "this kind of integration takes place in all types of learning, and to such an extent that eventually the formerly distinct modalities become less so" (p. 3). This results in more mixed modalities among adults than among children.

The sixth principle cited by Milone (1981) states that modality strengths seem to be independent of sex, handedness, and race. Based on the research conducted thus far, there appears to be no

significant difference in the modalities of boys and girls or in the modalities of left-handed and right-handed children. Research on the differences among various races has been minimal; however, there is no evidence to suggest the children of totally separate cultures will differ in their modality strengths (Barbe & Milone, 1981).

The seventh and final principle cited by Milone (1981) states that teachers' own modality strengths interact with those of their students. Just as students prefer to learn through a particular modality, teachers also have a modality strength by which they prefer to teach. Furthermore, teachers are more likely to develop teaching strategies which are in accordance with their own learning styles rather than those of their students (Barbe & Milone, 1981). This tendency is based on the subconscious assumption of teachers that the way they learn is the most effective way for everyone to learn (Friedman & Alley, 1984). As teachers become more aware of their own modality strengths as well as the individual modality strength of their students, they can begin to provide more effective instruction for every child with whom they work.

Research has identified seven general principles that describe what we know about modalities and modality-based instruction. In addition to these seven basic principles, there are specific observable characteristics that children exhibit which help identify a child's dominant modality.

According to Milone (1981), visual learners tend to learn by seeing and watching demonstrations. They like descriptions and will sometimes stare into space, imagining a scene. Visual learners recognize words by sight and rely on the configuration of words to assist in recognizing new words. They are often unaware of sounds and can be distracted by visual disorder or movement. Visual learners generally do not talk at length and will become impatient when intensive listening is required.

Milone (1981) identifies various behaviors that are typical of auditory learners. These learners tend to learn through verbal instructions from others or reading instructions aloud. They enjoy dialogue and plays but will avoid lengthy descriptions in written form. They learn little from illustrations, preferring verbalization of events, and are easily distracted by sounds. Auditory learners seem to learn reading and spelling skills most effectively when a phonics approach is used. They enjoy listening but cannot wait to talk, as they particularly enjoy hearing themselves talk.

Kinesthetic learners tend to learn by doing and enjoy being directly involved (Milone, 1981). These learners prefer stories where action occurs early; they are likely to fidget when reading and are rarely avid readers. Kinesthetic learners are often poor spellers and will write words to determine if they "feel" right. They like to use gestures when speaking; they are not good listeners

and desire to stand close to persons to whom they are speaking or listening.

Matching Student Modality to Teacher Modality

The review of the related literature has thus far stated that children have modality strengths that allow them to process information in an efficient manner. While this is important to note, it is equally important to note that teachers also have modality strengths. This insight is invaluable because when teachers decide how to teach a skill, they will most likely choose whatever technique would work best for them (Milone, 1981). Thus, in an effort to provide an environment that is most conducive for the learning of every child, educators may be interested in matching modality strengths of students to the modality strengths of teachers.

Dunn and Dunn (1979) state that extensive observations and research have indicated that there can be significant improvement in both student achievement and motivation when learning and teaching styles are matched. With this in mind, it would seem that educators would be willing to do whatever it takes to insure that students' modality strengths are matched to teachers of the same modality strengths. Yet, reality would suggest that it would be virtually impossible to match every child's modality strength to a teacher with the same strength. Besides, students do not consistently learn one way or the other, nor do teachers

teach consistently in the same manner (Dunn & Dunn, 1979).

Nevertheless, this does not mean that teachers should not attempt to meet the needs of every child.

According to Friedman and Alley (1984), teachers can adapt to different learning styles and still meet the needs of a wide variety of students. They outline six principles for teachers to consider in order to match teaching styles with student learning styles more effectively.

The first principle cited by Friedman and Alley (1984) states that both the style by which the teacher prefers to teach and the style by which the student prefers to learn can be identified. The first principle leads to the second principle which states that teachers need to guard against over-teaching by their own preferred learning styles. It is hoped that when teachers become aware of their preferred teaching styles and the preferred learning styles of their students, they will make adjustments in the type of instruction provided in order to meet the needs of all their students. "Teachers have an obligation to broaden their teaching styles to support opportunities for students to broaden their learning styles" (Friedman & Alley, p. 77).

The third principle cited by Friedman and Alley (1984) states that teachers are most helpful when they assist students in identifying and learning through their own style preference. Teachers can help students to discover their own learning styles

and to set up learning objectives which take advantage of those preferences. This allows students to determine their own individualized programs and thus take the responsibility for their learning.

The fourth principle cited by Friedman and Alley (1984) states that students should have the opportunity to learn through their preferred style. When teachers provide activities that match the learning styles of their students, there is greater opportunity for the students to experience success in the learning environment. This is of particular importance as many children have never had the opportunity to experience success.

The fifth principle cited by Friedman and Alley (1984) states that students should be encouraged to diversify their style preferences. In a society that requires our students to be able to listen to lectures, read newspapers, and manipulate computer keyboards with equal skill, it would be unfair to allow students to learn by only the method he/she prefers. Barbe and Milone (1981) also assert that children who learn easily through a mixture of the three basic modalities have an advantage in the classroom because they are able to process information efficiently no matter how it is presented.

The sixth and final principle cited by Friedman and Alley (1984) states that teachers can develop specific learning activities which reinforce each modality or style. However, teachers do not

have the time to develop activities for 30 or more students while giving attention to numerous "style preference" factors. Therefore, teachers need to focus upon selected basic "style preferences" that will allow them to devise a manageable program of learning activities.

Research Studies Related to Modality-Based Instruction

As educators have begun to understand more about "learning styles," "preferred modalities," and "perceptual strengths," there has been an increased movement toward teaching to a child's strongest modality. Growth in the field of learning disabilities has particularly emphasized the need to teach to perceptual learning strengths (Kempworth and Bates, 1980). But even as this idea has gained greater acceptance, there has been some controversy regarding the merit of teaching students through their perceptual strengths and preferences (Carbo, 1984). However, there are carefully conducted studies which do support the belief that student achievement can be increased when children are taught through their strongest learning modality.

For example, Daniel and Tucker (1974) conducted a study involving three groups of fifteen children, who were eight years of age. Groups were selected so that one group displayed a distinct preference for auditory over visual stimuli, one group displayed a distinct preference for visual over auditory stimuli, and one displayed no preference. The selected groups of students then learned lists of CVC trigrams presented through their preferred and non-preferred modalities. Results from this study indicated that recall was best when the stimuli during learning were presented through the preferred sensory modality and that recall was worst when presented through the non-preferred modality.

Children without a modality preference scored between the other two extremes; they learned equally well under either modality.

Wepman (1971) examined two hundred and ninety seven primary grade children to determine if matching a child's learning style with a compatible teaching method would have an effect on reading ability. Children were randomly assigned to classes so that one third of each class showed an auditory preference, one third showed a visual preference, and one third had no preference or showed a balanced approach. Classes were then instructed using either an auditory approach, a visual approach, or a balanced approach. Results indicated that first grade children who showed an auditory preference achieved significantly higher when auditory decoding techniques were used and that children with a visual preference achieved significantly higher when visual techniques were used. The same conclusion for second and third graders could not be validated due to attrition of students within these groups.

Wheeler (1980) conducted a study to determine if new sight words could be learned at a faster rate when learning disability students were taught in accordance to an identified modality strength. As noted in the introduction, Wheeler believes as the result of her study, that it would appear to be worthwhile to continue the development of reading programs based on a multisensory approach to learning. She makes this assumption when a child's preferred perceptual strengths are used to introduce

materials and where secondary and tertiary strengths reinforce it. Wheeler further states, "it would be important to determine the effectiveness of a similar program for all phases of reading instruction, such as comprehension skills, syntax, etc. and to link our knowledge of perception to reading success." (p. 62)

Waters (1972) analyzed the dominant learning modalities of selected third grade remedial readers in relation to teaching strategies. She concluded from this study that favoring one mode of learning above another mode is of lesser importance than making use of the mode which meets the individual needs of children at a particular time and in a given situation. Waters further states, "it is imperative for the classroom teacher to individually prescribe proper activities and exercises which tend to elicit optimal performance from each child through the utilization of his strongest channel of learning" (p. 3414-A).

Urbschat (1977) investigated the relationship between sensory preference and the amount of recall of CVC trigrams to determine if children learned more when taught in a preferred mode. The results of his study indicated that teaching children through an auditory-visual or visual approach were the two superior approaches, regardless of the modality of the child. His study further revealed that modality preferences in first grade children can be identified and that superior and significantly higher reading scores occur when words were presented through their strongest modality.

Donovan (1977) conducted a study to determine if there was a relationship between modality preferences and programs used in initial reading. One hundred and seven first grade students were divided into two groups. Placement in the experimental group involved students whose preferred modality was consistent with the primary instructional focus of the program. Placement in the control group involved students whose preferred modality was not consistent with the primary instructional focus of the program. The results of this study indicated that the experimental group performed significantly better than the control group on measures of reading, vocabulary, comprehension, and general reading behavior.

In a study involving the reading skills of kindergarten children, Carbo (1980) found that students who preferred high auditory/low visual learning styles learned best through auditory presentations. These students seemed likely to benefit from reading instruction which stressed phonics. In contrast, high visual/low auditory students learned best through visual presentations and would benefit with reading instruction stressing word recognition. Children who displayed neither a strength in the auditory nor a strength in the visual modality learned only through a tactual/visual treatment. In conclusion, Carbo's study suggested that when reading treatments were matched to perceptual learning styles, significantly higher reading scores resulted.

SUMMARY

The literature thus indicates that children process information through the modalities of vision, audition, and kinesthesia. Often children prefer to learn through only one of these modalities and therefore, are likely to process information more efficiently using that modality. Teachers also have modality preferences and this effects the teaching styles they use. Research has indicated that when teaching style is matched to student learning style there can be improvement in both student achievement and motivation. While matching learning style to teaching style is not always possible, there are steps that teachers can follow that will allow them to meet the learning needs of every student regardless of their preferred style of teaching. And finally, the numerous research studies in this review support the idea that when children are taught through their strongest learning modality, there can be significant improvement in student achievement.

PROCEDURES

The review of the related literature has revealed that students' reading achievement can be increased when they are taught through their strongest learning modality. However, currently there is very little curriculum designed to allow a teacher to present or introduce activities to children according to their strongest learning modality. Specifically, Duval County, Florida does not provide a reading curriculum in which skills are introduced using a student's identified modality strength. For these reasons a series of well defined lessons have been developed that suggest how to introduce basic reading skills using each of the following modalities: vision, audition, and kinesthesia.

The objectives of the curriculum dealt with the basic first grade reading skills of vocabulary, word attack, and comprehension. These objectives were chosen because they had been identified by Ginn Level Two Reading Series and the First Grade Reading Curriculum Guide for Duval County Schools as those objectives necessary to begin reading instruction in the first grade.

The specific reading skills which have been developed as the content of the curriculum are also drawn from the Ginn Level Two Reading Series and the Reading Curriculum Guide for Duval County Schools. They are:

- 1) Associating consonant sounds to letters
- 2) Recognizing forty-three basic sight words

- 3) Identifying sequence
- 4) Identifying main idea.

Using the skills identified above, the curriculum has been divided into three sections, Visual Activities, Auditory Activities, and Kinesthetic Activities. Visual, auditory, and kinesthetic activities were provided because these are the three modalities children use to process information.

The visual activities include two to three lessons on how to introduce each of the specific reading skills mentioned above to visual learners. The auditory and kinesthetic activities follow the same format as outlined for visual activities. For example, the skill of "identifying detail" had two to three lessons the teacher could follow when introducing this skill to visual learners. The teacher was then given two to three lessons on how to introduce the same skill to auditory learners followed by lessons for kinesthetic learners. These activities were seen as samples or illustrations of what might be done in a classroom. Thus, two or three activities for each kind of learner was sufficient to give the teacher an appropriate guide.

In addition to the lessons for visual, auditory, and kinesthetic learners, helpful hints were provided to teachers on how to use all the lessons as reinforcement activities regardless of the modality strength of the student. Helpful hints were also included on ways this curriculum can be used along with

the lessons provided in the Ginn Level Two Reading Manual.

Evaluation of the curriculum resulted from piloting the program and noting the progress the students have made. In addition, a questionnaire for first grade teachers and several professors in the reading field of education was given in order to obtain feedback regarding the effectiveness of the curriculum in teaching basic first grade reading skills.

CURRICULUM

The specific reading objectives that will be used in this curriculum are drawn from the Ginn Level Two Reading Series, Pocketful of Sunshine. They are:

Objective One - The student will recognize 43 basic vocabulary words.

Objective Two - The student will associate consonant sounds to letters.

Objective Three - The student will sequence the events of a story.

Objective Four - The student will recognize the main idea of a picture or story.

Using the objectives identified above, the curriculum will be divided into three sections, Visual Activities, Auditory Activities, and Kinesthetic Activities.

In addition to the lessons for visual, auditory, and kinesthetic learners, helpful hints are provided to teachers on how to use all the lessons as reinforcement activities. Helpful hints are also included on ways this curriculum can be coordinated with the lessons provided in the Ginn Level Two Reading Manual, Pocketful of Sunshine.

Objective One: The student will recognize basic vocabulary words.

The following pages in Ginn Level 2 introduce new vocabulary words:

+ 6, S4 (Bill)	+106, S50 (a duck)
+10, S6 (Lad)	+109, S50-skilpak (green)
+14, S8 (Runs)	+110, S52 (get)
+18, S10 (hides)	+114, S54 (Ben)
+28, S14 (Jill)	+117, S55-skilpak (blue)
+32, S16 (and)	+118, S56 (Ted)
+36, S18 (go)	+132, S62 (Nan)
+40, S20 (I am)	+136, S64 (Look at)
+54, S26 (rides)	+140, S66 (said)
+58, S28 (ride, run, hide)	+145, S69-skilpak (orange)
+62, S30 (can)	+148, S71-skilpak (brown)
+66, S32 (this)	+156, S74 (the park)
+80, S38 (yes, no)	+157, S74-skilpak (purple)
+84, S40 (is)	+160, S76 (will)
+87, S39-skilpak (yellow)	+164, S78 (like to)
+88, S42 (here)	+180, S86 (we help)
+92, S44 (not)	+184, S88 (are)
+95, S44-skilpak (red)	+188, S90 (stop)
+98, S46-skilpak (color)	

Suggested Activity 1 for the Visual Learner

Procedures:

1 - Select vocabulary words that are to be introduced and make flash cards for each word.

- 2 - Show students one of the flash cards and read the word.
- 3 - Have each student copy the word two times on writing paper.
- 4 - Then have each child draw a line around one of the words and color in the resulting shape. Have each child read their remaining word and compare its shape to the colored-in configuration.



- 5 - Use the above procedures to practice each of the new vocabulary words to be introduced.
- 6 - When all new vocabulary words have been practiced, have the students read the words on their paper. Then mix up the flash cards with these new words on them, hand them to the students and have them read each of the cards.

Suggested Activity 2 for the Visual Learner

Procedures:

- 1 - Write each letter in the word a different color if you wish.
- 2 - Have the students say and spell the word with their eyes open, then with their eyes closed.
- 3 - Have the students close their eyes and visualize the word.
- 4 - Have the children write the word inside their heads without moving their lips.
- 5 - Have the children write the word three to five times with their eyes closed.

Suggested Activity 1 for the Auditory Learner

Procedures:

- 1 - Select vocabulary words that are to be introduced and make flash cards for each word. Make one set of flashcards for each student participating in this activity.
- 2 - Tell the students one of the words, then hand each student the card with this word.
- 3 - Have the students turn their cards face down and say the word, then turn it face up and read the word. Repeat five times and then place the card aside, face down.
- 4 - Repeat Steps two and three with the next word.
- 5 - Have the students turn over the first card and say the word, then turn over the second card and say the word. (If a word is forgotten, it should be returned to the pile of words to be practiced that day.)
- 6 - When all words that are to be introduced have been worked on in this manner, ask the students to turn over each card, hand it to you, and read the word.

Suggested Activity 2 for the Auditory Learner

Procedures:

- 1 - Select words that are to be introduced or that need further practice. Tell the students that you are going to say the letters of a word and then name the word. The student should listen carefully and as soon as you finish; they should repeat exactly

what you said.

2 - In a rhythmic manner, spell the word aloud and say the word (example: h-i-d-e-s, hides). Have the students repeat the letters and word. Do this three times.

3 - Write the word on the chalkboard. Have the students look at the word, spell it aloud, and pronounce the word. Repeat this step three times.

4 - Follow steps two and three for each word introduced.

5 - Then have the students reread the first word. If a student has forgotten the initial word, have him spell it in a rhythmic way and see if that triggers the word. If the student still cannot remember the word, repeat steps two and three.

6 - After each word is practiced, have the students reread all the previously practiced words before working on a new word.

Suggested Activity 1 for the Kinesthetic Learner

Procedures:

1 - Select vocabulary words to be introduced and make flashcards for each word.

2 - Write these words on the chalkboard (tall letters approximately six inches in height) and place the flash cards for these words on the table.

3 - Point to one word on the chalkboard. Tell the students the word.

4 - Have a student act out the meaning of the word or show what it

means if this is possible.

5 - Using two fingers, the students should trace over each letter in the word and say the word aloud. The students should continue tracing and saying the word until it disappears from the board.

6 - Have a student walk to the table and find the card with the same word on it. The student should walk back and hand the card to you, and say the word.

7 - When all the words have been worked on in this way, place the flashcards back on the table and ask each student to pick up one card at a time, hand it to you, and say the word.

Suggested Activity 2 for the Kinesthetic Learner

Procedures:

1 - Select vocabulary words to be introduced and make flashcards for each word.

2 - Write these words on the chalkboard and place the flashcards for these words on the table.

3 - Give each student a ball of clay and have them flatten it out on a table in front of them. Point to one word on the chalkboard.

Tell the students the word. Then students write the word in clay, using the middle and index finger, as you dictate each letter.

4 - Then ask students to find the same word among the flashcards on the table. Have a student hand you the card, and say the word.

5 - When all words have been worked on in this way, place flashcards back on the table and ask each student to pick up one card at a time, hand it to you, and say the word.

Alternatives to writing in clay:

A - Writing with one or two fingers in a box of dry salt.

B - Writing with one or two fingers in an aluminum pie plate filled with wet sand.

C - Painting words on butcher paper with a large brush.

Suggested Activities for Reinforcement for All Types of Learners

Activity 1

Students work pages in text or skilpak of Ginn Level Two that correspond to the given objective.

Activity 2

1 - Take a cardboard box and cut a hole in it large enough for flashcards to fit through. Decorate the box in one of two ways -- either cover in black paper (so the box is a cave with a dragon inside) or draw and cut out a dragon face to fit the hole (so the box is the dragon). Make a spinner labeled with 1, 2, 3, 1, 2, 3.

2 - Show the students the cardboard box. Tell them that the hole in it is the entrance to a cave and inside the cave is a dragon. The dragon wants word cards. Tell the children that, to protect themselves, they should write their name on five different cards and place these cards in front of the dragon box. While the

children are doing this, take the set of word cards on which the children have been working and deal the cards out so each child has the same number of cards.

3 - Have the first player spin the spinner. Tell the child that the number indicated is the number of word cards the dragon wants.

4 - The child takes that number of cards from his pile and reads each word. If the child reads a word correctly, the card is fed to the dragon in the cave. If the child is unable to read a word, he must feed the dragon one of the cards that has his name on it.

5 - Each player takes a turn spinning the spinner and reading the number of word cards indicated. Play continues in this manner until one child uses up all of his or her protective name cards.

This activity is found in the Reading Skills Kit, Grade One, published by Zaner-Bloser.

Activity 3

Use activities designed for visual learners with your kinesthetic and auditory learners after a given objective has been introduced.

Use activities designed for auditory learners with your kinesthetic and visual learners after a given objective has been introduced.

Use activities designed for kinesthetic learners with your visual and auditory learners after a given objective has been introduced.

Objective Two: The student will associate consonant sounds
to letters.

The following pages in Ginn Level 2 introduce beginning consonant sounds:

- +5, S1 (skilpak) "b", "l", "r", "h"
- +26, S11 (skilpak) "j"
- +52, S23 (skilpak) "c"
- +79, S35 (skilpak) "f", "n", "y"
- +105, S48 (skilpak) "g", "d", "t"
- +130, 131, S61 (skilpak) "v", "m", "s"
- +155, S73 (skilpak) "w", "p"

Suggested Activity 1 for the Visual Learner

Procedures:

1 - Select beginning consonant letters to be introduced. Make picture cards with corresponding letter for the consonant letters that are to be introduced. Make picture cards using visual stimulus words.

The following words are examples of visual stimulus words:

ball, box, bed, balloon
 candle, cup, cake, cat
 dish, door, desk, dog
 fan, fork, foot, fish
 gate, goat, gun
 hat, heart, house, horse
 jar, jug, jet

kettle, key, kite

leaf, leg, lamp, lion

moon, mop, mouse

net, nose, nest

pail, pan, pig, paint

rake, ring, rose, rabbit

saw, sock, sun

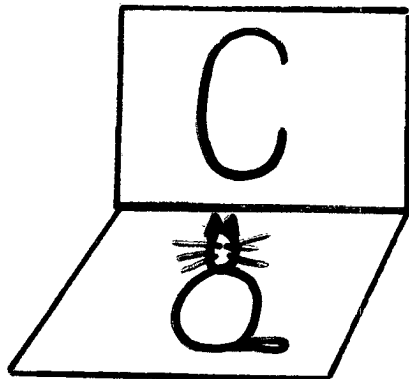
table, tent, turtle

vase, vest, van

wing, window

Once instruction begins, point to the letter and its corresponding picture cue.

2 - Have the child fold a piece of construction paper in half, then write the letter on the top half and draw the picture cue on the bottom half.



3 - Ask the child to point to the picture, say its name, and isolate the initial sound ("cat" [k]).

4 - Then have the child point to the letter at the top of the page and say the same isolated sound.

5 - Have the child fold the paper in half and write the letter on the front.

6 - Ask the child to look on the front cover and say the sound. Then have the child open the cover, look at the letter at the top of the page, repeat the sound, and name the picture at the bottom of the page. Repeat this step several times.

7 - Repeat the same procedure with other letters that are to be introduced or letters in which the student needs further drill.

Suggested Activity 2 for the Visual Learner

Procedures:

1 - Select two to six letters in which the students need further drill. Make a game spinner with six spaces. Write these letters within the sections of the spinner. Repeat letters if fewer than six are to be reviewed.

2 - Place picture cards (w/the corresponding initial letter) in random order on a table or a chart for the students to see.

3 - Point to one of the pictures and ask a student what letter she sees above the picture. Ask her to say the picture and isolate the initial sound. Repeat this once for each sound being reviewed.

4 - Have students take turns spinning the spinner. As each student takes a turn, ask them to identify the letter and sound indicated by the spinner. Then have the student find a picture card from the table with that initial sound and have the student identify

the picture and the beginning sound.

5 - If the student is correct, remove the card. If the child is uncertain or incorrect, point out the letter indicated. Have the student read the picture with you and review the consonant sound.

Leave the word card on the table.

6 - Continue until all pictures and their beginning sounds have been identified.

Suggested Activity 1 for the Auditory Learner

Procedures:

1 - Select beginning consonant letters to be introduced. Make individual consonant letter cards for those consonant sounds you plan to introduce. For each consonant sound, show the card to the students and say, "The sound of the letter b is [b]." Have the students repeat the sound with you.

2 - Say a word with the letter as the initial sound and ask the students to think of another word beginning with that sound. You might try and see how many words the students can think of with that sound.

3 - Continue in the same manner with other consonant sounds as time allows.

4 - After you have worked with each of the sounds being introduced, place all of the consonant cards before the students, make a letter sound and give a word (e.g. [b] as in ball). Have the students listen, repeat the sound and point to the letter representing

that sound.

*You may also want to include consonant sounds you have previously introduced for additional review.

Suggested Activity 2 for the Auditory Learner

Procedures:

- 1 - Select consonant letter cards that are to be introduced or that need further drill. Say the letters' sound (e.g. [b], bang). Have the students repeat the sound and the word.
- 2 - Ask the students to name other words that begin with the same sound.
- 3 - After the students have said five to six words that begin with the specified sound, say the sound once more and write the letter on the chalkboard. Have the students repeat the sound and write the letter on an index card. Then, have the student turn the index card face down.
- 4 - Say the consonant sound and follow it with a word. Sometimes use a word with the same initial consonant, sometimes not.
- 5 - Have the child repeat the initial sound and the word and decide whether or not they begin with the same sound. If they do begin with the same sound, the child should turn the index card face up and say the sound. If they begin with different sounds the child should leave the index card face down and say "Different."
- 6 - Continue the same procedure using other words.

7 - Later when the child has learned several consonant sounds, place the cards for these letters in the center of the table. Say a word. Have the child repeat the word, isolate the initial sound and pick up the letter that makes that sound.

Suggested Activity 1 for the Kinesthetic Learner

Procedures:

- 1 - Select beginning consonant letters to be introduced. Make individual consonant letter cards for these consonants. Also make an alphabet chart.
- 2 - Select one of these letters that will be introduced or that needs further drill. Show the students the letter card.
- 3 - Have each student trace the letter with two fingers.
- 4 - Ask a student to walk to the alphabet chart and point to the letter.
- 5 - Tell the students the sound of that consonant by using a kinesthetic stimulus word.

For example:

a - act	j - jump	s - slide
b - bounce	k - kick	t - tiptoe
c - catch	l - lift	u - untie
d - dig	m - march	v - vacuum
e - eat	n - nod	w - wave
f - fall	o - open	x - x-out
g - go	p - pull	y - yawn
h - hit	q - quake	z - zig-zag
i - itch	r - run	

Have the students repeat the letter, the sound, and the word.

"B" makes the [b] sound as in bounce. Then select a student to act out the cue word.

6 - Have the students write the letter, using two fingers, in sand or salt, and make the consonant sound.

7 - Continue working on other consonant sounds as time allows.

Suggested Activity 2 for the Kinesthetic Learner

Procedures:

1 - Make alphabet cards b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z. Provide a kinesthetic alphabet chart that can be obtained from the Reading Skills Kit by Walter Barbe and Susan Petreshene.

2 - Select one of the letters on which the students need further drill. Show the students the letter card.

3 - Have each student trace the letter with two fingers.

4 - Ask a student to walk to the alphabet chart and point to the letter and kinesthetic cue picture.

5 - The student should say the kinesthetic cue word (optional: the child may act out the cue word) and make the initial consonant sound (bounce, [b]).

6 - Have the student come back to the table and with two fingers write the letter on a piece of sandpaper, in sand or salt, or on the table, and make the consonant sound.

7 - Allow each student to follow steps one to six.

8 - Continue working on other consonant sounds as time allows.

Suggested Activities for Reinforcement for All Types of Learners

Activity 1

Students work pages in text or skilpak of Ginn Level Two that correspond to the given objective.

Activity 2

Select letters on which children need further practice. Write each letter on the front of an envelope. Children look through old magazines and catalogues for pictures that begin with the sound written on the envelope. Then they cut the pictures out and place them in that envelope. Challenge the children to get a certain number of pictures in each envelope. You may prefer to divide the children into teams and give each team a set of envelopes. The teams would then compete to see which one could find the most pictures within a given time limit.

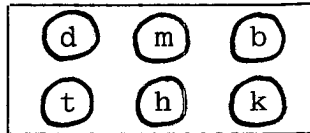
Activity 3

Have consonant letters on large pieces of paper or tagboard with string or yarn attached at the top. Assign each child a consonant letter card to wear. Pronounce an isolated sound followed by a word example (e.g. [r] row, [f] foot). The child representing that letter stands up and says "The word foot begins with 'f'". As a written follow-up, give children a "letter-bubble" sheet. Pronounce a word for each row of bubbles and have children color in the bubble containing the letter heard in the initial

position.

(say, duck)

(say, kitten)



Activity 4

Use activities designed for visual learners with your kinesthetic and auditory learners after a given objective has been introduced.

Use activities designed for auditory learners with your kinesthetic and visual learners after a given objective has been introduced.

Use activities designed for kinesthetic learners with your visual and auditory learners after a given objective has been introduced.

Objective Three: The student will sequence the events of a story.

The following page in Ginn Level 2 introduces the concept of sequence:

teachers' manual +9

student page 3 in skilpak

The following pages provide additional practice in sequencing:

+17, S7 (skilpak)

+43, S19 (skilpak)

+55, S24 (skilpak)

+72, S33 (skilpak)

+92, S45 (skilpak)

+112, S53 (text)

+169, S80 (skilpak)

Suggested Activity 1 for the Visual Learner

Procedures:

1 - Using page 3 in skilpak (Level 2), teacher should cut out pictures depicting the steps one takes to hit a baseball. Display these pictures on the board to the students.

2 - Ask the students to think of the steps they would have to take if they were going to hit a baseball.

3 - Write these steps on the chalkboard, under the corresponding picture, as the students say them. Help them form a logical order.

Suggested Activity 2 for the Visual Learner

Procedures:

- 1 - Using p. 7 in skilpak, Level 2, have the students look at the top three pictures.
- 2 - Ask them what Lad is doing as Bill tries to fly his kite. Tell them to circle that picture in red. Ask them to find what Lad does once Bill gets the kite in the air. Tell them to circle that picture in blue. Ask, "What does Bill do to Lad because he took the ball of string?" Circle that picture in green.
- 3 - Have the students write a 1 by the first thing Lad does, a 2 by the next thing he does, and a 3 by the picture that shows what finally happens to Lad.
- 4 - Follow the same procedure above with the second row of pictures on p. 7 in the skilpak, Level 2.

Suggested Activity 3 for the Visual Learner

As you begin any activity on sequence you can provide support in the following ways:

- 1 - Provide a completed sample for the students,
- 2 - Do the first problem on a ditto, worksheet, or workbook page.

Suggested Activity 1 for Auditory Learner

Procedures:

- 1 - Tell students they will listen to a story to recall the sequence of events. Ask them to try and remember what happens

first in the story, what happens second, what happens third, and so-on.

2 - Read to the students the story, Ask Mr. Bear, by Marjorie Flack. This story can be found in the teacher's manual, Language 1, Ginn Company, p. 143.

3 - After the story is read aloud, say to the students, "Let's talk about what happened in the story. Danny has a problem. He needs help in deciding what to give his mother for her birthday."

"Who is the first animal Danny meets and what sound does he make?" What does that animal suggest that Danny give his mother for her birthday?"

"Who is the second animal Danny meets and what sound does he make?" What does that animal suggest that Danny give his mother for her birthday?"

Continue with the same questions for the third through seventh animal that Danny meets.

"What does Danny finally give his mother for her birthday?"

Suggested Activity 2 for the Auditory Learner

Procedures:

1 - Using page three in skilpak, Level 2, relate to the students orally, the steps one takes to hit a baseball. Do this procedure before the students look at the pictures on page three of their skilpak.

2 - Have the students look at the pictures of Bill hitting a baseball on page three. Then ask what Bill is doing in the first, second, and third picture. Be sure the students are aware of the related sequence of the three pictures. Have the students summarize the episodes in oral sentences.

3 - Follow the same or a similar procedure for the bottom row of pictures.

Suggested Activity 1 for the Kinesthetic Learner

Procedures:

1 - Show the students a series of body movements. (Hands on head, touch the shoulders, and bend over). Ask them to tell you what you did first, second, third.

2 - Repeat and have students draw what you did.

This activity can be used to introduce the concept of sequence and as a review drill before beginning an activity on sequence.

Suggested Activity 2 for the Kinesthetic Learner

Procedures:

1 - Using page three in skilpak, teacher should cut out pictures depicting the steps one takes to hit a baseball. Display these pictures on the board to the students.

2 - Ask what Bill is doing in the first picture. Discuss Bill's activity in the next two pictures. Be sure the students are aware of the related sequence of the three pictures.

3 - Have each student stand and act out the steps they would take to hit a baseball.

4 - Follow same or similar procedure for the bottom row of pictures on page three of the skilpak and with the series of pictures found on page seven in the skilpak, Level 2.

Suggested Activities for Reinforcement for All Types of Learners

Activity #1

Students work pages in text or skilpak of Ginn Level Two that correspond to the given objective.

Activity #2

Use activities designed for visual learners with your kinesthetic and auditory learners after a given objective has been introduced.

Use activities designed for auditory learners with your kinesthetic and visual learners after a given objective has been introduced.

Use activities designed for kinesthetic learners with your visual and auditory learners after a given objective has been introduced.

Activity #3

1 - Distribute drawing paper and have each student draw one important event of the school day.

2 - Display all the pictures drawn by the students. Provide an opportunity for the students to view these drawings.

3 - Distribute drawing paper folded into four sections. Have each

student draw his or her own simple picture of four events in sequence that happened during the school day.

4 - Allow each student to share their pictures and give an oral description of the four events they drew.

5 - At the end of the school day, the pictures can be taken home and shared with the family when they ask, "What did you do in school today?"

*This activity can be found in the Ginn Resource Activity book

Objective Four: The student will recognize the main idea of a picture or story.

The following pages in Ginn Level 2 introduce the main idea of a picture:

teacher's manual 20

student page 11

teacher's manual 21

student page 9 in skilpak

The following pages provide additional practice in identifying the main idea:

+30, S15	+116, S55
+34, S17	+119, S56 (skilpak)
+41, S18	+137, S64 (skilpak)
+42, S21	+138, S65
+56, S27	+142, S67
+60, S29	+158, S75
+64, S31	+162, S77
+68, S33	+166, S79
+82, S39	+182, S87
+86, S41	+186, S89
+93, S42 (skilpak)	+190, S91
+108, S51	

Suggested Activity 1 for the Visual Learner

Procedures:

1 - Read orally to students, Priscilla, the Super Star, by Mary Jane Hopkins. This story can be found in the Reading Skills Kit, Grade 1, published by Zaner-Blosser. Also, make a copy of the story characters for each student participating. These pictures can be found on back of the story, Priscilla, the Super Star.

2 - After the story has been read, give each student the picture of Priscilla with the other animals. Have the children look at the pictures. Ask, "Which animal was the story mostly about?"

3 - Ask, "Which was the most important thing -- that Priscilla was a super star or that she was beautiful to her friends?" Why?

4 - Put on the board, "Priscilla, the Super Star is a story about a cow who . . . "

Have students finish the sentence.

Suggested Activity 2 for the Visual Learner

Procedures:

1 - Using page eleven in Ginn Level Two, have the students look at the first picture. Write on the board WHO, WHAT, WHERE, WHY.

2 - Ask the following questions and record the answers on the board beneath the appropriate heading.

"Who is in the picture?"

"What is Bill doing?"

"What is Lad doing?"

"Where are Bill and Lad?"

"Why is Lad tied up?"

3 - "All these ideas tell us what the picture is about. Can you tell me what the picture was mainly about?"

4 - Have students read the two sentences under the first picture. Ask, "which sentence tells what the picture is mostly about?" Allow students to tell why they chose that sentence.

5 - Follow the same or a similar procedure for the remaining pictures on page eleven and page nine in skilpak of Ginn Level Two.

Suggested Activity 1 for the Auditory Learner

Procedures:

1 - Read orally to students, A Brave Little Puppy by Dorothy Gordon.

This story can be found in the Reading Skills Kit, Grade One, published by Zaner-Bloser.

2 - After you read the story aloud, ask the children which of the following sentences best tells what the whole story was about.

Discuss why.

(a) Little Puppy found Maria's doll and brought it to her.

(b) Maria and her father stopped at a gas station.

(c) Maria loved her doll.

Suggested Activity 2 for the Auditory Learner

Procedures:

1 - Using page eleven in Ginn Level Two, have students look at the first

picture. Ask the following questions:

"Who is in the picture?"

"What is Bill doing?"

"What is Lad doing?"

"Where are Bill and Lad?"

"Why is Lad tied up?"

2 - "All these ideas tell us what the picture is about. Can you tell me in a sentence what the picture was mainly about?" Discuss why.

3 - Have student read the two sentences under the first picture.

Ask, "Which sentence tells what the picture is mostly about?" Allow students to tell why they chose that sentence.

4 - Follow the same or a similar procedure for the remaining pictures on page eleven and page nine in the skilpak of Ginn Level Two.

Suggested Activity 3 for the Auditory Learner

Procedures:

1 - Read any short story of interest to the students. After reading, ask the students if they would give this story a different title and what it would be. Discuss why.

2 - Provide three possible titles for the story that has just been read. After reading the titles aloud, ask the students which of the titles best tells what the whole story was about. Discuss why.

Suggested Activity 1 for the Kinesthetic Learner

Procedures:

- 1 - Read orally to students, Flip-Flop Turtle by Dorothy Gordon. This story can be found in the Reading Skills Kit, Grade One, published by Zaner-Bloser.
- 2 - After reading the story aloud, say to students, "Turtle was asked to do a task he thought he could not do. What was it?"
(turn himself over) "I'm going to ask you to do a task that might not be easy."
- 3 - Have the children choose a partner and sit back to back on the floor with legs stretched out in front. Have them link their arms together behind them. At the signal they are to stand up together without unlinking arms.
- 4 - Ask them, "Could you do it? Was it easy?"
- 5 - "What lesson did Turtle learn?"

Suggested Activity 2 for the Kinesthetic Learner

Procedures:

- 1 - Using page eleven in Ginn Level Two, have students look at the first picture. Ask for a volunteer/volunteers to act out actions they see in the picture.
- 2 - Have students tell in their own words what the picture is mostly about.
- 3 - Have students read the two sentences under the first picture. Ask which sentence tells what the picture is mostly about. Allow

students to tell why they chose that sentence.

4 - Follow the same or a similar procedure for the remaining pictures on page eleven and page nine in skilpak of Ginn Level Two.

Suggested Activity 3 for the Kinesthetic Learner

When working on an activity where the kinesthetic learner is to identify the main idea, take a key word or words from the story. Have the students write the key word/words, in crayon, on paper. Then have students trace around the word/words with different colors to make it special. Ask, "What was so special about . . .?"

If the students are to identify the main idea from a picture, help them to identify a key word or words from the picture and follow the above procedure.

Suggested Activities for Reinforcement for All Types of Learners

Activity #1

Students work pages in text or skilpak of Ginn Level Two that correspond to the given objective.

Activity #2

Use activities designed for visual learners with your kinesthetic and auditory learners after a given objective has been introduced.

Use activities designed for auditory learners with your kinesthetic and visual learners after a given objective has been introduced.

Use activities designed for kinesthetic learners with your visual and auditory learners after a given objective has been introduced.

Activity #3

- 1 - Have each student in the group discuss the topics of their favorite television programs.
- 2 - Distribute colored paper and have each student select one program and draw a picture to show what the program is about.
- 3 - Then each student prepares a single oral sentence to describe the picture and presents the picture and the caption to the group.
*The teacher may want to write the student's sentence under the picture.
- 4 - The picture may then be arranged according to the day of the week, the program is aired and then, bound into a class T.V. guide.

*This activity can be found in the Ginn Resource Activity Book.

CONCLUSIONS

After reviewing related literature and the current research studies on the effectiveness of teaching to a child's modality strength, a curriculum was developed to suggest how to introduce basic reading skills using each of the following modalities: vision, audition, and kinesthesia. The curriculum was then reviewed by two professors in the College of Education at the University of North Florida and two first grade teachers in Duval County. They reviewed the curriculum as to its' professional quality, usability and effectiveness. The activities developed in the curriculum were used with the students in the first grade classrooms.

As a whole, it was felt by those who evaluated the curriculum that the curriculum was of high quality. Each teacher or professor gave a rating of "5" in the category of "Overall Rating of Curriculum." This was the highest rating possible. The teachers who actually used the activities in the classroom felt their students enjoyed the activities and benefited from the varied approach to introducing a given reading objective.

Both teachers and professors believed the material contained in the curriculum was of professional quality, very organized, complete, easy to use, and correlated well with the Ginn Level Two basal reader, Pocketful of Sunshine. Additional comments made about the curriculum were that it was direct, clear, and sequential.

Several comments were also made about the likelihood of teachers widely using this curriculum. One teacher felt that teachers that are willing to try new ideas and are flexible in their instructional methods would be eager to use this curriculum. It is the belief of the author that there are some teachers who are resistant to change or the use of new ideas. Thus, a potential problem of this curriculum could be that it may not be widely used by teachers as it does suggest different approaches to introducing specific reading skills. However, a possible solution to this problem was suggested by one professor who also evaluated this curriculum. It was the belief of this professor that teachers would be more likely to use this curriculum if they had inservice training in modality-based instruction.

If teachers are educated about what modalities are, how modality-based instruction relates to effective instruction, and given a thorough explanation on how to use these activities, the author believes that this curriculum can be an effective tool in helping students master the objectives introduced in the Ginn Level Two basal reader, Pocketful of Sunshine. In addition, it is the belief of the author that the greatest benefit of this curriculum is that it provides the teacher with three different approaches to teaching the same skill or objective.

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APPENDIX A

Curriculum Review Form: Using Modality Strengths to
Introduce Basic First Grade Reading Skills

Reviewer's Name _____ School _____ Title _____ Grade _____

Criteria	Rating					Comments
The material is: 1. of professional quality 2. easy to read and understand 3. organized for effective use 4. follows a planned scope and sequence 5. likely to be used widely by teachers 6. complete and easy to use	Low			High		
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
Overall Rating of Curriculum	1	2	3	4	5	