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Evaluation of exercises taken from the Druker thesis of first grade reading materials of high interest level.

Bell, Gertrude M.
Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

EVALUATION OF EXERCISES TAKEN FROM THE DRUKER THESIS
OF FIRST GRADE READING MATERIALS OF HIGH INTEREST LEVEL

Submitted by

Gertrude M. Bell
(B.S., Framingham State Teachers College, 1945)

Mary C. Laganas
(B.S., Lowell State Teachers College, 1940)

Shirley A. McKenzie
(A.B., Regis College, 1949)

Marion E. Morse
(B.S., Bridgewater State Teachers College, 1936)

M. Lillian O'Neill
(A.B., Emmanuel College, 1934)
(Ed.M., Tufts College, 1947)
(C.A.G.S., Boston University, 1956)

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1957
First Reader: Dr. Helen Blair Sullivan
Professor of Education

Second Reader: Dr. J. Richard Chambers
Assistant Professor of Education
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CHAPTER I
INTRODUCTION

Purpose of the study.-- The purpose of this study is to evaluate ninety exercises in the First Grade Reading Materials of High Interest Level for Children from the Ages of Seven Through Twelve by Millicent Druker, et al., Unpublished Master of Education Thesis, Boston University, 1956.

The primary consideration of this study is to determine the functional value of this group of exercises when used in two types of learning situations involving retardation in reading; namely, the regular classroom and the remedial class.

Justification for the study.--
1. The exercises had not been tested to determine their functional value.

2. In the judgment of experienced teachers, some of the exercises needed revision for clarification.

3. For maximum usefulness, there was a necessity for indicating the level of difficulty and the level of interest of each exercise and to determine which exercises were simple enough to be worked on independently by the children.

Scope and limitations.-- This study is limited to the exercises prepared for children of the ages seven to nine who are reading on the first grade level. These exercises are to be administered to children reading on first grade level in 4 second grades, 4 third grades and the children of three remedial systems. The exact distribution according to grades falls into the following categories:
30 second grade children, 27 third grade children and 93 remedial cases. Each exercise is to be tried out on a total of 150 children. The exercises are being administered and evaluated by 7 remedial teachers, 4 third grade teachers and 4 second grade teachers. A description of the steps used in developing this study may be found in the following chapters.
CHAPTER II
REVIEW OF LITERATURE

1. Significance of the Interest Factor

While many elements go into the process of happy and successful reading, authorities agree that more important than phonics and all the techniques is interest.

From the earliest beginnings in education, the importance of the interest factor has been recognized. Thorndike, an eminent educator has epitomized thinking along this line in his statement, "The problem of interest in teaching is not whether children shall learn with interest or without it; they never learn without it; what kind of interest shall it be, from what the interest derived." Modern education has recognized and used this principle for many years. In the field of reading especially, efforts have been made to develop interesting and attractive books for school use.

Classroom teachers are convinced from their observation that children learn best in those areas in which they are interested. Committees engaged in curriculum development or reconstruction have given full recognition to the interests of boys and girls of different ages. Specialists in reading also recommend that teachers utilize existing interests as a starting point for instruction.

Witty refers repeatedly to the significance of the interest factor in an effective reading program. He states that "interests of boys and girls on coming to school may be thought of as constituting the opportunity and obligation of teachers. The interests of pupils at the time they leave a class or school reveal the extent to which the teacher has accepted responsibility for directing pupil growth. Thus, in a balanced reading program the study of children's interests becomes a basic consideration."

Durrell stresses this fact emphatically by stating that "nothing is more important in an instructional program in reading than that every lesson--every exercise--be so motivated that interest and attention will be maintained at a high level."

Lamoreaux and Lee reiterate this need. "One of the greatest factors in a child's success in learning to read is his desire to learn to read....If there is no interest it is a waste of time to try to teach reading."

In summarizing the findings of interest studies, Russell reveals that "Children's interests vary widely from person to person and may shift rapidly for any one person but they do constitute an important source of motivation for much school learning.

1/ Paul Witty, Reading in Modern Education, D. C. Heath and Company, Boston, 1949, p. 49.


A teacher may use interests as an initial motivation for desirable learning activities."

Research gives definite evidence that improved reading interests result from a careful study of children's present interests and a varied school program for developing more desirable reading habits and tastes. The reading program is one of the best ways of changing many potential interests to active ones and of developing new and broader interests.

Bernstein undertook a study to explore ways in which interest is related to reading comprehension. The conclusions reached from this study were that "high interest was often associated with superior comprehension. The pupils tested did not make the distinction between interest and reading ease; for them it was obvious that an uninteresting story is hard to read. Further, when interest was high, the pupils frequently identified with the characters and projected their own life situations into the story. When interest was high, the pupils responded more fully and more creatively to questions based on the text."

The implications for teachers are self-evident. A program designed to help pupils work in the areas of their needs and interests creates a situation which is conducive to more effective reading. Good teachers help girls and boys find a purpose for reading and stimulate the interest that sends them to reading.

Durkee feels that in order for children to feel that reading is important they must sense its practical value and see purpose in what

they are doing.

"Pursuing a real purpose boys and girls will read book after book, accepting the mechanics of reading as useful tools, not as ends in themselves. Children learn to read by reading and pressure from whatever source, as required in the purely mechanical approach to reading, is no substitute for the drive created by the genuine interest of purpose that a boy or girl has."

Arnold, in analyzing the role that interest plays in the desire to learn, states that

"Once the child discovers... that reading is a stepping stone to a whole new universe that can be explored, once he realizes that composition... is the key to his own imagination made fruitful by his reading,... he has gained access to adventures that never end. No outside incentive is necessary once he has developed an inherent interest that is fed by his inborn desire to know, to think, to explore and to learn. We do not have to create this desire or maintain it artificially,... we merely have to give it a chance to develop. All we have to do is to show the child what is there to see, in terms that he can understand. All we have to do is to present a subject to him as a challenge that is worthy of his best efforts, as a problem that can be solved and will carry its own reward.

...There is a peculiar joy in thinking and reasoning and the child merely needs a chance to discover it. He must be given that chance if education is to be a real "leading out" of narrow bounds into the wide realm of knowledge. True, there are tools to be acquired before the child can embark on that journey. But even the tools themselves illustrate that very quest for knowledge; the signs that represent a sound or the word and a satisfaction in reproducing it perfectly, if only the teacher can draw the child's attention to it."

Wagner and Hosier also believe that the reading program should provide adventure in areas of personal interest and that it should generate a purpose for reading. In order to do this, each teacher should make it a point to know each child's particular likes and dislikes.


"Perhaps no other communication medium can provide opportunities for children to adventure in the areas of personal interest as can reading. This is so because children can exercise some control over this medium. They can select and choose what they want to read as dictated by their interests."

Once the child's interest is aroused in the things to be discovered at school, many problems are solved; if his interest can be maintained, there will be no problem of discipline because he has no overwhelming desire to do something else. In fact, such an awakening of intellectual interests can have therapeutic value. Conversely, complete disinterest can aggravate any problem the child may have.

Durkee feels that "Johnny reads better today than he ever did. And he does so in the same ratio as the teacher and the program stir his interest and give him a purpose for reading. He likes to learn the mechanics of reading when he experiences the joy that these tools can bring him. And the more he reads, the better he reads."

Wagner and Hosier bring out the fact that interest can play a dual role in reading.

"In the past, teachers have been prone to consider reading as something about which the children's interests and curiosity must be aroused. But there is another side to this reading coin--and it is an important one. Reading can be and often should be the stimulus to other fields of interest. It can be the origin of curiosity and interest as well as the recipient.... Reading affords many opportunities to whet the child's curiosity. Reading can be 'jumping off place' for further activity on the part of the pupil."

1/Frank M. Durkee, op. cit., p. 365.
2/Guy Wagner and Max Hosier, op. cit., p. 551.
Dr. Dewey saw interest and effort as complimentary concepts and asserted that effort was genuinely exerted only when the learner's interest was fully aroused, that interest furnished the motive power for effort.

"The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is, therefore, imperiously demanded if the agent is to be himself."

Thus, state Witty and Kopel "it is more important to identify children's interests, the development of which gives direction and purpose to their activity, and integrity to their experience. The utilization of interests, moreover, assures a condition in which learning may take place economically."

Betts lists first among the goals a teacher should strive for is "to stimulate a desire for and an interest in reading and to advance interests in various types of children's literature."

Paul McKe proposes that

"the selections used in beginning reading must be so interesting that the child will insist upon understanding what they say.... For purposes of instruction in beginning reading, no reading selection, in or out of a book, is one bit better than the interest appeal and literary quality which it contains."


2/Paul Witty and David Kopel, Reading and the Educative Process, Ginn and Company, Boston, 1939, p. 56.


Gans makes several references to the dynamic influence interests can exert in the enjoyment of reading at home as well as in school.

Durrell presents a more expansive role that a teacher should undertake by building an initiative in a variety of desirable interests.

"The child with limited interests is a danger to himself and to society. He finds life dull and is easily tempted to laziness and undesirable behavior. The program suggested in the use of reading offers unlimited opportunities to open desirable fields of interest which may serve the child well throughout his life... Interests are well established only when they stimulate independent observation, inquiry, planning, and action."

As the research above ascertains, many educators assert that curricular content must deal with the children's needs and interests if it is to have functional significance and immediate meaning and application.

2. The Need for High Interest-Low Vocabulary Material

"A man ought to read just as inclination leads him; for what he reads as a task will do him little good." Samuel Johnson.

After worthwhile interests have been identified, provision must be made so that such interests will be expressed and directed into appropriate channels. Witty points out "that the school typically offers little opportunity ever for the expression of interests may be seen by examining school practice in almost any subject area." He feels that teachers should use facts from the use of interest inventories and other techniques as guides in helping each child find silent reading experience.


3/Witty, op. cit., p. 25.
suitable to extend and heighten worthy individual interests. "Through these approaches a strong incentive will be provided for the rapid acquisition of effective reading habits and for the establishment of permanent interest in reading as a voluntary pursuit."1/

The teacher should aim to develop interest and enthusiasm for reading through the use of interesting content. Richards, Gibson and Burton2/ state, "We know that reading should not be the scourge of infancy. The children should not meet it as a mysterious and unpleasant rigmarole. Reading should not be thrust unwanted on unwilling and unready children. There must be interest and pleasure. There must not be frustration."3/

Doctors Sullivan and Tolman observe that although

"more good books for children are being written and published than ever before, .....people working in the field of reading recognize that many children cannot read the books written by our best authors for children at their age level. While these youngsters who are retarded in reading will never need as difficult material during their school career as those students who will go on to higher education, they should learn to enjoy well written books."4/

They then suggest how teachers can utilize the interests of children of varying backgrounds in guiding children to successful reading.

"It is recognized that one of the best 'remedial techniques' and ways to improve the reading of the slower learner is to supply large amounts of interesting and easy reading material. Practice brings power and speed. The sooner we can lead him in his school program to such easy materials the easier the development of good reading habits for him will be."5/


4/Ibid., p. 2.
Needless to say, pupils who aren't interested in reading, read few books. Any child who curtails his reading activity becomes more and more retarded in his reading. Many reasons account for a child's lack of interest, but regardless of the factors originally responsible the important thing is that once interest in reading is lost, it is difficult to arouse again.

The interest factor relates also to the experimental background which one finds so often among poor readers.

"Teachers should realize that the retarded reader has great voids in his experimental background because he has not read a great deal. These voids make successful comprehension difficult." 1/

From what has been said, it is evident that developing an interest in reading on the part of the poor reader should be the primary objective of any remedial reading program. Schubert 2/ suggests that among other things that a teacher should

"utilize child's present interests. No matter how immature his interests are, it is essential that you begin by introducing materials which are related to them. If the child is given material which he sees as vital and functional interest will be spontaneous.

Provide reading materials which are on or slightly below the pupil's level of reading ability. By introducing easy materials, the child will be sure to experience success. And success generates interest."

Russell 3/ states that two basic factors which determine what a child will read are (1) the reading ability of the person or the level of reading difficulty of the material; and (2) the needs and interests of the


2/Ibid., p. 520.

individual in general, he won't read something he doesn't want to read.

The reading program should be sufficiently expansive to suit the child's maturing levels of interest and needs and sufficiently challenging from the standpoint of difficulty to cause him to use his full capabilities.

Research indicates that the program should foster free reading and should provide an abundance of free reading materials. Free reading enables a child to use his maturing interests and needs..... The free reading materials should include plentiful simple reading materials for children who are retarded in reading, whose reading ages lag behind their chronological ages.

The need for such material shows up in the weakness of reading programs. Burton brings out this need.

"One great weakness in many free reading programs is failure to care for retarded children..... Investigations show that usually there are no essential differences between the life experiences, purposes and needs of retarded pupils and those of average and superior pupils of the same chronological ages, that the only difference of importance is the ability to read. In view of these findings it becomes clear that retarded pupils should have free reading materials keyed to the interests of all pupils at their respective age levels, but keyed to lower levels in readability..... Only through the provision of such materials can retarded pupils read for the same functional purposes and with the same satisfaction as average and superior children do......"

Burton further emphasizes the psychological aspect for this provision. "Retarded children wish to read materials suited to their own chronological age levels just as other children do. Usually they are greatly embarrassed and antagonized when forced to read materials suited

2/Ibid., p. 235.
to younger children than themselves. Thus, high interest-low vocabulary materials serve an important function in helping retarded children form attitudes and interests favorable to reading....without being handicapped by the reading itself.

In addition, the materials help them to correct many reading weaknesses—in some cases, to catch up with other members of their respective age groups without engaging in any formal practice of drill. Most high interest-low vocabulary materials have great remedial value.

Facets of the problem of poor teaching which Harris numbers as contributory to reading difficulties are failure to provide a program which recognizes individual differences in maturity and level of achievement, and failure to provide a wide choice of reading materials graded in difficulty and varied in interest.

In developing interest in reading for the child who needs remedial help, McKim presents this point of view.

"In the beginning, the literary quality of the book is not as important as a child's interest in it. It is particularly important that many of the books be very easy for the youngster whose reading is retarded." She further states that "a teacher should choose materials that capitalize on a child's special interests.... On many occasions a teacher will write material herself in order to have something that is of interest to a retarded reader."

Witty and Kopel in a study of an interest inventory performed at Northwestern University discovered that

1/Albert J. Harris, How to Increase Reading Ability, Longmans, Green and Company, New York, 1947, p. 18.


"the character of reading materials was found to be associated with the pupil's attitude toward reading. Several pupils who reported a dislike for reading indicated that highly repetitious content was especially distasteful. Excessive use of tedious drills on uninteresting content was also mentioned as contributing to the development of, dislike for, or indifference toward reading."

We know, however, that learning to read cannot all be fun and frolic. Systematic provision for basic skills must be included. McKee corroborates this theory by stating that "it is important to remember that in order to encourage any child to attack strange words with sufficient vigor the reading matter he uses must contain a strong interest-pull for him."

It is clear from the readings and research cited that the authorities are in general agreement as to the need for high interest-low vocabulary material in a remedial program; also, that good remedial instruction should be planned to fulfill the child's basic needs; interests should be ascertained and reading experiences associated with them; and provision should be made for the pupil to attain "ego status" through successful endeavor.

The teacher who succeeds in developing in her students an abiding interest in reading can consider her remedial work a success. If this interest is not developed, very little has been accomplished.

3. A Survey of Children's Interests

There is ample evidence to show that children make greater progress in their reading when they have the opportunity to read about the things that are of greatest interest to them.

1/Paul McKee, op. cit., p. 253.
Many studies have been made of children in an attempt to learn more about their interests at various age levels. Some studies have been made specifically of the reading interests of children. There is a marked contrast between the reading interests of boys and girls as found in a study by Dr. Thorndike. He found similar interests between boys of all ages, but a lack of community of interests between boys and girls. Thus the reading interests of the middle grade boy may more nearly resemble the reading interests of his younger brother than it will his twin sister in the same grade.

In the primary grades most of the children interviewed were interested in stories of animals, of children, of familiar experiences, nature, fanciful types, and the simple fairy tales.

The eight to ten-year olds prefer realistic animal stories, stories of home and school life, stories of other lands, and adventure stories.

The ten to twelve-year olds seem to prefer action-adventure stories, stories of animal life and nature, of child life, stories of excitement, humor, mischief, thrills, mystery, realism and suspense.

Community influences are so strong that the interests of children in the small or rural community may differ greatly from the interests of the city child.

It is very important that we become familiar with the interests and activities of the individual child.

An inventory devised by the teacher is often helpful. These may be in the form of questions about favorite games, hobbies, and sedentary activities.

Some information may be obtained by asking children to write of their three wishes: "I wish I were; I wish I could; I wish I might." Conferences with parents can bring another valuable amount of anecdotal material from which much may be learned of the child's interests and choices.

The study of Gibbons, Hanscom and Paige employed the twelve stories in *Looking Ahead*, Houghton Mifflin Company, third reader. The stories were read to eighty pupils in three third grade classrooms, and their responses established humor as the strongest element of interest. Suspense was second, satisfactory end, third, and personal association was fourth.

The likes and dislikes of second grade children were studied by Boutin, Donald and Leach. They read the forty-five stories in *We Are Neighbors*, Ginn and Company, Second Reader, and found that plot was the element of greatest interest and that humor rated second. The stories were also liked because of personal associations, rhyme, and characters. The stories were disliked because of sadistic tendencies in the plots and lack of humor.

Corson, Curran, Spivack and Sullivan investigated the likes and dislikes of ninety-four children from three first grades, using the


twenty-four stories in *Down Our Street*, Macmillan First Grade basal reader. The study revealed the plot to be the element of greatest interest with humor, second and ending, third. Personal association was the least interesting element.

Bowen, Cauley, Howard and Lombardi used ballots to determine the reactions for first and second grade children to a cross section of current children's literature. Nineteen books were selected containing stories that could be read in one sitting. The stories, nine for each grade with one read on both levels were read to two hundred and ninety-five children in 4 first and 5 second grade classrooms. After all the stories had been read, the children indicated on a ballot which story they (1) liked the best; (2) would like to be able to read; (3) disliked; (4) would like to hear read again; (5) would like to own; and (6) thought contained the best pictures. The results showed that the children liked humorous stories the best with animal stories their second choice.

One hundred and twenty children in twelve second grade classrooms listened to the narrative stories which were selected by Woodward for her study. Another group of two hundred and seventy-nine children were presented informational material. The children preferred fairy stories in this order: stories involving children, folklore, and animated animal stories. The informational stories were preferred in this order: stories of child experience, stories of workers and helpers, and science stories.


Blandford, Growe, and Ulton used the forty-four stories in *On Cherry Street*, Ginn and Company first reader, to investigate the likes and dislikes of eighty first grade children in three classrooms. They found that the elements of greatest interest were plot and humor. When a story was disliked it was because of unpleasant personal associations of individual children.

The first evidence of reading interests appears when children ask for stories to be read or told to them. Boys and girls about five to six years of age prefer well illustrated stories about familiar happenings, animals and nature. They get keen enjoyment from jingles and poems. The primary school child has a liking for surprise and plot as elements in stories. It was found that animal tales appealed strongly to boys; accounts dealing with other children and with familiar places had more appeal for girls.

Studies made by Witty have shown that the amount of time devoted by the gifted child to reading increases with age, and the quality of his choice is superior. As in the case of mentally average children, the girls read more than the boys. Gifted children tend to enjoy the same type stories as the mentally average children.

Mentally dull children differ but slightly from mentally average and superior children in the type of reading matter that they select. However, they read less and show a slightly greater inclination to turn to mystery stories than do the other groups.


Children's reading experiences in the classroom should be interesting and satisfying. We need greater quantities of fascinating books in the classroom so wide in variety that each individual will find many which excite his personal curiosity and which will bring him satisfying emotional responses.

A child is imitative in his reading as he is in other things. If he sees his parents reading and enjoying books and magazines, he is more likely to feel that this is an attitude to strive for.

If he hears grown-ups referring to books for further information, he is likely to establish similar habits and attitudes.

He is much more likely to enjoy reading if he has interesting materials to read. Books that will appeal to children may be found on recommended book lists and book reviews. The public library, the school library, the classroom book corner, and the child's own bookshelf should become a secure part of his everyday life. These are places where he knows he can always go for information, for stimulation, and for relaxation.

4. Background Skills

"There are many ways to teach reading well," says Durrell, "yet there is little hope of discovering a 'one best way' that will fit all pupils, all local situations, and all teachers.

The chief problem in teaching is providing for individual differences. This problem is so new to education that we have made only a beginning in solving it...... Since most schools use basal-reading systems, it is sometimes believed that the teacher is relieved of the responsibility for

individual decision; that the task of teaching is largely standardized. Actually the basal reading system can provide only a fraction of the reading program. Most of the important decisions that affect the progress of the pupils remain in the hands of the teacher. Adjustments to differences in level of ability and learning rate, supplementary practice for slow learners, the challenging of rapid learners, the use of supplementary materials for practice and independent reading, the use of activities related to the reading program, ... these decisions and others may be suggested by the manuals of the various basal-reading systems, but their selection, their development, and their use must rest upon the initiative of the classroom teacher."

It was to provide exercises for meeting the needs of individuals that this study was originally planned. It is our purpose to evaluate the exercises specifying the grade level and interest to which they are best suited.

The psychological viewpoint here is inherent in the teacher's faith. Durrell continues:

"The first essential of skills instruction is the teacher's faith that every child can make progress. Regardless of the mental ability of the child there is a level of learning suitable for him. If the teacher makes use of this level of learning, gives special practice to overcome special weaknesses, and assures a high level of motivation, every child can make progress in reading. Research shows us also that growth in reading ability depends on a great many factors other than intelligence, and that we have no ways of predicting clearly the rate of progress of any child."

1/op. cit., p. 8.
Paul Witty emphasizes the importance of preventing reading failures and their accompanying emotional problems. "This," he says, can most effectively be accomplished by providing successful experiences in reading, by fostering the enjoyment of the reading process as well as the results, and by providing a desirable classroom atmosphere and a sympathetic teacher-pupil relationship. Of course, reading difficulties when they do arise, should be identified early and given systematic treatment. It should be recognized, however, that as children mature reading problems become more difficult to reduce and to eliminate and emotional disorders become more obstinate and deep-rooted.

Gertrude Hildreth says:

The basic needs of the program are met only when each child receives instruction at a level that meets his maturity and readiness to learn, finds this instruction a challenging goal, and achieves some measure of success in his work. The first-grade teacher who is constantly aware of the variability among beginners will provide a program of instruction designed to fill the individual needs of these school entrants.

Durrell feels:

The first appearance of reading difficulty is in the first weeks of first grade. What happens to the child's reading in these weeks determines to a large extent his later success or failure in reading. It is here where the child's reading difficulties begin and where he meets confusion and frustration in learning to read words. It is here where emotional problems arise in relation to reading. If the reading-readiness program is adequate, reading difficulties are avoided and the need for remedial classes largely eliminated.


Durrell says:

One of the older standard recommendations was to teach a sight vocabulary of seventy-five words before beginning phonics. While there might be some justification for delay of phonics instruction, this does not apply to letter forms and names or to ear training.

Anderson believes in blending several methods. He says to start with an experience-reading method of: (1) transmitting idea of reading; (2) developing a thought-getting attitude as a first step to reading; and (3) arousing an interest in reading.

The introduction to pre-primers is usually taught by word method.
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The introduction to pre-primers is usually taught by word method. This will check the habit of memorizing the reading and launch the child on the road to read reading. The alphabet and phonetic methods are next called into action to promote skill in word analysis to help counteract inaccuracy which characterizes learning to read by the word method, and they will help the children to gain an independence in word recognition. Have quick recognition drills, then bring in phrase methods to combat reading word by word.

In making use of word lists, Dolch has an aid to teachers in his discussion of the problems to be kept in mind.

He says:

(1) Vocabulary difficulty is a basic element in reading difficulty. Words are to reading as bricks are to a house. (2) Vocabulary difficulty is only one part of reading difficulty. In the first place the reading of every sentence is a test of the span of attention. Every sentence includes the meaning of each word and also the relationship of each word with the other words. It is a test of his

1/Donald D. Durrell, op. cit., p. 43.
ability to put ideas together and to get a single unified thought as a result. Unusual word order or order of sentence parts is also a factor in reading difficulty. Also the degree of remoteness of the ideas from the reader's past experiences. (3) The problem of multiple meanings is important. (4) Meaning vocabulary and recognition vocabulary are different things. (5) Choose the size of the list to fit your needs. (6) Study the words which are "not on the list". (7) Consider the source of a list. (8) Special subject matter lists must be considered in some cases.

At this point, the vocabulary from which the exercises were originally prepared is the Primary Grades Remedial-Reading List by Durrell-Sullivan. This list of 754 words was derived by first selecting the words of highest frequency in the Faucett-Maki list. These were then checked against the International Kindergarten Union list and the Fitzgerald list in order to make sure that the words finally included are known and used by children. The list contains ninety percent of the words ordinarily used in the written compositions of children in the intermediate grades and is, therefore, also useful as a remedial-spelling list. It was prepared for use for older children with a primary-grade level.

Dolch emphasizes that the slow reader grows best by mastery of the important words in his own word latter; that is, in the vocabulary of his basic reading series. He maintains that these important words are the "service words". Important words that are so hard for the poor reader. His Basic Sight Vocabulary is about 220 words which make up two-thirds of all primary vocabulary.

Having selected and limited the vocabulary according to the needs, growth in the mastery of it must be presented effectively.

1/ Ibid., p. 117.
An attempt to learn to what extent difference in background affected success in beginning reading was made by Katherine Boynton and her team. The area studied included motor skill, a knowledge of letters from dictation, identification of letters in groups from flash cards, sounds of initial and final consonants, visual memory, identification of upper and lower case letters and sounds. From the results of tests given children in September, November and March, from teacher observation and information from parents concerning toys, stories, music, writing, active and quiet play, and ability to entertain themselves, she concludes: "It appears that knowledge in all of the areas tested in September affects reading achievement. Children paired exactly for mental age but achieving differently on all factors measured in September in favor of the high reading group. These differences were all significant except 'the motor skill'.

It becomes apparent that reading readiness is a composite of many concepts and abilities that can be developed through training. Such training should embrace enrichment of experience, development of auditory and visual discrimination, visual memory, motor skills and a knowledge of letters and sounds."

Another research study by Sister Mary James Harrington reveals a positive correlation existing between word analysis abilities and reading achievement. She writes: "The writer set out in this study to discover the relationship of certain word analysis abilities to reading achievement.

1/Katherine Boynton, et al., Difference in Reading Background Brought to First Grade, Unpublished Master's Thesis, Boston University, 1954, p. 90.

of second grade children. Included in the word analysis abilities were auditory discrimination, visual discrimination and phonetic ability. In order that mental age might be studied as a separate influence, it was added as a fourth variable to be compared with reading achievement."

She concluded that a positive relationship between auditory discrimination and reading achievement existed, a high positive relationship between skill in visual discrimination and reading achievement existed and between knowledge of phonetics and reading achievement a high positive relationship exists.

Leading authorities in reading agree with these studies in principle. 

Artley says:

Another part of getting ready to read is learning to listen carefully and to distinguish the sounds that make up words. Keen ears are vital to reading because a child who hears words correctly can use what he hears as a clue for identifying a printed word. This kind of listening and hearing means being able to separate and identify different sounds, to compare them according to their loudness, pitch, and length. It means being able to notice the tiny differences and similarities between the sound in words as an aid to reading. Later on, power to attack and read new words independently will rest on the child's ability to hear the sounds in different parts of a word and associate these sounds with the letters in the word.

Reading calls for accurate visual discrimination, too. One has to see words to read them; one must train his eyes to move properly across a page, keep words in focus, and distinguish the tiny marks that make one word different from another.

Closely connected with the learning to read is the ability to remember. One has to remember what one sees and hears in order to read. One has to remember what one reads or hears read in order to understand and follow stories. Memory is basic to all learning.

In regard to teaching vocabulary, many methods are recommended, none claiming to be the best and only correct way.

Durrell says:

The effective reading program always provides for three phases of vocabulary growth—meaning, recognition, and analysis. New materials are skimmed for unknown words and their meaning taught in a variety of ways. Explanation is given through oral or pictured illustration. Children are taught to identify unknown words, to use context clues and to use the dictionary. Recognition is established by a variety of exercises and many types of presentation. Usually there is an emphasis on the meaning of the word rather than its name.

Word analysis abilities that improve learning rate in sight vocabulary and also enable the child to solve new words independently are built through carefully graded instruction. They include auditory and visual discrimination of words and elements, instruction in applied phonics, syllable analysis, and word building.

Gertrude Hildreth feels:

Children will fail in reading in these early stages if they do not learn a small stock of words so that they will recognize the words wherever they meet them. There is no short cut to word recognition. The way to learn to identify some words is to meet them over and over again in slightly varied context which is fully meaningful to the child. New words should be introduced in the framework of the familiar vocabulary and words difficult to learn should be repeated in the context more frequently than others provided they are words the children would benefit from learning at the time.

Betts says:

One of the basic problems in the improvement of reading ability is the development of reading vocabulary. Two major facets of a reading vocabulary are concepts and pronunciation of words. The first facet—concept—covers the learner's fund of relevant experience which gives meaning to the word form. The second facet—pronunciation—embraces the ability to analyze the word form into pronunciation units.

One of the steps in improving reading vocabulary is the development of word perception. Literally speaking, perception is the identification of or knowing the words. All teachers, however, are concerned not only with word perception but also with word

1/ Donald D. Durrell, op. cit., p. 9-10.
2/ Gertrude Hildreth, op. cit., p. 315.
recognition. That is, they are concerned with the development of perception skills so that the learner will know a word the next time he sees it.

In conclusion, it can be stated that a close relationship exists between the size of vocabulary and school achievement. It is important that vocabulary be developed in all grades but mastery of a basic limited number of words is especially necessary at the primary level.

Repetition in meaningful context in exercises in which all words are known except the new basic ones is the key. That whenever possible, phonetic analysis or context clues be used as means for recognition of the new word in its appropriate meaning in the sentence. That there be sufficient practice to mastery word by word in a basic sight vocabulary. That while this is being done, the background skills of auditory and visual discrimination be rebuilt and phonics inserted after a sound basis of auditory awareness is established. By emphasis on the principles of phonetic construction the method will have a transfer value in upper grades so that the many vowel sounds will be learned systematically and confusions avoided.

5. Prevention of Reading Difficulties

In the United States research has shown that a third of our 4,000,000 poor readers, of whom five out of six are boys, incidentally need expert help. In most cases reading disability can be prevented, and when it's not prevented, it can be cured.

Reading is both the most important and the most troublesome subject in the elementary school curriculum. It is most important since it is a tool the mastery of which is essential to the learning of nearly every other school subject. It is most troublesome since pupils fail in reading far more frequently than in other elementary skill.\footnote{Arthur I. Gates, The Improvement of Reading, Macmillan Company, New York, 1937, p. 1.}

For the prevention of reading difficulty resulting from immaturity the common prescription is to delay the beginning until the child has naturally reached the adequate level of maturation.

Immaturity due to limited experiences and educational contacts rather than to physiological or organic factors may be involved in various degrees in reading difficulty.

Some specialists in reading, not to mention certain psychologists, psychoanalysts, and psychiatrists, are disposed to believe that inadequate motivation is probably at the bottom of most failures in reading. Unless reading satisfies some purpose in the child's life, it will not prosper. In these cases, the readjustment of the pupil's affairs so that learning to read becomes a help rather than a hindrance in satisfying his desires may be of primary importance.\footnote{Ibid., p. 10-11.}

Preventive reading instruction is primarily differentiated guidance in language development. From available evidence it appears that a program designed to prevent a majority of our present reading ills must be developed in terms of premises quite different from those basic to traditional forms of education. Basic to preventive reading instruction are
certain assumptions, of which a few will be described very briefly here.

First, reading is a facet rather than an isolated fragment of language. If this assumption is valid, then systematic sequences in reading must be validated in terms of general language development. Second, reading is primarily a problem of interpretation, in the larger sense. Third, readiness for reading invokes not only a general language development background of direct and vicarious experience but also certain other specifics, (needs and interests) which orient the learner for the reading of a given unit of material. Fourth, language patterns are developed systematically and to a degree, are unique unto each individual. Fifth, a wide range of language abilities exists at any one "grade level". Sixth, education increases individual differences.

In most cases a youngster's reading problem arises from a cause, or more often, a number of causes peculiar to him alone.

Some children, perhaps one percent of the poor readers, have a physical upset of some kind: poor vision, faulty metabolism, glandular problems, anemia or a disturbance which inhibits the consistent perception of words. Recent research has reported some successes in the treatment with drugs of nervous-system disorders in children. Physical upset is seldom a sole cause of poor reading. The sickly poor reader probably has other problems too.

Some children read poorly because the mechanical movement of their eyes across the printed line is faulty. This sort of trouble alone may

account for no more than another one percent of the problem cases. Faulty eye-motion is usually a result of something more deep-seated in the child's personality.

A child who knows only phonics may be able to read aloud very well, but he may understand nothing. All good reading programs stress thinking and understanding with word skills.

Another school problem, which is becoming better understood every year, is that of having every child in a class read the same book. Obviously, not every child is the same kind of reader. Thanks to recent research, teachers are able to fit the book to the child accurately.\footnote{Robert U. Jameson, \textit{op. cit.}, p. 51.}

In dealing with reading problems, the point is not to blame anyone or anything, but to look into treatment or prevention, exactly as in the case of a broken leg or smallpox.

It is possible to prevent a child from developing the personality problems which may lead to retarded reading.

Parents of children who have reading disabilities must try to cooperate with the teacher's suggestions. If necessary, they should consult a recognized expert who will produce a considered judgment on the child.

If a personality problem causing poor reading is deep-seated enough to resist the efforts of an expert teacher, it may be suggested that a psychiatrist be consulted. The child's psychotherapist starts by establishing a friendly relationship which is the basis of helping the child work out his inhibitions, his fear, his hates. He helps the child understand himself and his resources.
This therapy also helps parents to understand their child; it helps them learn their proper role in the child's life.

Nine children in ten will develop no real problem in reading but the one problem in ten can usually be prevented by the right approach. \(^1\)

Instruction in the first grade should be designed to guide pupils to form consistent left-to-right eye-movements in perception of words.

The first step in guidance should be an explanation and demonstration of the correct procedures in moving the eyes across the printed line and the individual word in the left-to-right direction. Probably this instruction and demonstration should be more explicit and extensive than is commonly the case, since it is doubtless often erroneously assumed that the correct orientation comes naturally. Actually the consistent left-to-right procedure is very unnatural in the sense that it has been rarely, if ever, required in any other perceptual activities engaged in by the child.

If the teacher begins with chart or blackboard material, she should tell the pupils, while demonstrating with a pointer, how the eyes should move along the line. She may use the pointer as a guide for the pupils' eyes to follow while they read the sentences. The pointer may be moved at first from word to word stopping under each. Soon this should give way to sweeps which include several words and finally to a sweep along the whole line. The pupils, having the obvious guide, can make the jump-and-stop progression without difficulty. The teacher should also explain and demonstrate how to move the eyes across an unfamiliar word which needs study, whether it is encountered in isolation or in a sentence. The pupil

\(^1\)Ibid., p. 55.
should always look the word over from left to right and then jumping back clearly to the beginning, review in the same way. He should not view it in one direction and then in the reverse. He should not begin the observation at the middle or end of the word. The pointer should be used to demonstrate and guide the pupils in restudy of individual words.

When books are taken up, the correct direction and method of eye-movement should be demonstrated again. Liners may be used. There is much to be said for the use, in some cases at least, of the gliding finger as a guide. While this is a "crutch", it may serve a useful purpose without being prolonged to establish a habit difficult to break. Once the right technique is secured, the use of the finger or liner can be gradually dropped without disadvantageous results. When the proper direction of attack is established, the control of the eye-word without aid of the finger guide offers little difficulty. The use of a word-picture dictionary early in the primary course in addition to serving various other worthy purposes, provides one of the most helpful guides in forming the habit of viewing a word from left to right. To use a dictionary, the pupils must be able to recognize and name the letters and to proceed with the letters from left to right. Since a pupil cannot find the page in the book or the words on the page without these abilities, lack of them is at once revealed when he tries to use the book. Proper use of the dictionary tends to develop the right orientation and direction. It focuses attention on the beginning of the word and forces discrimination in the left-to-right orientation and direction. The use of the dictionary is one of the best means of providing in intrinsic form an unvarying and insistent guide.
When demonstration, observation, and study of word characteristics, whether they be visual features, syllables, phonograms, or individual letters for sound training are introduced, it is important that the features be viewed in the left-to-right orientation. The teacher should be careful in indicating a word on the blackboard or chart to begin at the left and move toward the right calling attention to the characteristics in this order.

Handwriting or words, phrases, and sentences obviously provides a most definite and observable guide in the left-to-right sequence. If the eye follows the writing, it is exercised in going consistently in the desired direction; tendencies to write a word in the reverse direction are easily detected and corrected.

The interests, experiences, and activities of each child should be known. An inventory which may be administered to a group of ten or fifteen primary-grade children and to a larger group of intermediate or upper-grade children has been found to be effective in discovering the interests and background of children. Such an inventory has the advantage of indicating dominant powers in a child's equipment as well as the weak points. A teacher will be able by such an inventory to recognize a child's likes and dislikes, his interests and his lack of interests, his experiences and lack of experiences.

Children learn to read most satisfactorily in a warm, friendly environment in which they feel secure in the love and friendliness of


others, adequate to the tasks expected of them, and important to the work of the group. They learn in an atmosphere where they are free from fear, free from being pressed into tasks which are too hard, and free from unnatural physical restraint. Children learn to read in a classroom climate in which their physical, social, and emotional needs are recognized, understood, and considered in the reading program.

Meeting the social and emotional needs of children and youth requires a sensitive, creative teacher who can guide them in making proper adjustments and achieving happy relationships in school. It is imperative that the teacher be a happy, well-adjusted, mature person, capable of the responsibilities that are hers. Teachers can help children feel socially adequate and secure in the reading program: (1) by planning activities in which everyone shares; (2) by removing the stigma of being in the "slow group"; (3) by instituting fluctuating, more functional grouping for reading purposes; (4) by permitting each pupil to read at his own rate; and (5) by recognizing each pupil's contribution to the group in terms of what it means to him and his development as well as what it means to the group.

The school environment must be rich in materials and experiences that will arouse in children a desire to read for gaining knowledge and finding solutions to problems. While materials and experiences will stimulate reading, they do not guarantee the quality of reading.

There must be present in the school and classroom environment an attitude that will insure pupils' efforts to read intelligently, to seek the best solutions to their problems, and to acquire new ideas. This attitude can be felt in those schools or classrooms in which teachers and
pupils are not satisfied with mediocrity in ideas, information, or judgment. In such an environment pupils read with increasingly high purpose and refined tastes.

6. Adjusting the Reading Program to the Low-Level Reader

Primary grade teachers realize that children of the same chronological age often differ widely in reading age. Even children of the same mental age differ in their readiness for each stage of reading progress. The broader the range of reading abilities evident in the early grades, the more probable it is that the teacher give proper attention to individual rates of accomplishment.

Russell says:

"Probably more than on any other factor the success of any teacher of reading depends upon her ability to adapt materials and methods to the very different reading needs and abilities of the pupils."

Cooper states:

"The principle that children be taught at their own level regardless of the grade that they are in can safely be set down as one of the first principles of good teaching of reading."

Durrell also emphasizes the need of teaching to individual differences and asserts:

1/William S. Gray, Keeping Reading Programs Abreast of the Times, Annual Conference on Reading, University of Chicago (October, 1950), 12:72.


3/John W. Cooper, "Low-Level Reading Vs. Poor Reading," Grade Teacher (October, 1951), 69:28.

"It is unlikely that research will ever discover a single method which will be the most effective one for all the pupils and all the teachers. Differences among pupils in intelligence, in physical and mental background, and in immediate and future needs; variations in abilities and interests of teachers; and differences in instructional needs for various communities and at various times make highly unlikely the discovery of a single most effective method or course of study."

Witty and Kopel reported that ninety percent of poor readers had I. Q.'s from 80 to 110, with about equal numbers between 80 and 90, 90 and 100, 100 and 110. Thus they concluded that:

"Most poor readers have sufficient mental ability to read satisfactorily if appropriate and attainable goals are set up and if there is proper motivation."

Much, therefore, depends upon the teacher's attitude toward these low-level readers who present themselves in the classroom.

The teacher must realize that to become good readers, the children must be good at the level for which they are ready.

Cooper points out that the low-level reader who is pushed too fast will become a poor reader.

With this in mind, Kirk believes that the slow-learning group needs a more intensive and longer pre-reading program.

The teacher's attitude should be optimistic and encouraging. Assistance should cheerfully be given when necessary.

Since failure to give proper guidance to the low-level reader usually has serious consequences, Monroe feels that the methods used in teaching

1/Paul Witty and David Kopel, op. cit., p. 228.
2/John W. Cooper, op. cit., p. 29.
the average reader may not be adequate for the slow reader in a class.

Facets of the problem of slow reading which Harris numbers as contributory to reading difficulties are: (1) failure to develop the rich background of experience which is basic to a program of discussion, writing, and reading; (2) failure to provide a program which recognizes individual differences in maturity and level of achievement; (3) failure to provide a wide choice of reading matter graded in difficulty and variety in interest; (4) failure to create a classroom atmosphere conducive to cheerful willingness to learn; and (5) failure to locate reading difficulties at their inception.

Since the pupil's reading difficulties are as often the result of emotional factors as of mental or scholastic shortcomings, remedial techniques must be used to instill reading skills, but unless much work is done in changing habits and in building confidence, the remedial work will go slowly.

In choosing and organizing materials for remedial work in reading specific points should be kept in mind.

Smith points out that there are three levels of reading that must be recognized in order to alleviate the problem of a child whose reading ability is low.

First an independent reading level must be recognized. On this level the slow reader can enjoy independent study and recreational reading.

Second is the instructional level where the burden of the new skills...
and concepts is limited to the normal load for a given pupil.

And finally, the teacher must recognize the slow reader's level of interest.

Smith feels that: "Interest plays a large part in motivation."

Normally a middle grade child has outgrown the ability to thrill to the content of a primary grade reader.

Gates feels that from interest comes ability, not vice versa.

"While it is quite true that developing ability is often sufficient to arouse interest, there are times when a spark of interest must be activated before the pupil can be aroused sufficiently to make a trial."

The materials used for the low-level readers must be of proper difficulty. The pupils with difficulties have often spent too much time struggling with materials that are too difficult for them.

As a while, the materials must be easier to understand and comprise a relatively small vocabulary.

Smith reports that in recent years the book companies have been cooperating to combine high interest level books with low reading difficulty.

She points out some desirable features such as: (1) an attractive beginning; (2) limited sentence length; and (3) limited scope in which the vocabulary would be free from general terms and abstractions.

Gates suggests that the materials used for this remedial work be of various types.

1/Ibid., p. 73.
2/Arthur I. Gates, op. cit., p. 27.
3/Linda C. Smith, op. cit., p. 75.
The exercises should be short as well as easy. Different types of selections should be introduced that are within the bounds of a given vocabulary limit. These selections could be of a humorous or informative nature. They might be a series of comprehension exercises or exercises that call for the carrying out of specific instructions.

All types should be tried and those best suited to the group or individual should be chosen.

Instead of review, Gates feels that an abundance of easy reading material should be employed.

Concerning this point he says:

"It is dangerous, however, to require an abundance of review, since mere review, without motivating incentives or purposes, will increase the pupil's distaste for reading."

Pupils need additional experiences of the same level but with varied types, content, and purposes.

Kottmeyer also emphasizes the fact that a variety of exercises and activities should be employed with the low-level reader.

He suggests such activities as projects that require accurate reading: coloring, drawing, individual or group games, or cross-word puzzles.

Dolch, Gates, and Kottmeyer all agree that after a fair trial, a plan should be dropped when it fails to produce the expected results.

1/op. cit., p. 27-28.
3/op. cit., p. 411.
4/op. cit., p. 38.
Russell says:

"After the teacher and child have given one method or type of material a reasonable try, it may be necessary to shift to other procedures and materials."

What is helpful to one individual will not of necessity be helpful to another.

Durrell also emphasizes the importance of carefully graded lesson plans adjusted to pupil needs. His suggestions for motivation include employing a variety of assignments, showing the child the relation of the assignments to his needs and the use of progress charts. The assignments, he says, may be graded in difficulty according to the level of difficulty of the material used, the length of the units, and the complexity of the assignment.

The remedial instruction should be managed in the classroom so as not to classify the pupil in an embarrassing way. The low-level reader must be made to feel that the extra help is not a penalty.

Gates feels that the use of a small group, working on a group enterprise would help to make these low-level readers feel more socially acceptable.

This group should have separate suitable materials. If possible, they should use readers they have never seen before.

Cooper warns that, if possible, the grade level should not be numbered on the books used by this slow group of readers for the children might then have a feeling of inferiority.

Dolch cites several needs of these reading failures. Among them he lists the need for friendship on both the part of the teacher and others in the class. Through the years these children have probably been scolded by parents or teachers because of their failure to achieve.

He suggests having one of the good readers in the class help a slower reader. Thus, a friendship springs up between the groups. The helper takes pride in his friend and keeps him from being looked down upon.

A low-level reader also needs praise. Praise for things he can actually do. This praise will lead him to try to succeed in still other things.

If the teacher looks for the special abilities of the slow group and shows praise for these other accomplishments, be it drawing, coloring, number work or telling stories, the slow reader will gain in the confidence that he lacks.

Dolch feels that, "The whole room should take pride in the progress of the slow group."

McCormack describes a class made up entirely of poor reading cases. They included: (1) poor readers of the third grade; (2) poorest intermediate readers; and (3) all special problem readers.

By employing techniques so distributed as to avoid fatigue and boredom, detecting individual pupil errors and concentrating heavily upon these weak areas, adjusting the reading materials to suit the capacities and interests of the children, McCormack reported that the majority of the

2/Ibid., p. 411.
3/Albert H. McCormack, "Teaching Reading to a Problem Class," Instructor (April, 1951), 60:32.
students made decided advances.

1/ Both Gates and Dolch advocate the use of a good classroom library. A library whose resources can be built year by year.

2/ They advocate a library made up of books of all reading levels.

The teacher might use such a library as a center for all, and all the children could benefit from organized experiences.

3/ All the children might be reading on the same topic but the reading materials are at different levels in which they can find the topic.

4/ As a result, the entire class can evaluate the information and even the slowest reader will feel he or she is making a contribution to the class.

5/ Strickland describes an effective well-adjusted program in reading as one that should make success possible for all children, within their capacities and limitations, so that they enjoy the process of reading and experience they acquire through reading.

6/ Schubert implores the teacher to be enthusiastic and confident in the ability of a slow reader to improve his level of reading.

7/ Cooper supplants this by saying:

"The psychological problem can be solved if the teacher will successfully instill into her pupils her own attitude toward reading. She must build up in the children a realization that 'good reading' is not synonymous with 'the reading of difficult books'."


In conclusion, it is stated that giving a child materials which are too difficult for him produces discouragement and a dislike for reading with the result that the child views reading unpleasantly.

However, if the schools give him an adequate beginning in reading during the primary years and strive to increase the efficiency of his reading through appropriate adjusted instruction, success in reading can be achieved.
CHAPTER III
PROCEDURE

This study is an evaluation of the Druker study. In evaluating the exercises, it was planned to try them on the following population:

1. Children in remedial classes in the public schools.
2. Children who are reading on the first grade level in the regular classrooms of grades II and III.

The ninety-three remedial cases were from the residential town of Whitman, Massachusetts, and the industrial cities of Lowell and Somerville, Massachusetts. These groups were comprised of seventy-two boys and twenty-one girls.

The slow learners used in this study were the children of the ages of seven to nine from the regular classrooms who were reading on the first grade level in the communities of Lowell and Somerville, Massachusetts. Of the fifty-seven regular classroom children participating in this experiment, thirty-eight were boys and nineteen were girls.

The total number of teachers assisting in administering and evaluating the exercises was fifteen. There were seven remedial reading teachers, 4 third grade teachers and 4 second grade teachers.

Ninety exercises of the Druker study from the age group of nine to seven were selected. These exercises were deuplicated and distributed for try-out on the remedial cases and the first grade readers of grades I and II. The teachers were asked to evaluate the exercises for quality,
level of difficulty, interest level, to determine the exercises on which the children could work independently and to make any other pertinent comments.

The check list of difficulties of the *Durrell Analysis of Reading Difficulty* was used as a basis for identifying the areas of reading under which the exercises were tabulated. After these reading areas were established, a frequency count of the exercises used from the Druker study was taken to establish the number of exercises in each area.

The returned exercises were tabulated according to the teachers' ratings and comments.

Although the teachers had widely differing backgrounds and experience, there was almost complete agreement concerning the value and suitability of the exercises to this age level.

The primary consideration of this study was to determine the functional value of this series of exercises when used in two types of learning situations involving retardation in reading; namely, the remedial class and the regular classroom in the public school. Therefore, a small sampling seemed adequate for the purpose of this study.

CHAPTER IV
ANALYSIS OF DATA

The following tables A through F indicate the distribution of population and the distribution of the exercises selected to be evaluated according to specific areas of reading.
### TABLE A

READING SITUATION AND DISTRIBUTION OF POPULATION

<table>
<thead>
<tr>
<th>Reading Situation</th>
<th>Number of Teachers</th>
<th>Number of Boys</th>
<th>Number of Girls</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 2-4........</td>
<td>7</td>
<td>72</td>
<td>21</td>
<td>93</td>
</tr>
<tr>
<td>Regular Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2...........</td>
<td>1</td>
<td>19</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Grade 3...........</td>
<td>1</td>
<td>19</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Totals.............</td>
<td>15</td>
<td>110</td>
<td>40</td>
<td>150</td>
</tr>
</tbody>
</table>

Table A indicates the number of teachers and children used in the experiment. The children were chosen because of their reading retardation. Analysis of this table shows the preponderance of boys requiring a specialized program which provides easy reading material based upon the child's interest.
**TABLE B**

TOTAL NUMBER OF EXERCISES IN EACH MAIN AREA OF READING

<table>
<thead>
<tr>
<th>Main Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>16</td>
</tr>
<tr>
<td>Word Mastery</td>
<td>26</td>
</tr>
<tr>
<td>Study Skills</td>
<td>38</td>
</tr>
<tr>
<td>Comprehension</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Table B indicates the total number of exercises selected by the present writers for the purpose of evaluation, in the various areas of reading, by remedial reading teachers and regular classroom teachers in grades II and III.
TABLE C

DISTRIBUTION AND TOTAL NUMBER OF EXERCISES
FOR DEVELOPING READING READINESS

<table>
<thead>
<tr>
<th>Reading Readiness Areas</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
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<td>Visual Memory</td>
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<tr>
<td>Matching Letters or Words Shown</td>
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<tr>
<td>Identifying First and Final Sounds</td>
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Table C indicates the total number of exercises selected by the present writers for the purpose of evaluation, in the areas of reading readiness listed above, by remedial reading teachers and regular classroom teachers in grades II and III.
TABLE D
DISTRIBUTION AND TOTAL NUMBER OF EXERCISES
FOR DEVELOPING SKILL IN WORD MASTERY

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<th>Word Mastery Areas</th>
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<td>Rhyming Words</td>
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Table D indicates the total number of exercises selected by the present writers for the purpose of evaluation, in the word mastery areas listed above, by remedial reading teachers and regular classroom teachers in grades II and III.
# TABLE E

**DISTRIBUTION AND TOTAL NUMBER OF EXERCISES FOR DEVELOPING STUDY SKILLS**

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Table E indicates the total number of exercises selected by the present writers for the purpose of evaluation, in the study skills areas listed above, by remedial reading teachers and regular classroom teachers in grades II and III.
TABLE F

DISTRIBUTION AND TOTAL NUMBER OF EXERCISES
FOR DEVELOPING SKILL IN COMPREHENSION

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Table F indicates the total number of exercises selected by the present writers for the purpose of evaluation, in the comprehension areas, by remedial reading teachers and regular classroom teachers in grades II and III.
The following tables indicate the evaluation of the thirty specific lessons chosen by the present writers as administered to the entire number of children participating in this study.
Table G shows the evaluation of the Quality of the Content of the thirty lessons selected from the Druker thesis by the present writers.

The numbers in red indicate the lessons having the greatest appeal for the children in this age group and judged to be the most valuable by the teachers who participated in this study.

The table shows that very few of the lessons evaluated were found to be inferior.
<table>
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TABLE H

Table H shows the evaluation of the Level of Difficulty of the thirty lessons selected from the Druker thesis by the present writers.

The percentages on this table indicate the level and range of difficulty of each exercise evaluated.

From these percentages it was concluded by the present writers that the majority of exercises had greatest value for grades I and II, with the strongest emphasis on the High I and Low II areas.
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TABLE I

Table I shows the evaluation of the Interest Level of the thirty lessons selected from the Druker thesis by the present writers.

This table indicates that the majority of the exercises were found to be of higher interest to grade II than to either grade I or grade III.
## Table I

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<td>20 53 40</td>
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</table>
Table J shows the evaluation of the Clarity of Directions of the thirty exercises selected from the Druker thesis by the present writers.

The numbers listed under Yes indicate the percentage of participating teachers who considered the directions of the exercises to be clearly stated.

The No column indicates the percentage of participating teachers who considered the directions lacking in clarity.

From these percentages it was concluded by the present writers that 82.5 percent of the exercises evaluated were stated clearly and concisely.

<table>
<thead>
<tr>
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**TABLE J**
### TABLE J

**CLARITY OF DIRECTIONS**

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</table>
Table K

Table K indicates the evaluation of the **Suitability of Arrangement** of the thirty lessons selected from the Drucker thesis by the present writers.

This table shows that the format of the majority of the exercises was found to be suitable for the level of the child's comprehension in this specific age group.
<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>EXERCISE I Percentages</th>
<th>EXERCISE II Percentages</th>
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</table>
Table L shows the evaluation of the thirty lessons taken from the Druker thesis of the number of exercises that can be worked on independently by the child.

From these percentages it was concluded that 62.5 percent of the exercises can not be worked on independently at this age level.
## TABLE L

**EXERCISES: INDEPENDENTLY WORKED**

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<th>Lesson Number</th>
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The following exercises were selected from the Druker thesis for the purpose of evaluation by the remedial reading teachers and the regular classroom teachers in grades II and III. These exercises were numbered from 1 to 100 by the present writers, according to the previously stated specific reading areas.
EXERCISE NUMBER ACCORDING TO READING AREAS

I. READINESS
   A. Listening Comprehension
      1
   B. Motor Coordination
      2, 3
   C. Visual Memory
      4, 5, 6, 7
   D. Matching Letters or Words
      8
   E. Identifying First and Final Sounds
      9, 10, 11, 12, 13, 14, 15, 16

II. WORD MASTERY
   A. Sight Vocabulary
      17, 18, 19
   B. Context Clues
      20, 21
   C. Consonant Sounds
      22
   D. Vowel Sounds
      23, 24, 25, 26
   E. Auditory Discrimination
      27, 28, 29, 30, 31, 32
F. Visual Discrimination  
33,34,35,36,37
G. Compound or Root Sounds  
38,39
H. Reversals  
40
I. Rhyming Words  
41

III. STUDY SKILLS
A. Following Directions  
42,43,44,45,46,47,48,49,50
B. Details  
51,52,53,54,55,56
C. Sequence  
57,58,59,60,61,62,63,64
D. Dictionary  
65,66,67,68,69,70
E. Classification  
71,72,73,74
F. Relevance of Ideas  
75,76,77
IV. COMPREHENSION AREAS

A. Word Meaning
    78, 79, 80, 81, 82, 83, 84, 85, 86

B. Sentence Meaning
    87, 88, 89

C. Comprehension Check
    90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
I. READING READINESS

The following exercises were found to be of value in the areas included under Reading Readiness:

A. Listening Comprehension:

1. Have the children listen carefully as you read the following riddle. Then have each child whisper the answer to you, in turn. In this way you provide an opportunity for each child to have a turn at giving the answer.

I fly through the air.
I have wings.
I have a motor.
People like to ride in me.
What am I?

bird kite airplane leaf

B. Motor Coordination:

2. Look at the picture of the train. Trace the dots with your black crayon. Then color the train red.

3. Look at the picture of the airplane. Trace the dots with your black crayon. Color the airplane red.

C. Visual Memory:

4. Prepare flash cards of the words "is", "red", "up", "little". The children do not need to recognize the word in this exercise but merely remember the configuration. For this reason words not presented but similar to words in their vocabulary have been used in some of the rows.

Look at the card I am going to show you. (expose card for 5 seconds). Now look at the words on your paper. Find the word and put a cross on it.

go in is
red the see
up is go
airplane little look
5. Draw a line under the word \textit{for} in each sentence.

- The boat is for you.
- Do it for me.
- It is for the train.

Draw a line under the word \textit{my} in each sentence.

- The boat is my boat.
- My boat is red.
- Do you see my train?

6. Prepare flash cards for the following words: dog, we, animals, all, in, to.

Expose each card for five seconds and have the child find the word on his paper.

\begin{array}{ccc}
\text{dog} & \text{do} & \text{big} \\
\text{we} & \text{me} & \text{he} \\
\text{animal} & \text{airplane} & \text{little} \\
\text{all} & \text{at} & \text{end} \\
\text{is} & \text{it} & \text{in} \\
\text{dog} & \text{go} & \text{to} \\
\end{array}

7. Complete the following words by filling in the missing letters. The letters you will need are listed.

\begin{center}
\begin{array}{c}
\text{ho}\_ \text{se} \\
\text{yo}\_ \\
\text{a}\_ \text{ain} \\
\text{n}\_ \text{t} \\
\text{loo}\_ \\
\text{t}\_ \text{at} \\
\text{wa}\_ \text{t} \\
\text{c}\_ \text{me} \\
\text{da}\_ \\
\text{ome} \\
\text{sa}\_ \text{d} \\
\text{ld} \\
\end{array}
\end{center}

letters: o - g - h - i - u - c - k - o - y - y - n - o

D. Matching Letters or Words:

8. Draw a line between the words that are the same.

\begin{center}
\begin{tabular}{|c|c|c|c|}
\hline
\text{go} & \text{go} & \text{it} & \text{up} \\
\text{see} & \text{see} & \text{up} & \text{it} \\
\text{the} & \text{up} & \text{go} & \text{up} \\
\text{up} & \text{the} & \text{go} & \text{up} \\
\text{it} & \text{up} & \text{the} & \text{see} \\
\text{it} & \text{up} & \text{see} & \text{the} \\
\text{it} & \text{up} & \text{the} & \text{it} \\
\hline
\end{tabular}
\end{center}
E. Identifying First and Final Sounds:

9. Draw a line between the words that are the same.

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</tbody>
</table>

10. Dictate the following words and have the children write the first letter of the word. If the children are unable to write, the letter may be written with other choices for the child to circle the correct letter.

Words to use:

- go
- red
- little
- see
- mother
- for
- boat
- dog
- take
- color

11. Write the first letter of the word beside the picture.

12. Draw a line under the word in each row that ends with the same sound as the first word.

- it see boat is go
- big dog go boat do
- can not see on the
- red do run see and
- has see horses the can
13. Draw a line under the word that has the same first sound as the one I say.

Word List:
down 1. ball  doll  best  them 2. when where the see 3. seem zebra the go 4. coat done gone fly 5. flag glad glad can 6. church car gap

14. In each row find the word that begins like the first word. Draw a line under it.

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<th>a</th>
<th>it</th>
<th>see</th>
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<td>has</td>
<td>big</td>
<td>she</td>
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<tr>
<td>the</td>
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<td>little</td>
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<td>dog</td>
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<td>not</td>
</tr>
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<td>he</td>
<td>with</td>
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<td>he</td>
<td>what</td>
<td>that</td>
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<td>little</td>
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</tr>
<tr>
<td>dog</td>
<td>go</td>
<td>do</td>
<td>big</td>
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</tbody>
</table>

15. Draw a line under the word in each row that begins and ends with the same sound as the first word in that row.

mother mole mote motor
big bringing buy pig
will all wall went
color coat cover door
boats beats bent dents
red real mend read

TOMMY'S BIRD

"I have a bird, Bob. You may see him when we get to my house," said Tommy.
"I would like that Tommy. Is it a little bird? Is it big?" said Bob.
"You will see when we get there," said Tommy.
"Here is my house now. Come on in, Bob. See there is my bird. Do you like him?"
"He is a good bird," said Bob. "Can he get out? When does he get out, Tommy? Can I see him get out?" "I do not let him out, Bob. He might get away."

16. Find a word in the story that begins with these letters:

th______ mi______ l______
wh______ wo______ ho______
g_____ c______ b_____
II. WORD MASTERY

The following exercises were found to be of value in the areas included under Word Mastery:

A. Sight Vocabulary:

17. Draw a line under the right word.

<table>
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<tr>
<th>We can go to see</th>
<th>airplanes</th>
<th>animals</th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>We can see</td>
<td>animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big</td>
<td>do</td>
<td>go</td>
<td></td>
</tr>
</tbody>
</table>

The horses are ________

with | want | white

We can not see little ________ animals.

| farm | for | are |

The animals are ________ on the farm.

see | big | not

18. Cut out each word. Paste the correct word under each picture.

19. Find the word in column B that rhymes with a word in column A. Draw a line to connect the two words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>sou</td>
</tr>
<tr>
<td>you</td>
<td>cup</td>
</tr>
<tr>
<td>up</td>
<td>wee</td>
</tr>
<tr>
<td>go</td>
<td>ho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td>fly</td>
</tr>
<tr>
<td>can</td>
<td>sand</td>
</tr>
<tr>
<td>and</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>him</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>she</td>
</tr>
<tr>
<td>we</td>
<td>hi</td>
</tr>
<tr>
<td>the</td>
<td>brown</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
</tbody>
</table>
B. Context Clues:

**THREE AIRPLANES**

We can see three airplanes.
We can see a red airplane.
We can see a green airplane.
And we can see a blue one.
See the three airplanes go up.
We can see them fly.

20. Read the directions for this story before the children are asked to read it to themselves.

Read the story to yourself. Then underline all the sentences which tell what the story said.

We can see three airplanes.
We can see some airplanes.
We can see an airplane.
One airplane is black.
One airplane is yellow.
One airplane is blue.
The airplanes can run.
The airplanes can fly.
The airplanes can go up.

**Dialogue**

What animals do you have?
I have many farm animals.
Do you have a horse?
I have a horse.
What color is he?
He is all brown.
What can he do?
He can run on the farm.
Can he do what you can do?
He can not do what I can do.

21. Read this story and fill in the missing words. Use the words from the bottom of the exercises.

I have many _____ on my farm.
I have a _____ . He is all brown.
He can _____ on the farm.
He can _____ do what I can do.

not animals run horse
C. Consonant Sounds:

22. Draw a line under the word in each row that ends with the same sound as the first word.

<table>
<thead>
<tr>
<th>it</th>
<th>see</th>
<th>boat</th>
<th>is</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>dog</td>
<td>go</td>
<td>boat</td>
<td>do</td>
</tr>
<tr>
<td>can</td>
<td>not</td>
<td>see</td>
<td>on</td>
<td>the</td>
</tr>
<tr>
<td>red</td>
<td>do</td>
<td>run</td>
<td>see</td>
<td>and</td>
</tr>
<tr>
<td>has</td>
<td>see</td>
<td>horses</td>
<td>the</td>
<td>can</td>
</tr>
</tbody>
</table>

D. Vowel Sounds:

23. Here are some words—me big play as Bob I

Put a word that has long (a) here.
Put a word that has short (a) here.
Put a word with long (i) here.
Put a word with short (i) here.
Put a word with long (e) here.
Put a word with short (o) here.

24. Fill in the blanks with a word that has the same vowel sound as the given word.

Sample—at am

know
is
me
make
can
Bob
like
them

25. Make L on the line if you hear a long vowel in a word.
Make S on the line if you hear a short vowel in the word.

<table>
<thead>
<tr>
<th>may</th>
<th>see</th>
<th>go</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>it</td>
<td>well</td>
<td>just</td>
</tr>
<tr>
<td>can</td>
<td>like</td>
<td>did</td>
<td>orange</td>
</tr>
</tbody>
</table>

THANK YOU

"Thank you, Mother," said Bob. "That was a good story. I like a story about trains."
"I liked it too," said Tommy. "It was a good story. Thank you for the story."
"I must go, Bob. I must go to my house. My mother will want me."

26. In this story find and list here the following:
E. Auditory Discrimination:

27. Draw a line under the word you hear.

Words read: do, want, bit, to, with, me, train, see

<table>
<thead>
<tr>
<th>go</th>
<th>want</th>
<th>dig</th>
<th>so</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>can</td>
<td>big</td>
<td>do</td>
<td>with</td>
</tr>
<tr>
<td>do</td>
<td>went</td>
<td>bit</td>
<td>to</td>
<td>want</td>
</tr>
<tr>
<td>by</td>
<td>trail</td>
<td>see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>train</td>
<td>seem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>rain</td>
<td>seat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. Draw a line under the word that has the same first sound as the one I say.

Word List:

down 1. ball  doll  best
them 2. when  where  the
see 3. seem  zebra  the
go 4. coat  done  gone
fly 5. flag  glad  clad
can 6. church  car  gap

29. Here are some words - me big play as Bob I

Put a word that has long (a) here. ________
Put a word that has short (a) here. ________
Put a word with long (i) here. ________
Put a word with short (i) here. ________
Put a word with long (e) here. ________
Put a word with short (o) here. ________
30. Fill in the blanks with a word that has the same vowel sound as the given word.

Sample: at am

know
is
me
make
can
Bob
like
them

THANK YOU

"Thank you, Mother," said Bob. "That was a good story. I like a story about trains."
"I liked it too," said Tommy. "It was a good story. Thank you for the story."
"I must go, Bob. I must go to my house. My mother will want me."

31. In this story find and list here the following:

2 long i words (as in bite)
(1) __________
(2) __________

2 long a words (as in game)
(1) __________
(2) __________

2 short o words (as in got)
(1) __________
(2) __________

2 short i words (as in with)
(1) __________
(2) __________

32. Make L on the line if you hear a long vowel in a word.
Make S on the line if you hear a short vowel in the word.

- may - see - go - not
- at - it - well - just
- can - like - did - orange
F. Visual Discrimination:

33. Directions: Look at the letters. If they are the same tie them together.

| s | e | o | u |
| s | e | o | u |
| t | t | s | g |
| h | h | g | s |
| i | r | t | t |
| i | r | p | p |

34. Draw a line under the word in each row that is just like the first word.

| Brownie | brown | Brownie | horse |
| horse  | horse  | color   | white |
| mother | little  | horse   | mother |
| little  | color   | little  | white |
| color   | red     | color   | go    |
| big     | and     | go      | big   |
| and     | big     | a       |
| brown   | brown   | white   | big   |
| white   | mother  | brown   | white |
| she     | red     | she     | see   |

35. Look at the two words in the first box. If they are the same draw a circle around them. If they are different, put a cross next to them. Do the same for all the boxes on this page.

| want  | want  | to    | to   |
| want  | went  | do    | to   |
| do    | one   | see   | see  |
| do    | on    | see   | me   |
| trail | train | go    | do   |
| train | train | go    | go   |

36. Draw a ring around the word that ends like the first word in each column.

| boat | farm | not | dog |
| dog  | harm | no  | done|
| farm | train| hot | log |
| seat | for  | we  | boat|
37. Draw a line under the words in each row that are exactly alike to the first word.

<table>
<thead>
<tr>
<th>play</th>
<th>Play</th>
<th>play</th>
<th>pray</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>baby</td>
<td>baby</td>
<td>bay</td>
<td>bay</td>
</tr>
<tr>
<td>Mother</td>
<td>motor</td>
<td>Motor</td>
<td>mother</td>
<td>Mother</td>
</tr>
<tr>
<td>out</td>
<td>out</td>
<td>cut</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>dog</td>
<td>Dog</td>
<td>dog</td>
<td>Dog</td>
<td>hog</td>
</tr>
<tr>
<td>horse</td>
<td>house</td>
<td>House</td>
<td>Horse</td>
<td>horse</td>
</tr>
</tbody>
</table>

G. Compound or Root Sounds:

38. Draw a line under the part of the word that is just alike in each word.

<table>
<thead>
<tr>
<th>farm</th>
<th>want</th>
<th>big</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmer</td>
<td>wanted</td>
<td>bigger</td>
<td>sees</td>
</tr>
<tr>
<td>farming</td>
<td>wants</td>
<td>biggest</td>
<td>seeing</td>
</tr>
<tr>
<td>go</td>
<td>dog</td>
<td>horse</td>
<td></td>
</tr>
<tr>
<td>going</td>
<td>dogs</td>
<td>horses</td>
<td></td>
</tr>
</tbody>
</table>

39. Take the endings ing or ed off these words to find the base words. Write the base word.

<table>
<thead>
<tr>
<th>playing</th>
<th>looked</th>
</tr>
</thead>
<tbody>
<tr>
<td>looking</td>
<td>counted</td>
</tr>
<tr>
<td>saying</td>
<td>wanted</td>
</tr>
<tr>
<td>seeing</td>
<td>played</td>
</tr>
</tbody>
</table>

H. Reversals:

40. Underline the figure, letter or word that is the same as the one in the first column.

<table>
<thead>
<tr>
<th>a)</th>
<th>C</th>
<th>C</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
</tr>
<tr>
<td>c)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>d</td>
<td>b</td>
<td>d</td>
<td>d</td>
<td>p</td>
<td>q</td>
</tr>
<tr>
<td>f)</td>
<td>p</td>
<td>p</td>
<td>q</td>
<td>p</td>
<td>p</td>
<td>d</td>
</tr>
<tr>
<td>g)</td>
<td>q</td>
<td>q</td>
<td>p</td>
<td>d</td>
<td>q</td>
<td>b</td>
</tr>
<tr>
<td>h)</td>
<td>b</td>
<td>d</td>
<td>q</td>
<td>p</td>
<td>p</td>
<td>b</td>
</tr>
<tr>
<td>i)</td>
<td>m</td>
<td>m</td>
<td>w</td>
<td>m</td>
<td>n</td>
<td>w</td>
</tr>
<tr>
<td>j)</td>
<td>was</td>
<td>was</td>
<td>saw</td>
<td>was</td>
<td>was</td>
<td>saw</td>
</tr>
<tr>
<td>k)</td>
<td>want</td>
<td>went</td>
<td>went</td>
<td>want</td>
<td>went</td>
<td>want</td>
</tr>
<tr>
<td>l)</td>
<td>can</td>
<td>car</td>
<td>can</td>
<td>can</td>
<td>can</td>
<td>car</td>
</tr>
<tr>
<td>m)</td>
<td>came</td>
<td>came</td>
<td>came</td>
<td>came</td>
<td>came</td>
<td>came</td>
</tr>
</tbody>
</table>
I. Rhyming Words:

41. Find the word in column B that rhymes with a word in column A. Draw a line to connect the two words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>sou</td>
</tr>
<tr>
<td>you</td>
<td>cup</td>
</tr>
<tr>
<td>up</td>
<td>wee</td>
</tr>
<tr>
<td>go</td>
<td>ho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td>sly</td>
</tr>
<tr>
<td>can</td>
<td>sand</td>
</tr>
<tr>
<td>and</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>him</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>she</td>
</tr>
<tr>
<td>we</td>
<td>hi</td>
</tr>
<tr>
<td>the</td>
<td>brown</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
</tbody>
</table>

III: STUDY SKILLS

The following exercises were found to be of value in the areas included under Study Skills.

A. Following Directions:

42. Look at the picture of the airplane. Trace the dots with your black crayon. Color the airplane red.

43. (1) Draw a black line under the word "the".
(2) Draw a red line under the word "see".
(3) Draw a blue line under the word "airplane".

airplane the see

44. Draw a picture of a kitten in this space. Color it gray. (light black)
"Who are you?" said Tommy. I do not know you. Do you know me? I am Tommy. I am big. You are big too. Who are you? I do not know you.

45. Here is the story retold just as you have read it with some blanks for you to fill in. Choose the right word from those underneath the story.

"Who are you?" _____ Tommy. I do not _____ you. Do you know me? I am _____ . I am a big boy. You are a _____ boy too. _____ are you? I do _____ know you.

know
Who
said
Tommy
not
big

TOMMY'S MOTHER

"Where is Tommy?" said Mother. Tommy is big and you are big. Do you know Tommy? Do you know me? I am Tommy's mother. Where is Tommy? Do you know?

46. There are words in the story that begin with the following letters. Fill in the line by finishing the words. Reread the story.

wh________ sa________
kn________ bi________
mo________ yo________

Will you play with me, Tommy? I am Bob. I am a big boy. I am as big as you, Tommy. Will you play with me? I will play with you, Bob. You are a big boy and I am a big boy.

47. A sentence is a group of words that tells us a complete thought. A question is an asking sentence, it asks something. Reread the story as given here.

If it is a sentence put the number (1) at the end of it.
If it is a question put the number (2) at the end of it.

Will you play with me, Tommy? _____
I am Bob, I am a big boy. _______
I am as big as you, Tommy. _______
Will you play with me? _______
I will play with you, Bob. _______
You are a big boy and I am a big boy. _____
THANK YOU

"Thank you, Mother," said Bob. "That was a good story. I like a story about trains."
"I liked it too," said Tommy. "It was a good story. Thank you for the story."
"I must go, Bob. I must go to my house. My mother will want me."

48. After each sentence - if it is true - write Yes in the blank; if it is false, write No in the blank.

Bob did not like the story. __________
The story was about trains. __________
Tommy liked the story too. __________
Bob does not like trains. __________
Tommy said "My mother will want me". __________

49. A sentence is a group of words that tells us a complete thought. Look at the following groups of words. If they make a sentence, put S in the blank. If they do not, put an N in the blank.

S Tommy and Bob like trains.
N In the train was.
S About a little train.
S We can go.
S They are good trains.
S Will not like to run.

50. Here are some groups of words. As they are now, they have no meaning. Put them into sentences, so they will have meaning. Write the sentences on the lines below. Begin each sentence with a capital letter and put a period at the end. One is done to show you how.

I saw an old house today.
I saw an old house today.

B. Details:

BROWNIE

Teacher: This is a story about a horse called Brownie. After you read about what the horse looks like, I will tell you some more about her.

Child: See the horse.
I see the horse.
The horse is little.
She has the color brown.
She has the color white.
She has a mother.
The mother is brown.
Teacher: Brownie likes to play with her mother. She will kick up her heels and run. Sometimes she tries to have a race with her mother. Her mother is much bigger and can run faster. Brownie does not care and sometimes her mother slows down so Brownie can catch her. There are several other horses for Brownie to play with too. Sometimes they bite. Brownie will not play with them when they bite.

51. Draw a line under the things that are found in the story.

The horse is red.
The horse is little.
She has the color brown.
She has the color black.
She has the color white.
She is a little horse.
She has a mother.
The mother is little.
The mother is brown.
The mother is red.

52. Draw a line under the right word.

We can go to see ______.
airplanes animals and
We can see ______ animals.
big do go
The horses are ______.
with want white
We can not see little ______ animals.
farm for are
The animals are ______ on the farm.
see big not

THE QUESTIONS

Teacher: Today we are going to read a story about two children, a little boy and a little girl. The little boy's name was John. The little girl's name was Mary.

One day John and Mary went to visit the airport. They saw a lot of airplanes. Mary kept asking John questions about the airplanes.

I would like you to read the questions Mary asked John and what his answers were. Read these to yourself.
Child: Can you see the airplanes? I can see the airplanes. Can you see them go up? I can see them go up. Can you see them fly? I can see them fly. Can you see them go down? I can see them go down. You and I can see them go up and down. We can see them fly.

Teacher: After the class has read the story silently, you may have them read it out loud with you. You may have the girls read the questions and the boys read the answers as you would in choral speaking.

53. Have the children read the sentences to themselves and then have them fill in the blank spaces to make sentences relative to the story preceding this exercise. Use only one of the three words provided as choices.

1. I can see the ________ (boat, train, airplane)
2. Can ________ see them fly? (we, you, I)
3. I can see them ________ (fly, go, go up)
4. You and I can see them go up and ________ (ride, down, fly)

THE KITTEN

This is his kitten. It is a little baby kitten. His kitten is gray. He can run with his kitten. He can play with his kitten. He can run and play with his little gray kitten.

54. Write the correct word in the empty space.

The kitten is ________ (his, hers)
It is a ________ kitten. (big, little)
His kitten is ________ (black, gray, white)
The kitten can ________ (run, hop)
He can run and ________ with his kitten. (jump, play)

55. Complete the following words by filling in the missing letters.
The letters are given below:

______ rains
______ o
______ co_e
______ tha_
______ wit_

______ wil_

______ ho_se
______ abou_

______ un

______ ell

u - h - t - g - t - l - t - m - v - t
LET'S GO AWAY

"Let's go and look at that house again, Tommy," said Bob. "It is not far away. We must not go far," said Tommy. "Your mother said to play here."

"It is not far," said Bob. "There it is, Tommy. There is no one in the house."

"No, Bob, we must not go in the house. We must go away. It is a big house, Tommy, but it is so old. I do not like it. Let's go away, Tommy, let's go away."

56. Finish the sentences by adding the right words. Find the words in the story.

- It is not far ______.
- Your mother said to play ______.
- There is no one in ______.
- Let's go in the ______.
- The house is so ______.
- Let's go ______.

C. Sequence:

**BROWNIE**

Teacher: This is a story about a horse called Brownie. After you read about what the horse looks like, I will tell you some more about her.

Child:  
See the horse.  
I see the horse.  
The horse is little.  
She has the color brown.  
She has the color white.  
She has a mother.  
The mother is brown.

Teacher: Brownie likes to play with her mother. She will kick up her heels and run. Sometimes she tries to have a race with her mother. Her mother is much bigger and can run faster. Brownie does not care and sometimes her mother allows Brownie to catch her. There are several other horses for Brownie to play with too. Sometimes they bite. Brownie will not play with them when they bite.

57. Change these words to make a sentence from the story.

- Horse little the is  
- Brown color has the she  
- has a she mother  
- horse the see I  
- Mother is the brown
58. I am going to tell you a story about a circus. Listen carefully so you can tell me what happened first, what happened next and what happened last.

One day some children went to the circus. First they went to the main tent. In the main tent they saw some clowns. The clowns did funny tricks. They saw a horseback rider do tricks on a horse and a dog jump through a hoop. Then they went to the other tents to see the lions, elephants and bears.

They saw a horseback rider do tricks on a horse. They went to see the lions, elephants, and bears. Some children went to the circus.

THE KITTEN

This is his kitten. It is a little baby kitten. His kitten is gray. He can run with his kitten. He can play with his kitten. He can run and play with his little gray kitten.

59. Read the following sentences. Put them in the same order as they are in the story.

- He can play with his kitten.
- His kitten is gray.
- It is a little baby kitten.
- He can run and play with his little gray kitten.
- This is his kitten.
- He can run with his kitten.

COME, TOMMY

"Could you come with me Tommy? Could you come to my house?" said Bob. We could play there. Come on Tommy, come to my house."

60. Number the sentences in the right order. 1, 2, 3 or 4.

- We could play there.
- Could you come with me, Tommy?
- Come Tommy, come to my house.
- "Could you come with me, Tommy?"
- "Could you come to my house?" said Bob.

REAL TRAINS

"Tell me about your trains, Bob. Tell me what makes them run," said Tommy. "I will tell you all I can, Tommy. They look like real trains and they run like real trains. Have you seen trains, Tommy? Do you know where they run? Let's go and see the real trains. We can go. We are big boys."
61. Here are four sentences taken from the story. Number them 1, 2, 3 and 4 in the order they should follow to tell the story.

- Let's go and see the real trains.
- We can go.
- Tell me about your trains, Bob.
- Do you know where they run?

THANK YOU

"Thank you, Mother," said Bob. "That was a good story. I like a story about trains."

"I liked it too," said Tommy. "It was a good story. Thank you for the story."

"I must go, Bob. I must go to my house. My mother will want me."

62. Here are four sentences taken right from the story. Number them 1, 2, 3 and 4 in the correct order they follow in the story.

- Thank you for the story.
- I must go to my house.
- "I liked it too," said Tommy.
- That was a good story.

TOMMY'S BIRD

"I have a bird, Bob. You may see him when we get to my house," said Tommy.

"I would like that Tommy. Is it a little bird? Is it big?" said Bob.

"You will see when we get there," said Tommy.

"Here is my house now. Come on in, Bob. See there is my bird. Do you like him?"

"He is a good bird," said Bob. "Can he get out? When does he get out? Can I see him get out?" "I do not let him out, Bob. He might get away."

63. Number the sentences (1 - 2 - 3 - 4 - 5) as they happened in the story.

- He might get away.
- You may see the bird when we get to my house, said Tommy.
- I do not let him out, Bob.
- Come on in, Bob.
- "Is it a little bird?", said Bob.

A MAN IN THE HOUSE

"Bob, I just came by that old house. Some one is in the house, Bob. I saw a man go in the house. Let's go down there Bob."

Tommy and Bob went down to the old house.

"There is a man in the house," said Bob. "I can see the man. Just then a man came out of the house.

"Who is that man, Tommy?" said Bob. "I do not know," said Tommy. "I just saw him when I came by."
64. Arrange the sentences below according to the way they happened in the story. (1, 2, 3, 4, 5)

I just saw him when I came by.
Just then a man came out of the house.
I saw a man go in the house.
Tommy and Bob went down to the old house.
Some one is in the house, Bob.

65. Cut out the words from the bottom of the page. Paste them in the right order at the top of the page.

1. ____________________________
2. ____________________________
   1. airplane   see   go   the
   2. up       it       see   go

66. Find words that begin with the following letter or letters. Write the words on the lines below.

   Y_____ wh_____
   kn____  n_____
   b______  d_____

   TOMMY'S MOTHER

"Where is Tommy?" said Mother. Tommy is big and you are big. Do you know Tommy? Do you know me? I am Tommy's mother. Where is Tommy? Do you know?

67. Look at the letters. Find a word in the story that begins with one of these letters. Put the word on the line.

   a______    k______
   b______    m______
   d______    s______
   i______    t______
A LITTLE TRAIN

"Please, Mother, may we go to see the trains?" said Bob. "You know where the big trains run, Mother. May we go?"

"Not now, Bob," said Mother. "I cannot go with you now. I do not like you to go alone. I will tell you about a train, a little train. Would you like that?"

"Tell us, Mother," said Bob. "Tell us about the little train. We would like that."

68. In this story find words that begin with the letters that are here. Put the word on the line.

a _____ g _____ m _____ s _____ y _____

b _____ k _____ n _____ t _____

d _____ l _____ v _____ w _____

Which letters in the alphabet are not here?

_____ _____ _____ _____

69. Arrange the words below in alphabetical order by numbering the blanks (i.e.) 1 am (etc.)

_____ eight _____ day _____ like

_____ am _____ not _____ with

_____ you _____ house _____ come

_____ see _____ old _____ mother

_____ know _____ is _____ train

70. Look at the letters. Find a word here that begins with one of the letters. Put the word on the line.

a _____ g _____ p _____

b _____ h _____ s _____

c _____ l _____ t _____

f _____ n _____ y _____

so let's can far your no again go

play there house Bob
E. **Classification:**

71. Read this story and then draw a line under the best name for the story.

   **Child:** Can you see the boats?
   Can you see a red boat?
   I can see a red boat.
   It is my boat.
   It is my red boat.

   What is the best name for this story?

   **My Red Boat**
   **My Run Boat**
   **A Little Boat**

72. Put an X on all the words in this list of things we can see.

   - house
   - look
   - Bob
   - toys
   - boy

   Put an X on all the words that name people.

   - said
   - go
   - color
   - mother
   - like

   - could
   - Tommy
   - come
   - you
   - he

73. Place the following words into the right grouping and under the right heading:

   go - will - like - an - make - with - look - play - can - come

   **Final letter (e) silent**

   - as in five
   - 1.
   - 2.

   **Short (i) as in it**

   - 1.
   - 2.

   **Long (a) as in may**

   - 1.
   - 2.

   **Long (o) as in no**

   - 1.
   - 2.

   **Double letter as in see**

   - 1.
   - 2.

   **Short (a) as in at**

   - 1.
   - 2.
74. Read the words in the lists below. If the word has something to do with people put it in column A. If it is to do with colors - column B. If it is to do with numbers - column C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>Tom</td>
<td>four</td>
</tr>
<tr>
<td>Bob</td>
<td>one</td>
<td>mother</td>
</tr>
<tr>
<td>two</td>
<td>green</td>
<td>count</td>
</tr>
<tr>
<td>he</td>
<td>ten</td>
<td>white</td>
</tr>
<tr>
<td>black</td>
<td>boy</td>
<td>color</td>
</tr>
</tbody>
</table>

F. Relevance of Ideas:

**FARM ANIMALS**

Child: Do you have a dog?
We have a little dog.
My little dog is black and white.
We have a big dog.
It is a brown dog.
We have the big dog on the farm.
We have horses on the farm.
We have big animals on the farm.
We have little animals on the farm.

75. Find the sentence that does not belong in the story. Cross it out.

Child: I have a little dog.
It is a brown dog.
Can you see the airplane?
We have the dog on the farm.

76. Fill in the blanks with one of the words given in the list below.

Tommy   Bob   Mother   house

I am a big boy.
I am ________.
I am a big boy too.
I am ________.

77. Look at the list of words below. In each blank add another word that is like the first in some way. Choose your words from the Word List.

Word List: toys see boy seven mother red

Bob ______ number ______ color ______
trains ______ she ______ look ______
IV. COMPREHENSION AREAS

The following exercises were found to be of value in the areas included under Comprehension Areas:

A. Word Meaning:

78. (1) Draw a black line under the word "the".
    (2) Draw a red line under the word "see".
    (3) Draw a blue line under the word "airplane".

airplane the see

79. Draw a line under the word I say:

I is see
a it the
it I red
red little is
little the it
airplane see the

(Teacher: A, is, red, little, see, it)

80. Underline the pictures that mean the same as the word "up".
81. Cut out each word. Paste the correct word under each picture.

82. The teacher reads the riddle and the pupils mark the answer on their paper.

People ride in me. I can not fly. I go in the water. I am a ________.

I am found on a farm. I can not fly. People ride on me. I am a ________.

People ride in me. I can not fly. I go on a track. I am a ________.

I am found on a farm. I can not fly. People do not ride on me. I am a ________.

boat   airplane   train   horse   animal

83. Find the word in column B that rhymes with a word in column A. Draw a line to connect the two words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>sou</td>
</tr>
<tr>
<td>you</td>
<td>cup</td>
</tr>
<tr>
<td>up</td>
<td>wee</td>
</tr>
<tr>
<td>go</td>
<td>ho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>them</td>
<td>sly</td>
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<tr>
<td>can</td>
<td>sand</td>
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<tr>
<td>and</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>him</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>she</td>
</tr>
<tr>
<td>we</td>
<td>hi</td>
</tr>
<tr>
<td>the</td>
<td>brown</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
</tbody>
</table>
84. Draw a line under the word I say. Dictate: down, animals, there, what, we, to, not, brown, he, is.

<table>
<thead>
<tr>
<th>farm</th>
<th>train</th>
<th>down</th>
<th>animals</th>
<th>mother</th>
<th>down</th>
<th>that</th>
<th>the</th>
<th>what</th>
<th>with</th>
<th>me</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>can</td>
<td>brown</td>
<td>see</td>
<td>in</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>run</td>
<td>black</td>
<td>she</td>
<td>is</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>not</td>
<td>white</td>
<td>he</td>
<td>it</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

85. Read each riddle and the choice of answers. Have the children underline the correct answer on their papers.

People like to ride on me.
They like to say "Gee up".
Then I go.
I can go fast.
What am I?
  dog    horse    kitten

I have fun.
I live on the farm.
I run after the kitten.
What am I?
  horse    duck    dog

86. Read the sentences - Fill in the blanks by choosing the correct word from the ones given. Say each word to yourself first before you choose.

What do you ______ to play?
  will want with

Do you want to ______ with my trains?
  play say may

You can ______ them go.
  take bake make

I ______ not have trains.
  you do to

B. Sentence Meaning:

FARM ANIMALS

Do you have a dog?
We have a little dog.
My little dog is black and white.
We have a big dog.
It is a brown dog.
We have the big dog on the farm.
We have horses on the farm.
We have big animals on the farm.
We have little animals on the farm.
87. Find the sentence that does not belong in the story. Cross it out.

Child: I have a little dog.
It is a brown dog.
Can you see the airplane?
We have the dog on the farm.

88. Find the words that go with the sentences. Put the words on the right line.

________ are my friends.
________ what makes them run?
________ like real trains.
________ where they run?
________ big boys.

Tell me We are They look
Bob and Tommy Do you know

COME AGAIN

"Do you want to play again, Tommy?" said Bob. "I would like to, Bob, but I must go. My mother will want me." "Come again, Tommy," said Bob. "Come and play with me again. I will come again and you come to play with me."

89. Complete the following sentences by choosing one of the 3 answers below each. Circle your answer with a crayon.

Tommy would like to _____ again.
cry play come
"Come _____ Tommy," said Bob.
now again on
"I _____", said Tommy.
do like will
Tommy and Bob like ______.
see trains houses

C. Comprehension Check:

THE KITTEN

This is his kitten.
It is a little baby kitten.
His kitten is gray.
He can run with his kitten.
He can play with his kitten.
He can run and play with his little gray kitten.
90. Write the correct word in the empty space.

The kitten is ______. (his, hers)
It is a ______ kitten. (big, little)
His kitten is ______. (black, gray, white)
The kitten can ______. (run, hop)
He can run and ______ with his kitten. (jump, play)

91. Read the sentences. Put the right word on the line. Here are the words that will help you. There are 3 words for each sentence. Choose one.

Tommy said, "______ are you?"
I who you
Tommy said, "I ______ not know you."
do are is
Tommy said, "You are ______ too."
nine little big
Tommy said, "I am ______."
little one big

**TOMMY'S MOTHER**

"Where is Tommy?" said Mother. Tommy is big and you are big. Do you know Tommy? Do you know me? I am Tommy's mother. Where is Tommy? Do you know?

92. Here is the story retold with some blanks for you to fill in. Choose the right word from those underneath the story.

"Where is Tommy?" said ______. Tommy is big. You are too. Do you ______ Tommy? Do you know ______? I am Tommy's ______. Where is Tommy? Do you know?

you
 know
mother
big

93. Here are a few sentences with words left out. Complete them by choosing one of the 3 words below each. Circle your answer with a red crayon.

Tommy is a ______. (mother boy color)
Bob is a ______ boy too. (big mother little)
Bob said, "Will you ______ with me, Tommy?"
(plays know house)
94. Read the sentences. Put the right word on the line. Here are the words that will help you.

Could you ______ with me Tommy?
Bob said, "Could ______ come to my _____?"
______ could play there.
Come ______, come to my house.

Bob's house
We come house Tommy you

"This is my house Tommy," said Bob. "Come in Tommy. Come in and see my mother. She will like you, Tommy. This is Tommy, Mother. He is my friend. He has come to play with me. We ran, Mother. We ran and ran.
"Come in, boys," said Mother, "come in and play."

95. Look at these sentences. Find the right endings for them. Put an X on them.

"This is my house Tommy," ______

_________ said Mother.
_________ said Bob.

Come in and see my ______

_____ toys, said Bob.
_____ Mother, said Bob.

Tommy is ______

_____ my friend.
_____ my Mother.

Come in boys, said Mother, come ______

______ in and run.
______ in and play.

96. Below are 3 riddles. Read them carefully and fill in the blank by picking the right answer from the list below each riddle.

I am a toy. Bobby plays with me. He likes me. I am Bobby's ______.

I am a boy. I am a friend to Tommy. I am ______.

The boys come to play in my house. My boy is Bob. His friend is Tommy. I am ______.

numbers train friend
see mother boy friend

mother Bob
TRAINS

"What do you want to play, Tommy? Do you want to play with my trains? They are good trains. You can make them go. Come on, Tommy, let's make my trains go."

"They are good trains, Bob," said Tommy. "I like them. I do not have trains. Let's play with them, Bob. Come on, let's play."

97. Read the sentences. Put yes or no after each.

Yes------ if true
No-------- if not true

"Tommy, do you want to play with my trains," said Mother.____
They are not good trains.____
"You can make them go," said Bob.____
Tommy does not have trains.____
The boys like to play with the trains.____

98. Fill in the blanks. Use the words given below.

Please ______, may we go to see the trains?
Not ______, boys, said Mother.
I do not like you to go ______.
Would you ______ that?
Tell us about the ______ train.

now alone Mother little like

99. Certain words have been left out of the following sentences. Fill in the blanks by choosing one of the 3 words given below each sentence.

"Let's go and look at that house ______," said Bob.
play away again
We must not go ______.
from far now
There is no ______ in it.
two run one
The house is ______ old.
no so go
Let's go away ______ said Bob.
so no now
A MAN IN THE HOUSE

"Bob, I just came by that old house. Some one is in the house, Bob. I saw a man go in the house. Let's go down there Bob."

Tommy and Bob went down to the old house.

"There is a man in the house," said Bob. "I can see the man." Just then a man came out of the house.

"Who is that man, Tommy?" said Bob. "I do not know," said Tommy. "I just saw him when I came by."

100. There is a line to show that a word is left out. (These sentences are taken from the story) Write it in the blank - choose one.

Bob _____ just came by that old house. (I, we)
Some one is _____ the house. (in, by)
I saw a _____ in the house. (man, bird)
Tommy and Bob went _____ to the old house. (down, from)
_____ then a man came out of the house. (must, Just)
I just _____ him when I came by. (saw, was)
These exercises were selected by the second grade teachers as practical, useful and interesting to the slow readers of grade II.

READING READINESS

Listening Comprehension
1

Motor Coordination
2,3

Visual Memory
4,6,7

Matching Letters or Words
8

Identifying First and Final Sounds
9,10,11,12,13,14,15,16

WORD MASTERY

Sight Vocabulary
17,18,19

Context Clues
20,21

Consonant Sounds
22

Vowel Sounds
23,24,25

Auditory Discrimination
27,28,29,32
Visual Discrimination
33,34,35,36,37

Compound or Root Words
38,39

Reversals
40

Rhyming Words
41

STUDY SKILLS

Following Directions
42,43,44,45,46,47,48,49,50

Details
52,53,54,56

Sequence
57,58,59,60,61,62,63,64

Dictionary
65,66,67,68,70

Classification
71,72,73,74

Relevance of Ideas
75,76

COMPREHENSION AREAS

Word Meaning
78,79,80,82,83,84,85,86
Sentence Meaning

88, 89

Comprehension Check

90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
These exercises were selected by the third grade teachers as practical, useful and interesting to the slow readers of grade III.

READING READINESS

Motor Coordination
2, 3

Visual Memory
4, 5, 6, 7

Matching Letters or Words
8

Identifying First and Final Sounds
9, 10, 11, 12, 13, 14, 15, 16

WORD MASTERY

Sight Vocabulary
17, 18, 19

Context Clues
20, 21

Consonant Sounds
22

Vowel Sounds
23, 24, 25, 26

Auditory Discrimination
27, 28, 29, 31, 32

Visual Discrimination
33, 34, 35, 36, 37

Compound or Root Words
38, 39
Reversals
40
Rhyming Words
41

STUDY SKILLS
Following Directions
42, 43, 44, 45, 46, 47, 48, 49, 50
Details
51, 52, 53, 54, 55, 56
Sequence
57, 58, 59, 60, 61, 62, 63, 64
Dictionary
65, 66, 67, 68, 69, 70
Classification
71, 72, 73, 74
Relevance of Ideas
75, 76, 77

COMPREHENSION AREAS
Word Meaning
78, 79, 82, 83, 84, 85, 86
Sentence Meaning
88, 89
Comprehension Check
90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
These exercises were selected by the remedial reading teachers as practical, useful and interesting in remedial classes for grades II through IV.

READING READINESS

Listening Comprehension
1

Motor Coordination
3

Visual Memory
4, 6

Matching Letters or Words
8

Identifying First and Final Sounds
9, 10, 11, 12, 13, 14

WORD MASTERY

Sight Vocabulary
17, 19

Context Clues
20, 21

Consonant Sounds
22

Vowel Sounds
23, 24, 25, 26

Auditory Discrimination
27, 28, 29
Visual Discrimination

33, 34, 35, 36, 37

Compound or Root Words

38, 39

Reversals

40

Rhyming Words

41

STUDY SKILLS

Following Directions

43, 44, 45, 47, 48, 49, 50

Details

51, 52, 53, 54, 56

Sequence

57, 58, 59, 60, 61, 62, 63, 64

Dictionary

65, 67, 69

Classification

71, 72, 73, 74

Relevance of Ideas

75, 76

COMPREHENSION AREAS

Word Meaning

78, 80, 82, 83, 84, 85, 86

Sentence Meaning

88, 89

Comprehension Check

90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate ninety exercises selected from the Druker thesis by the present writers. These exercises were taken from the section prepared for children aged seven to nine and reading on a first grade level. Two groups of teachers, remedial reading teachers and regular classroom teachers, participated in the evaluation.

The intention of this study was to make a final choice of exercises which would meet the needs of slow readers in grades II and III and remedial classes in grades II through IV.

These exercises were evaluated by the teachers on the basis of: (1) Quality of Content; (2) Level of Difficulty; (3) Interest Level; (4) Clarity of Directions; (5) Suitability of Arrangement; and (6) Pupil's Ability to Work Exercises Independently.

As a result of the evaluation, eighty-six of the ninety exercises were retained. The four discarded exercises were found to be lacking in interest and clarity of directions.

Generally speaking, the quality of content was judged to be good.

It was concluded that the level of difficulty centered between the High I and Low II reading levels.

The majority of exercises evaluated were found to be of higher interest to grade II than to either grade I or grade III.
From the percentages computed, it was concluded by the present writers that 82.5 percent of the exercises evaluated were stated clearly and concisely.

The format of the majority of exercises was found to be suitable to the level of the child's comprehension in this specific age group.

From this evaluation it was determined also that only 37.5 percent of the total number of exercises could be worked on independently by the pupils at this age level.

The results of this study would seem to indicate that the majority of the present exercises will be found useful to teachers of remedial reading, and teachers with slow learners in the regular classroom. Their range of level and variety of use should render them helpful in providing for individual needs in both the remedial and the classroom situation.
Suggestions for further study --

1. A study to evaluate the remaining exercises in the seven to nine age group in the Druker thesis.

2. A study to try out and evaluate the exercises in the ten to twelve age group.

3. A study to try out all the exercises on a larger and more representative population to establish their value.

4. A study which would have for its purpose the construction of a set of exercises similar to these but having greater appeal to slow reading children of grade III and remedial children reading on a grade III level.
LESSON 150

New Words: see, the, airplane

A FORCED LANDING

(teacher) One day three children were out playing in a large field. Suddenly they heard a loud humming noise. As they looked up, one of them cried:

Child    See, see.
See the airplane.

Teacher    When the children joined in shouting:
Child    See the airplane!
See the airplane!

Teacher    While they watched, the airplane began to swoop lower and lower and lower until it finally landed on the other side of the field. The children started running toward it. The pilot got out of the airplane and came over to the children. He asked them if they knew how far it was to the nearest airport. He told them he was almost out of gas as he had not been able to land at the last airport because of the fog.

Objectives:

I. To promote the ability to follow directions and to improve motor coordination by tracing and coloring.

II. To improve visual discrimination of letters.

III. To test the ability to recognize the words introduced in the story and also the ability to follow directions.

Exercises:

I. Teacher    Look at the picture of the airplane. Trace the dots with your black crayon. Color the airplane red.
II. Teacher:

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<th>o</th>
<th>u</th>
</tr>
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<tbody>
<tr>
<td>e</td>
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</tr>
<tr>
<td>t</td>
<td>t</td>
<td>s</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>h</td>
<td>g</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>r</td>
<td>t</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>r</td>
<td>p</td>
<td>p</td>
<td></td>
</tr>
</tbody>
</table>

III. Teacher:

Draw a black line under the word "the".

Draw a red line under the word "see".

Draw a blue line under the word "airplane".

(child's page)

airplane the see
LESSON 153

New Words: go, it, up

FATHER'S TRIP

Teacher: Last week John and Mary's father had to go away on a business trip. He decided to go by airplane because it was a long trip. The children went to the airport with him to see him go. Soon after Father got on the airplane it took off. As the airplane left the ground, the children shouted:

Child See the airplane go!
See the airplane go up!
See it go.
See it go up.
See it go up up.

Teacher: At last Father was on his way. Bobby and Patty watched until the airplane was out of sight. Then they went back home with Mother.

Objectives:

I. To improve visual discrimination of words.

II. To give practice in recognizing words when written with capital and small initial consonants.

III. To develop the ability to arrange words in a sequence.

Exercises:

I. Teacher: Draw a line between the words that are the same.

<table>
<thead>
<tr>
<th>go</th>
<th>go</th>
<th>it</th>
<th>up</th>
<th>up</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>see</td>
<td>up</td>
<td>it</td>
<td>up</td>
<td>go</td>
</tr>
<tr>
<td>the</td>
<td>up</td>
<td>go</td>
<td>up</td>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>up</td>
<td>the</td>
<td>go</td>
<td>up</td>
<td>see</td>
<td>see</td>
</tr>
<tr>
<td>it</td>
<td>up</td>
<td>see</td>
<td>the</td>
<td>the</td>
<td>it</td>
</tr>
<tr>
<td>it</td>
<td>up</td>
<td>the</td>
<td>see</td>
<td>it</td>
<td>the</td>
</tr>
</tbody>
</table>
II. Teacher:

Draw a line from the word in the first column to a word in the second column that says the same thing:

see          Up
the          Go
it           The
up           Airplane
airplane     It

III. Teacher:

Cut out the words from the bottom of the page. Paste them in the right order at the top of the page.

1. airplane  see  go  the
2. up        it    see    go
LESSON 156

New Words:  I, little, is

THE LITTLE AIRPLANE

Teacher: A little red toy airplane sat in the window of a toy store. It was very lonely because no one would buy it or even talk about it. Children would come by and look at all the other toys but they did not bother with the little red airplane. At last a little ragged boy came by and repeated in a sing-song voice:

Child:  I see a little airplane.
        I see a red airplane.
        It is a little red airplane.
        It is red, it is little.
        The little red airplane is red.
        The red airplane is little.

Teacher: This made the little airplane happy because at last someone had talked about it and wanted it.

Objectives:

I. To develop the ability to recognize the words introduced.

II. To improve visual memory by matching words with cards flashed by the teacher.

III. To develop the ability to hear the first sound in a word.

Exercises:

I. Teacher:

Draw a line under the word I say:

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>see</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>it</td>
<td>the</td>
<td>is</td>
</tr>
<tr>
<td>it</td>
<td>I</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>red</td>
<td>little</td>
<td>is</td>
<td>little</td>
</tr>
<tr>
<td>little</td>
<td>the</td>
<td>it</td>
<td>see</td>
</tr>
<tr>
<td>airplane</td>
<td>see</td>
<td>the</td>
<td>it</td>
</tr>
</tbody>
</table>
II. Note to teacher:

Prepare flash cards of the words "is", "red", "up", "little". The children do not need to recognize the word in this exercise but merely remember the configuration. For this reason words not presented but similar to words in their vocabulary have been used in some of the rows.

Teacher:

Look at the card I am going to show you. (expose card for five seconds) Now look at the words in your book. Find the word and put a cross on it.

<table>
<thead>
<tr>
<th>go</th>
<th>in</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>the</td>
<td>see</td>
</tr>
<tr>
<td>up</td>
<td>is</td>
<td>go</td>
</tr>
<tr>
<td>airplane</td>
<td>little</td>
<td>look</td>
</tr>
</tbody>
</table>

III. Teacher:

Dictate the following words and have the children write the first letter of the word. If the children are unable to write, the letter may be written with other choices for the child to circle the correct letter.

Words to use:

<table>
<thead>
<tr>
<th>go</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>boat</td>
</tr>
<tr>
<td>little</td>
<td>dog</td>
</tr>
<tr>
<td>see</td>
<td>take</td>
</tr>
<tr>
<td>mother</td>
<td>color</td>
</tr>
</tbody>
</table>
LESSON 162

New Words: horse, she, mother

BROWNIE

Teacher: This is a story about a horse called Brownie. After you read about what the horse looks like, I will tell you some more about her.

Child: See the horse.

I see the horse.

The horse is little.

She has the color brown.

She has the color white.

She has a mother.

The mother is brown.

Teacher: Brownie likes to play with her mother. She will kick up her heels and run. Sometimes she tries to have a race with her mother. Her mother is much bigger and can run faster. Brownie does not care and sometimes her mother slows down so Brownie can catch her. There are several other horses for Brownie to play with too. Sometimes they bite. Brownie will not play with them when they bite.

Objectives:

I. To promote the ability to read and recall details and improve word recognition.

II. To develop visual discrimination of words.

III. To promote the ability to arrange words in a sequence.

Exercises:

I. Teacher:

Draw a line under the things that are found in the story.

The horse is red.  She is a little horse.

The horse is little. She has a mother.

She has the color brown. The mother is little.

She has the color black. The mother is brown.

She has the color white. The mother is red.
II. Teacher:

Draw a line under the word in each row that is just like the first word.

<table>
<thead>
<tr>
<th>Brownie</th>
<th>brown</th>
<th>Brownie</th>
<th>horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>horse</td>
<td>color</td>
<td>white</td>
</tr>
<tr>
<td>mother</td>
<td>little</td>
<td>horse</td>
<td>mother</td>
</tr>
<tr>
<td>little</td>
<td>color</td>
<td>little</td>
<td>white</td>
</tr>
<tr>
<td>color</td>
<td>red</td>
<td>color</td>
<td>go</td>
</tr>
<tr>
<td>big</td>
<td>and</td>
<td>go</td>
<td>big</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td>big</td>
<td>a</td>
</tr>
<tr>
<td>brown</td>
<td>brown</td>
<td>white</td>
<td>big</td>
</tr>
<tr>
<td>white</td>
<td>mother</td>
<td>brown</td>
<td>white</td>
</tr>
<tr>
<td>she</td>
<td>red</td>
<td>she</td>
<td>see</td>
</tr>
</tbody>
</table>

III. Teacher:

Change the order of these words to make a sentence from the story.

Horse little the is
Brown color has the she
Has a she mother
Horse the see I
Mother is the brown

(note) If the children cannot write the words, make this exercise the same as exercise III of story two.
LESSON 168

New Words:  we, can, a

THREE AIRPLANES

We can see three airplanes.
We can see a red airplane.
We can see a green airplane.
And we can see a blue one.
See the three airplanes go up.
We can see them fly.

Objectives:
I. To utilize context cues as aids to the recognition of words.
II. To teach word meanings by association with pictures.
III. To develop the ability to comprehend something that is read out loud.

Exercises:
I. Read the directions for this story before the children are asked to read it to themselves.

Read the story to yourself. Then underline the sentences which tell what the story said.

We can see three airplanes.
We can see some airplanes.
We can see an airplane.

One airplane is black.
One airplane is yellow
One airplane is blue.

The airplanes can run.
The airplanes can fly.
The airplanes can go up.
II. Teacher:

Underline the picture that means the same as the word "up".

III. Teacher:

Have the children listen carefully as you read the following riddle. Then have each child whisper the answer to you, in turn. In this way you provide an opportunity for each child to have a turn at giving the answer.

I fly through the air.
I have wings.
I have a motor.
People like to ride in me.
What am I?

bird    kite    airplane    leaf
LESSON 173

New Words:  do, train

TRAINS

Teacher:  Do you like trains?  In one town there is a little railroad.  There are many trains on this railroad.  People come from many places to ride on these trains.  At Christmas time the whole town is covered with pretty Christmas lights.  Along the railroad there are many lights and Christmas scenes.  Even the train is covered with lights.  I like to see the trains.

Children:  I want to see the trains.

Do you want to go with me?

One train is big.

One train is little.

Do you want to see the big train?

Do you want to see the little train?

Objectives:

I.  To develop the ability to follow directions and to promote better motor coordination.

II.  To develop directional orientation, both vertical and horizontal, and visual discrimination of word forms.

III.  To develop auditory discrimination of words.

Exercises:

I.  Teacher:

Look at the picture of the train.  Trace the dots with your black crayon.  Then color the train red.
II. Teacher:

Look at the two words in the first box. If they are the same draw a circle around them. If they are different, put a cross next to them. Do the same for all the boxes on this page.

<table>
<thead>
<tr>
<th>want</th>
<th>want</th>
<th>to</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>want</td>
<td>went</td>
<td>do</td>
<td>to</td>
</tr>
<tr>
<td>do</td>
<td>one</td>
<td>see</td>
<td>see</td>
</tr>
<tr>
<td>do</td>
<td>on</td>
<td>see</td>
<td>me</td>
</tr>
<tr>
<td>trail</td>
<td>train</td>
<td>go</td>
<td>do</td>
</tr>
<tr>
<td>train</td>
<td>train</td>
<td>go</td>
<td>go</td>
</tr>
</tbody>
</table>

III. Teacher:

Draw a line under the word you hear.

Words Read

<table>
<thead>
<tr>
<th>do</th>
<th>want</th>
<th>big</th>
<th>to</th>
<th>with</th>
<th>me</th>
<th>train</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be</td>
<td>can</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>went</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>went</td>
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<td></td>
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<tr>
<td>do</td>
<td>with</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trail</td>
<td>see</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>train</td>
<td>seem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rain</td>
<td>seem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Words: for, my, boat

BOATS

Child: Do you see the boats?
Do you see the red boat?
The red boat is for me.
It is my boat.
My boat is big and red.
Do you see my big red boat?
Do you see the blue boat?
It is for you.
The blue boat is for you.

Objectives:

I. To develop the ability to find a given word in a group of sentences.

II. To develop the ability to recognize and write the beginning sound of a word as a first step in spelling.

III. To develop the ability to select a title for a story.

Exercises:

I. Teacher:

Draw a line under the word for in each sentence.
The boat is for you.
Do it for me.
It is for the train.

Draw a line under the word my in each sentence.
The boat is my boat.
My boat is red.
Do you see my train?
II. Teacher:

Write the first letter of the word beside the picture.

III. Teacher:

Read this story and then draw a line under the best name for the story.

Child: Can you see the boats?

Can you see a red boat?

I can see a red boat.

It is my boat.

It is my red boat.

What is the best name for this story?

My Red Boat
My Run Boat
A Little Boat
LESSON 181

New Words: are, not, animals

CIRCUS ANIMALS

Teacher: Do you like the circus? Most people like the circus. They like the acts in the main tent. There the clowns do funny tricks. Sometimes they ride on the circus horse. The circus horse is always fun. Usually there is a horseback rider who does tricks on the horse. The elephants and tigers do tricks too.

Child: Do you want to go?
    Do you want to go with me?
    We can go to see the animals.
    We can see the big animals.
    We can see the horses.
    Horses are big animals.
    The horses are white.
    The white horses are not on the farm.
    We can not see the big farm animals.
    We can not see the little farm animals.
    The animals are not on the farm.

Objectives:

I. Listening to a story for a sequence of events.

II. To develop the ability to recognize the final consonant in a word.

III. To develop word recognition and develop the ability to note details.
Exercises:

I. Teacher:

I am going to tell you a story about a circus. Listen carefully so you can tell me what happened first, what happened next and what happened last.

One day some children went to the circus. First they went to the main tent. In the main tent they saw some clowns. The clowns did funny tricks. They saw a horseback rider do tricks on a horse and a dog jump through a hoop. Then they went to the other tents to see the lions, elephants and bears.

They saw a horseback rider do tricks on a horse.

They went to see the lions, elephants, and bears.

Some children went to the circus.

II. Teacher:

Draw a line under the word in each row that ends with the same sound as the first word.

<table>
<thead>
<tr>
<th>it</th>
<th>see</th>
<th>boat</th>
<th>is</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>dog</td>
<td>go</td>
<td>boat</td>
<td>do</td>
</tr>
<tr>
<td>can</td>
<td>not</td>
<td>see</td>
<td>on</td>
<td>the</td>
</tr>
<tr>
<td>red</td>
<td>do</td>
<td>run</td>
<td>see</td>
<td>and</td>
</tr>
<tr>
<td>has</td>
<td>see</td>
<td>horses</td>
<td>the</td>
<td>can</td>
</tr>
</tbody>
</table>

III. Teacher:

Draw a line under the right word.

We can go to see ________.

airplanes animals and

We can see ________ animals.

big  do  go

The horses are ________.

with want white

We cannot see little ________ animals.

farm  for  are

The animals are ________ on the farm.

see  big  not
New Words: have, dog

FARM ANIMALS

Child: Do you have a dog?
   We have a little dog.
   My little dog is black and white.
   We have a big dog.
   It is a brown dog.
   We have the big dog on the farm.
   We have horses on the farm.
   We have big animals on the farm.
   We have little animals on the farm.

Objectives:
   I. To improve comprehension and see the relevancy of ideas.
   II. To improve visual memory.
   III. To develop the ability to see the root word in a variant of that word.

Exercises:
   I. Teacher:
      Find the sentence that does not belong in the story.
      Cross it out.
      Child: I have a little dog.
      It is a brown dog.
      Can you see the airplane?
      We have the dog on the farm.
II. (Note) Prepare flash cards for the following words.

dog, we, animals, all, in, to

Teacher:

Expose each card for five seconds and have the child find the word on his paper.

Child:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>do</td>
<td>big</td>
</tr>
<tr>
<td>we</td>
<td>me</td>
<td>he</td>
</tr>
<tr>
<td>animals</td>
<td>airplane</td>
<td>little</td>
</tr>
<tr>
<td>all</td>
<td>at</td>
<td>and</td>
</tr>
<tr>
<td>is</td>
<td>it</td>
<td>in</td>
</tr>
<tr>
<td>do</td>
<td>go</td>
<td>to</td>
</tr>
</tbody>
</table>

III. Teacher:

Draw a line under the part of the word that is just alike in each word.

farm         want         big         see
farmer       wanted       bigger       sees
farming      wants        biggest      seeing
farmed       wanting

  go          dog          horse
  going       dogs         horses
LESSON 189

New Words: they, at

AT THE FARM

Do you want to see the animals?
They are at the farm.
We have to go to the farm to see the animals.
We can see the horses.
They are at the farm.
We can see dogs.
They are at the farm.
We can not see the trains.
They are not at the farm.
We can not see the airplanes.
They are not at the farm.
We can not see the boats.
They are not at the farm.

Objectives:

I. To promote word recognition and word meaning.
II. To enrich word meanings and develop comprehension through the use of riddles.
III. To develop visual discrimination of word elements.

Exercises:

I. Teacher:

Cut out each word. Paste the correct word under each picture.
II. Teacher:

The teacher reads the riddle and the pupils mark the answer on their paper.

<table>
<thead>
<tr>
<th>People ride in me.</th>
<th>People ride in me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can not fly.</td>
<td>I can not fly.</td>
</tr>
<tr>
<td>I go in the water.</td>
<td>I go in the water.</td>
</tr>
<tr>
<td>I am a __________</td>
<td>I am a __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am found on a farm.</th>
<th>I am found on a farm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can not fly.</td>
<td>I can not fly.</td>
</tr>
<tr>
<td>People ride on me.</td>
<td>People do not ride on me.</td>
</tr>
<tr>
<td>I am a __________</td>
<td>I am a __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>boat</th>
<th>airplane</th>
<th>train</th>
<th>horse</th>
<th>animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>airplane</td>
<td>train</td>
<td>horse</td>
<td>dog</td>
</tr>
<tr>
<td>boat</td>
<td>airplane</td>
<td>horse</td>
<td>dog</td>
<td>train</td>
</tr>
</tbody>
</table>

III. Teacher:

Draw a ring around the word that ends like the first word in each column.

<table>
<thead>
<tr>
<th>boat</th>
<th>farm</th>
<th>not</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>harm</td>
<td>no</td>
<td>done</td>
</tr>
<tr>
<td>farm</td>
<td>train</td>
<td>not</td>
<td>log</td>
</tr>
<tr>
<td>goat</td>
<td>for</td>
<td>we</td>
<td>boat</td>
</tr>
</tbody>
</table>
LESSON 192

New Words: them, you, down

THE QUESTIONS

Teacher: Today we are going to read a story about two children, a little boy and a little girl. The little boy's name was John. The little girl's name was Mary.

One day John and Mary went to visit the airport. They saw a lot of airplanes. Mary kept asking John questions about the airplanes.

I would like you to read the questions Mary asked John and what his answers were. Read these to yourself.

Child: Can you see the airplanes?
I can see the airplanes.
Can you see them go up?
I can see them go up.
Can you see them fly?
I can see them fly.
Can you see them go down?
I can see them go down.
You and I can see them go up and down.
We can see them fly.

Teacher: After the class has read the story silently, you may have them read it out loud with you. You may have the girls read the questions and the boys read the answers as you would in choral speaking.

Objectives:

I. To improve the ability to recognize rhyming words and to increase sight vocabulary.

II. To develop auditory discrimination for initial sounds.

III. To develop the ability to read and recall details.
Exercises:

I. Teacher:
Find the word in column B that rhymes with a word in column A. Draw a line to connect the two words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>sou</td>
</tr>
<tr>
<td>you</td>
<td>cup</td>
</tr>
<tr>
<td>up</td>
<td>wee</td>
</tr>
<tr>
<td>go</td>
<td>ho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>them</td>
<td>sly</td>
</tr>
<tr>
<td>can</td>
<td>sand</td>
</tr>
<tr>
<td>and</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>hem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>she</td>
</tr>
<tr>
<td>we</td>
<td>hi</td>
</tr>
<tr>
<td>the</td>
<td>brown</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
</tbody>
</table>

II. Teacher:
Draw a line under the word that has the same first sound as the one I say.

Word List

<table>
<thead>
<tr>
<th>down</th>
<th>1. ball</th>
<th>doll</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td>2. when</td>
<td>where</td>
<td>the</td>
</tr>
<tr>
<td>see</td>
<td>3. seem</td>
<td>zebra</td>
<td>the</td>
</tr>
<tr>
<td>go</td>
<td>4. coat</td>
<td>done</td>
<td>gone</td>
</tr>
<tr>
<td>fly</td>
<td>5. flag</td>
<td>glad</td>
<td>clad</td>
</tr>
<tr>
<td>can</td>
<td>6. church</td>
<td>car</td>
<td>gap</td>
</tr>
</tbody>
</table>

III. Teacher:
Have the children read the sentences to themselves and then have them fill in the blank spaces to make sentences relative to the story preceding this exercise. Use only one of the three words provided as choices.

I can see the _________. (boat, train, airplane)

Can _________ see them fly? (we, you, I)

I can see them _________. (fly, go, go up)

You and I can see them go up and _________. (ride, down, fly)
LESSON 201

New Words: what, he

DIALOGUE

Child: What animals do you have?
I have many farm animals.
Do you have a horse?
I have a horse.
What color is he?
He is all brown.
What can he do?
He can run on the farm.
Can he do what you can do?
He can not do what I can do.

Objectives:

I. Word recognition and vocabulary test.

II. To develop the ability to recognize the beginning letter of a word.

III. To develop ability in using context clues.

Exercises:

I. Teacher:

Draw a line under the word I say. Dictate: down, animals, there, what, we, to, not, brown, he, is.

<table>
<thead>
<tr>
<th>farm</th>
<th>animals</th>
<th>that</th>
<th>what</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>mother</td>
<td>the</td>
<td>which</td>
<td>we</td>
</tr>
<tr>
<td>down</td>
<td>airplanes</td>
<td>there</td>
<td>with</td>
<td>see</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>can</td>
<td>brown</td>
<td>see</td>
<td>in</td>
</tr>
<tr>
<td>go</td>
<td>run</td>
<td>black</td>
<td>she</td>
<td>is</td>
</tr>
<tr>
<td>do</td>
<td>not</td>
<td>white</td>
<td>he</td>
<td>it</td>
</tr>
</tbody>
</table>
II. Teacher:

In each row find the word that begins like the first word.

Draw a line under it.

<table>
<thead>
<tr>
<th>is</th>
<th>a</th>
<th>it</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>has</td>
<td>big</td>
<td>she</td>
</tr>
<tr>
<td>the</td>
<td>he</td>
<td>little</td>
<td>that</td>
</tr>
<tr>
<td>big</td>
<td>boat</td>
<td>horse</td>
<td>dog</td>
</tr>
<tr>
<td>mother</td>
<td>color</td>
<td>me</td>
<td>not</td>
</tr>
<tr>
<td>will</td>
<td>my</td>
<td>he</td>
<td>with</td>
</tr>
<tr>
<td>which</td>
<td>he</td>
<td>what</td>
<td>that</td>
</tr>
<tr>
<td>airplane</td>
<td>little</td>
<td>farm</td>
<td>animal</td>
</tr>
<tr>
<td>can</td>
<td>color</td>
<td>see</td>
<td>big</td>
</tr>
<tr>
<td>dog</td>
<td>go</td>
<td>do</td>
<td>big</td>
</tr>
</tbody>
</table>

III. Teacher:

Read this story and fill in the missing words. Use the words from the bottom of the exercise.

I have many _________ on my farm.

I have a _________. He is all brown.

He can _________ on the farm.

He can _________ do what I do.

not animals run horse
LESSON 207

New Words: out, play, baby

PLAY

Mother:
May I go out to play?
I want to play with the animals.
I want to play with the baby dog.
I want to play with the mother dog.
The baby dog is brown and white.
The mother dog is black and white.
I want to play with the baby horse.
I want to play with the mother horse.
The two horses are black.
I want to play with all the animals.

Objectives:

I. To develop visual discrimination of words.

II. To provide a check on reversal tendencies, with symbols, letters, and words.

III. To improve recognition of characters through the use of descriptive words.

Exercises:

I. Teacher:

Draw a line under the words in each row that are exactly like the first word.

<table>
<thead>
<tr>
<th>play</th>
<th>Play</th>
<th>play</th>
<th>pray</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>baby</td>
<td>Baby</td>
<td>baby</td>
<td>bay</td>
</tr>
<tr>
<td>Mother</td>
<td>motor</td>
<td>Mother</td>
<td>mother</td>
<td>Mother</td>
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<tr>
<td>out</td>
<td>out</td>
<td>cut</td>
<td>Out</td>
<td>out</td>
</tr>
<tr>
<td>dog</td>
<td>Dog</td>
<td>dog</td>
<td>Dog</td>
<td>hog</td>
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<tr>
<td>horse</td>
<td>house</td>
<td>House</td>
<td>Horse</td>
<td>horse</td>
</tr>
</tbody>
</table>
II. Teacher:

Underline the figure, letter or word that is the same as the one in the first column.

<table>
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<tr>
<th>a)</th>
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<td>q</td>
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<td>q</td>
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<td>k)</td>
<td>want</td>
<td>went</td>
<td>want</td>
<td>went</td>
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<tr>
<td>l)</td>
<td>can</td>
<td>car</td>
<td>can</td>
<td>can</td>
<td>car</td>
<td>can</td>
</tr>
<tr>
<td>m)</td>
<td>come</td>
<td>came</td>
<td>come</td>
<td>came</td>
<td>come</td>
<td>came</td>
</tr>
</tbody>
</table>

III. Teacher:

Read the riddle and have each child whisper the answer in your ear.

It is little. I am little.
It is brown and white. I am a baby also.
It is a baby. I am an animal.
It is an animal. I am all black.
What is it? What am I?
A baby dog; a puppy. A baby horse; a pony.
New Words: his, kitten

THE KITTEN

That is his kitten.
It is a little baby kitten.
His kitten is gray.
He can run with his kitten.
He can play with his kitten.
He can run and play with his little gray kitten.

Objectives:

I. To develop the ability to comprehend and recall details.
II. To promote the ability to follow directions.
III. To develop the ability to arrange ideas in sequential order.

Exercises:

I. Teacher:

Write the correct word in the empty space.
The kitten is ________ (his, hers).
It is a ________ kitten. (big, little).
His kitten is ________ (black, gray, white).
The kitten can ________ (run, hop).
He can run and ________ with his kitten. (jump, play).
II. Teacher:

Draw a picture of a kitten in this space. Color it gray (light black).

III. Teacher:

Read the following sentences. Put them in the same order as they appeared in the story.

He can play with his kitten.

His kitten is gray.

It is a little baby kitten.

He can run and play with his little gray kitten.

That is his kitten.

He can run with his kitten.
LESSON 213

New Words:  about

CAN YOU RUN?

All the animals run about on the farm.
The kittens run about it.
The dogs run about it.
And the horses run about it, too.
Can you run about the farm?
Can you? Can you?

Objectives:

I. To develop the ability to recognize initial and final consonants in a word.

II. To develop visual discrimination as a means of avoiding and overcoming confusions of words alike except for beginning or middle letters.

III. To enrich word meanings and develop comprehension through the use of riddles.

Exercises:

I. Teacher:

Draw a line under the word in each row that begins and ends with the same sound as the first word in that row.

mother mole note motor
big bring buy pig
will all wall went
color coat cover door
boats beats bent dents
red real mend read
II. Teacher:

Underline the word that means the same thing as the picture.

III. Read each riddle and the choice of answers. Have the children underline the correct answer on their papers.

People like to ride on me. I have fun.
They like to say "Gee up." I live on the farm.
Then I go. I run after the kitten.
I can go fast. What am I?

What am I?

dog horse kitten horse duck dog

I live on the farm.
I live with the little boy.
I can go up a tree.
The dog cannot get me.
What am I?

kitten airplane horse
Lesson 218

New Words: said, who, know, Tommy

TOMMY

"Who are you?", said Tommy. I do not know you. Do you know me? I am Tommy. I am big. You are big too. Who are you? I do not know you.

Objectives:

I. To follow directions

II. To check comprehension

III. Correct Selection

Exercises:

I. Teacher:

Here is the story retold just as you have read it with some blanks for you to fill in. Choose the right word from those underneath the story.

"Who are you?" ______ Tommy. I do not ______ you. Do you know me? I am ______. I am a big boy. You are a ______ boy too. ______ are you? I do ______ know you.

- know - said - Tommy
- Who - not - big

II. Teacher:

Read the sentences.

Put the right word on the line. Here are the words that will help you. There are 3 words for each sentence—Choose one.

Tommy said "____ are you?"

I who you

Tommy said, "I ______ not know you."

do are is

Tommy said, "You are ______ too."

nine little big
Tommy said, "I am _____."  

little one big

III. Teacher:

Find words that begin with the following letter or letters.

Write the words on the lines below.

y ______    wh ______

kn ______    N ______

b ______    d ______
LESSON 221

New Words: Where, Tommy, know, said

TOMMY'S MOTHER

"Where is Tommy?" said Mother. Tommy is big and you are big. Do you know Tommy? Do you know me? I am Tommy's mother. Where is Tommy? Do you know?

Objectives:

I. To check comprehension

II. To follow directions (correct selection)

III. To alphabetize

Exercises:

I. Teacher:

Here is the story retold with some blanks for you to fill in. Choose the right word from those underneath the story.

"Where is Tommy?" said ______. Tommy is big. You are ______ too. Do you ______ Tommy? Do you know ______? I am Tommy's ______. Where is Tommy? Do ______ know?

you

mother

big

know

me

II. Teacher:

There are words in the story that begin with the following letters. Fill in the line by finishing the words: Reread the story.

wh ______ sa ______

kn ______ bi ______

mo ______ yo ______

III. Teacher:

Look at the letters. Find a word in the story that begins with one of these letters. Put the word on the line.

a ______ k ______

b ______ m ______

d ______ s ______

I ______ t ______
LESSON 223

New Words: play, boy, as, Bob

BOB

Will you play with me, Tommy? I am Bob. I am a big boy. I am as big as you, Tommy. Will you play with me? I will play with you, Bob. You are a big boy and I am a big boy.

Objectives:

I. Following directions

II. Correct selection

III. To develop auditory discrimination.

Exercises:

I. Teacher:

A sentence is a group of words that tells us a complete thought.

A question is an asking sentence, it asks something.

Reread the story as given here.

If it is a sentence put the number (1) at the end of it.

If it is a question put number (2) at the end of it.

Will you play with me, Tommy? ______

I am Bob, I am a big boy. ______

I am as big as you, Tommy. ______

Will you play with me? ______

I will play with you, Bob. ______

You are a big boy and I am a big boy. ______

II. Teacher:

Here are a few sentences with words left out. Complete them by choosing one of the 3 words below each. Circle your answer with a red crayon.

Tommy is a ______.

mother    boy    color
Bob is a _______ boy too.

big  mother  little

Bob said, "Will you _______ with me, Tommy?"

play  know  house

III. Teacher:

Here are some words-- me  big  play

as  Bob  I

Put a word that has long (a) here. _______

Put a word that has short (a) here. _______

Put a word with long (i) here. _______

Put a word with short (i) here. _______

Put a word with long (e) here. _______

Put a word with short (o) here. _______
LESSON 226

New Words: could, come, house, said

COME, TOMMY

"Could you come with me Tommy? Could you come to my house?, said Bob. We could play there. Come on, Tommy, come to my house."

Objectives:

I. To organize ideas in sequence
II. To check comprehension
III. To associate ideas with words

Exercises:

I. Teacher:

Number the sentences in the right order. 1, 2, 3 or 4.

1. We could play there.
2. Could you come with me, Tommy?
3. Come Tommy, come to my house.
4. Could you come with me, Tommy?
5. Could you come to my house?" said Bob.

II. Teacher:

Read the sentences. Put the right word on the line. Here are the words that will help you.

Could you _____ with me Tommy?
Bob said, "Could _____ come to my _____?"
_____ could play there.
Come _____, come to my house.

We  come  house
Tommy  you

III. Teacher:

Fill in the blanks with one of the words given in the list below:

Tommy  Mother
Bob  House

I am a big boy
I am _____
I am a big boy too
I am _____
LESSON 235

New Words: this, friend, has, ran

BOB'S HOUSE

"This is my house Tommy," said Bob. "Come in Tommy. Come in and see my mother. She will like you, Tommy. This is Tommy, Mother. He is my friend. He has come to play with me. We ran, Mother. We ran and ran."

"Come in, boys," said Mother, "come in and play."

Objectives:

I. To check comprehension.

II. To provide practice in placing words in categories.

III. To develop the ability to note details.

Exercises:

I. Teacher:

Look at these sentences. Find the right endings for them. Put an X on them.

"This is my house Tommy," ______

______ said Mother.

______ said Bob.

Come in and see my

______ toys, said Bob.

______ Mother, said Bob.

Tommy is

______ my friend.

______ my Mother.

Come in boys, said Mother, come

______ in and run.

______ in and play.
II. Teacher:

Put an X on all the words in this list - things we can see

___ house  ___ said
___ look  ___ go
___ Bob  ___ color
___ toys  ___ mother
___ boy  ___ like

Put an X on all the words that name people

___ could  ___ boy
___ Tommy  ___ an
___ come  ___ Mother
___ you  ___ toy
___ he  ___ Bob

III. Teacher:

Put the right endings on the line. Find the words in the story.

Who is Tommy? __________________
Who will Mother like? __________________
Where are Tommy and Bob? __________________
LESSON 238

New Words: want, good, trains, make

TRAINS

"What do you want to play, Tommy? Do you want to play with my trains? They are good trains. You can make them go. Come on, Tommy, let's make my trains go."

"They are good trains, Bob, said Tommy. I like them. I do not have trains. Let's play with them, Bob. Come on, let's play."

Objectives:

I. To promote the ability to draw conclusions from given facts.

II. To promote the ability to use meaning clues and consonant substitution.

III. To check comprehension.

Exercises:

I. Teacher:

Below are three riddles. Read them carefully and fill in the blank by picking the right answer from the list below each riddle.

I am a toy.
Bobby plays with me.
He likes me.
I am Bobby's ______________

numbers trains friend

I am a boy.
I am a friend to Tommy.
Tommy has come to my house.
I am ______________

see Mother Bob

The boys come to play in my house.
My boy is Bob.
His friend is Tommy.
I am Bob's ______________

mother boy friend
II. Teacher:

Read the sentences—fill in the blanks by choosing the correct word from the ones given. Say each word to yourself first before you choose.

What do you ______ to play?

will  want  with

Do you want to ______ with my trains?

play  say  may

You can ______ them go.

take  bake  make

I ______ not have trains.

you   do   to

III. Teacher:

Read the sentences. Put yes or no after each.

Yes  if true

No  if not true

"Tommy, do you want to play with my trains," said Mother. _____

They are not good trains. ______

"You can make them go," said Bob. ______

Tommy does not have trains. ______

The boys like to play with the trains. ______
LESSON 241

New Words: tell, makes, real, where

REAL TRAINS

"Tell me about your trains, Bob. Tell me what makes them run," said Tommy. "I will tell you all I can, Tommy. They look like real trains and they run like real trains. Have you seen trains, Tommy? Do you know where they run? Let's go and see the real trains. We can go. We are big boys."

Objectives:

I. To check comprehension.

II. To organize ideas in sequence.

III. To develop auditory discrimination.

Exercises:

I. Teacher:

Find the words that go with the sentences. Put the words on the right line.

_________ are friends.

_________ what makes them run?

_________ like real trains.

_________ where they run?

_________ big boys.

Tell me

Bob and Tommy

We are

They look

Do you know

II. Teacher:

Here are 4 sentences taken from the story. Number them 1 - 2 - 3 and 4 in the order they should follow to tell the story.

____ Let's go and see the real trains.

____ We can go.

____ Tell me about your trains, Bob.

____ Do you know where they run?
III. Teacher:

Fill in the blanks with a word that has the same vowel sound as the given word.

sample at an

know _________
is _________
me _________
make _________
can _________
Bob _________
like _________
them _________
LESSON 244

New Words: please, where, now, alone

A LITTLE TRAIN

"Please, Mother, may we go to see the trains?" said Bob. "You know where the big trains run, Mother. May we go?"

"Not now, boys," said Mother. "I can not go with you now. I do not like you to go alone. I will tell you about a train, a little train. Would you like that?"

"Tell us, Mother, said Bob. Tell us about the little train. We would like that."

Objectives:

I. Comprehension of material.

II. Retention of specific details; word recognition.

III. To alphabetize.

Exercises:

I. Teacher:

Fill in the blanks. Use the words given below.

Please ______ may we go to see the trains?

Not ______ boys, said Mother.

I do not like you to go ______.

Would you ______ that?

Tell us about the ______ train.

now
alone
like

Mother
little

II. Teacher:

Complete the following words by filling in the missing letters.

The letters are given below:
III. Teacher:

In this story find words that begin with the letters that are here. Put the word on the line.

a______  g_______  m_______  s_______  y_______  
c_______  k_______  n_______  t_______  
d_______  l_______  v_______  w________

Which letters in the alphabet are not here?

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
LESSON 249
New Words: thank, story, good, must

THANK YOU

"Thank you, Mother," said Bob. "That was a good story. I like a story about trains."

"I liked it too," said Tommy. "It was a good story. Thank you for the story."

"I must go, Bob. I must go to my house. My mother will want me."

Objectives:
I. To follow directions.
II. To organize in sequence.
III. To develop auditory discrimination.

Exercises:
I. Teacher:
   After each sentence - if it is true - write Yes in the blank;
   if it is false write No in the blank.
   Bob did not like the story._______
   The story was about trains._______
   Tommy liked the story too._______
   Bob does not like trains._______
   Tommy said, "my mother will want me."_______

II. Teacher:
   Here are 4 sentences taken right from the story. Number them 1 - 2 - 3 - 4 in the correct order they follow in the story.
   ____ Thank you for the story.
   ____ I must go to my house.
   ____ "I liked it too," said Tommy.
   ____ That was a good story.
III. Teacher:

In this story find and list here the following:

2 long / words (as in bite)  
(1) ________  
(2) ________

2 short / words (as in got)  
(1) ________  
(2) ________

2 long a words (as in game)  
(1) ________  
(2) ________

2 short i words (as in with)  
(1) ________  
(2) ________
LESSON 251

New Words: again, would, but, must

COME AGAIN

"Do you want to play again, Tommy?" said Bob. "I would like to, Bob, but I must go. My mother will want me. Come again, Tommy," said Bob.

"Come and play with me again. I will come again and you come to play with me."

Objectives:

I. To check comprehension.

II. To follow directions.

III. To arrange in categories (groups).

Exercises:

I. Teacher:

Complete the following sentences by choosing one of the 3 answers below each. Circle your answer with a crayon.

Tommy would like to _______ again.

<table>
<thead>
<tr>
<th>cry</th>
<th>play</th>
<th>come</th>
</tr>
</thead>
</table>

"Come _______ Tommy", said Bob.

<table>
<thead>
<tr>
<th>now</th>
<th>again</th>
<th>on</th>
</tr>
</thead>
</table>

"I ______", said Tommy.

<table>
<thead>
<tr>
<th>do</th>
<th>like</th>
<th>will</th>
</tr>
</thead>
</table>

Tommy and Bob like _______.

<table>
<thead>
<tr>
<th>see</th>
<th>trains</th>
<th>houses</th>
</tr>
</thead>
</table>

II. Teacher:

A sentence is a group of words that tells us a complete thought.

Look at the following groups of words. If they make a sentence put S in the blank. If they do not put an N in the blank.

S ______ Tommy and Bob like trains.

S ______ In the train was.

S ______ About a little train.

S ______ We can go.

S ______ They are good trains.

S ______ Will not like to run.
### III. Teacher:

Place the following words into the right grouping and under the right heading:

- go - will - like - an - make
- with - look - play - can - come

<table>
<thead>
<tr>
<th>Final letter (e) Silent as in fiv(e)</th>
<th>Short (i) as in (i)t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long (a) as in m(a)y</th>
<th>Long (o) as in n(o)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Double letter as in (see)</th>
<th>Short (a) as in (a)t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>
LESSON 257

New Words:  saw, an, old, (to)day

AN OLD HOUSE

"I saw an old house today," said Mother. "I like old houses. Do you know where it is, Bob? Have you seen it?"

"I saw an old house, Mother. But I do not like old houses. I like my house. It is a good house."

"Would you like to go with me to see an old house?" said Mother.

"I would like that, Mother," said Bob. "We will go (to)day," said Mother.

Objectives:

I. To follow directions.

II. To identify relationships.

III. Auditory discrimination.

Exercises:

I. Teacher:

Here are some groups of words. As they are now, they have no meaning. Put them into sentences, so they will have meaning.

Write the sentences on the lines below. Begin each sentence with a capital letter and put a period at the end. One is done to show you how.

I saw an old house today.
II. Teacher:

Look at the list of words below. In each blank add another word that is like the first one in some way. Choose your words from the Word List.

Bob _______
trains _______
number _______
she _______
color _______
look _______

Word List:

- toys
- see
- boy
- seven
- mother
- red

III. Teacher:

Make L on the line if you hear a long vowel in a word.

Make S on the line if you hear a short vowel in the word.

_____ may  _____ see  _____ go  _____ not  
_____ at  _____ it  _____ well  _____ just  
_____ can  _____ like  _____ did  _____ orange
LESSON 263

New Words: why, some, day, just

YOU WILL SEE

"An old house is not a good house, Mother. Why did you want to look at that house?"

"It is a good house, Bob. Some day it will not look like an old house. You will see why, Bob. You will see. We will come again some day just to see that house."

"Why, Mother, why will we come again," said Bob.

"You will see," said Mother, "you will see."

Objectives:

I. Recognition of words.

II. To alphabetize.

III. To follow directions.

Exercises:

I. Teacher:

Complete the following words by filling in the missing letters.

The letters you will need are listed.

ho_se       yo__       a__ain
n_t         loo__      t_at
wa_t        c_me       da_
_ome       sa_d       _ld

letters: o - g - h - i - u - c - k - o - u - y - n - o

II. Teacher:

Arrange the words below in alphabetical order by numbering the blanks (i.e.) 1 am (etc.)

___ eight ___ day ___ like
___ am ___ not ___ with
___ you ___ house ___ come
___ see ___ old ___ mother
___ know ___ is ___ train
III. Teacher:

Here are some groups of words. As they are now, they have no meaning. Put them into sentences so they will have meaning. Write the sentences on the lines below. Begin each sentence with a capital letter and be sure to place a period or a question mark at the end of it. One is done for you.

said see you Mother will
not is it house a good
come why we again will
to look house at you did that want
will old day it some not look
old the this is house

1. "You will see," said Mother.
2.
3.
4.
5.
6.
LET'S GO AWAY

"Let's go and look at that house again, Tommy," said Bob. "It is not far away. We must not go far," said Tommy. "Your mother said to play here."

"It is not far," said Bob. "There it is, Tommy. There is no one in it. I can tell, there is no one in it. Let's go in, Tommy. Let's go in the house."

"No, Bob, we must not go in the house. We must go away. It is a big house, Tommy, but it is so old. I do not like it. Let's go away, Tommy, let's go away."

Objectives:
I. To check comprehension.
II. To alphabetize.
III. To develop the ability to note details.

Exercises:
I. Teacher:

Certain words have been left out of the following sentences. Fill in the blanks by choosing one of the 3 words given below each sentence.

"Let's go and look at that house ________," said Bob.

play  away  again

We must not go ________.

from  far  now

We ________ go away.

must  may  want

There is no ________ in it.

two  one  run

The house is ________ old.

no  so  go

Let's go away ________ said Bob.

so  no  now
II. Teacher:

Look at the letters. Find a word here that begins with one of the letters. Put the word on the line.

a _______  e _______  p _______
   b _______  h _______  s _______
   c _______  L _______  t _______
   f _______  n _______  y _______

so   let's    can    far    your    no
again  go    play    there    house    Bob

III. Teacher:

Finish the sentences by adding the right words. Find the words in the story.

It is not far _______
Your mother said to play _______
There is no one in _______
Let’s go in the _______
The house is so _______
Let’s go _______
LESSON 279

New Words: when, get, might

TOMMY'S BIRD

"I have a bird, Bob. You may see him when we get to my house," said Tommy.

"I would like that Tommy. Is it a little bird? Is it big?" said Bob.

"You will see when we get there," said Tommy.

"Here is my house now. Come on in, Bob. See there is my bird. Do you like him?"

"He is a good bird," said Bob. "Can he get out? When does he get out, Tommy? Can I see him get out?" "I do not let him out, Bob. He might get away."

Objectives:

I. To give practice in finding beginning letters.

II. To increase the ability to analyze base words.

III. To increase the ability to recall the sequence of details.

Exercises:

I. Teacher:

Find a word in the story that begins with these letters:

th ______ mi ______ l ______
wh ______ wo ______ ho ______
g ______ c ______ b ______

II. Teacher:

Take the endings ing or ed off these words to find the base words: write the base word.

playing ________ looked ________
looking ________ counted ________
saying ________ wanted ________
seeing ________ played ________
III. Teacher:

Number the sentences (1 - 2 - 3 - 4 - 5) as they happened in the story.

_____ He might get away.

_____ You may see the bird when we get to my house, said Tommy.

_____ I do not let him out Bob.

_____ Come on in, Bob.

_____ "Is it a little bird?", said Bob.
LESSON 289

New Words: came, by, man, down

A MAN IN THE HOUSE

"Bob, I just came by that old house. Some one is in the house, Bob. I saw a man go in the house. Let's go down there Bob."

Tommy and Bob went down to the old house.

"There is a man in the house," said Bob. "I can see the man." Just then a man came out of the house.

"Who is that man, Tommy?" said Bob. "I do not know," said Tommy.

"I just saw him when I came by."

Objectives:

I. To give practice in classifying words under different headings.

II. To check comprehension and retention.

III. To give practice in sequential organization.

Exercises:

I. Teacher:

Read the words in the lists below. If the word has something to do with people put it in Column A. If it is to do with colors - Column B. If it is to do with numbers - Column C.

This is an exercise to see if you can follow directions and know these word meanings as well.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>orange</td>
<td>Tom</td>
<td>four</td>
</tr>
<tr>
<td>Bob</td>
<td>one</td>
<td>mother</td>
</tr>
<tr>
<td>two</td>
<td>green</td>
<td>count</td>
</tr>
<tr>
<td>he</td>
<td>ten</td>
<td>white</td>
</tr>
<tr>
<td>black</td>
<td>boy</td>
<td>color</td>
</tr>
</tbody>
</table>
II. Teacher:

There is a line to show that a word is left out.

(These sentences are taken from the story). Write it in the blank - choose one).

( I  we )

Bob ____________ just came by that old house

( in  by )

Some one is ____________ the house

( man  bird )

I saw a ______________ go in the house

( down  from )

Tommy and Bob went ______________ to the old house

( Must  Just )

______________ then a man came out of the house

( saw  was )

I just ______________ him when I came by

III. Teacher:

Arrange the sentences below according to the way they happened in the story. 1 - 5:

1. I just saw him when I came by.
2. Just then a man came out of the house.
3. I saw a man go in the house.
4. Tommy and Bob went down to the old house.
5. Some one is in the house, Bob.
## Questionnaire for Evaluation of Exercises

### Quality of Content (check one for each)

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fair</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Poor</td>
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</tbody>
</table>

### Level of Difficulty

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exercise 1</th>
<th>Exercise 2</th>
<th>Exercise 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Interest Level (check one)

- Is it appealing to Grade 1? (Ex. 1, Ex. 2, Ex. 3)
- 2?
- 3?

### Are the directions clear?

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
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</tbody>
</table>

### Is the arrangement (format) of exercises suitable to the child's level of comprehension?

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Which exercises can be worked on independently?

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Exercise Number: 
Grade: 
Number of pupils: 
City: 

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11. Cooper, John W., "Low-Level Reading Vs. Poor Reading," Grade Teacher (October, 1951), 69:28.


34. McCormack, Albert H., "Teaching Reading to a Problem Class," Instructor (April, 1951), 60:32.


40. ________, "Interest, Key to Retardation," Elementary English (December, 1953), 30:518-520.


42. Smith, Linda C., "Give the Slow Reader Real Help," Grade Teacher (November, 1952), 70:75.


