1953

An explanation by 35mm slides of the developmental reading program of Braintree at the primary level.

Hayden, Christie Corinne
Boston University

http://hdl.handle.net/2144/15541

Boston University
BOSTON UNIVERSITY
School of Public Relations

Thesis
AN EXPLANATION BY 35 MM SLIDES OF THE DEVELOPMENTAL READING PROGRAM OF BRAINTREE AT THE PRIMARY LEVEL

BY
CHRISTIE CORINNE HAYDEN
(B.S. in Ed., State Teachers' College, Bridgewater, 1937)

Submitted in partial fulfillment of the requirements for the degree of Master of Science in Visual Communication

1953
Approved by

First Reader

Professor of

Second Reader

Professor of

Photожournalism
ACKNOWLEDGMENTS

The writer wishes to express her appreciation and thanks to Miss Myrle A. Woodward, Supervisor of Elementary Education, Braintree, and to the primary teachers for their assistance in carrying out this project.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION AND STATEMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>II. THE READING PROGRAM</td>
<td>4</td>
</tr>
<tr>
<td>Reading readiness</td>
<td>4</td>
</tr>
<tr>
<td>Extending experiences</td>
<td>5</td>
</tr>
<tr>
<td>Facility with language</td>
<td>7</td>
</tr>
<tr>
<td>Auditory perception and discrimination</td>
<td>8</td>
</tr>
<tr>
<td>Visual perception and discrimination</td>
<td>9</td>
</tr>
<tr>
<td>Habits and attitudes</td>
<td>10</td>
</tr>
<tr>
<td>Growth of reading skills</td>
<td>11</td>
</tr>
<tr>
<td>Sight vocabulary</td>
<td>11</td>
</tr>
<tr>
<td>Word analysis</td>
<td>12</td>
</tr>
<tr>
<td>Standards</td>
<td>13</td>
</tr>
<tr>
<td>Habits and attitudes</td>
<td>16</td>
</tr>
<tr>
<td>Motivation</td>
<td>17</td>
</tr>
<tr>
<td>Silent reading</td>
<td>17</td>
</tr>
<tr>
<td>Oral reading</td>
<td>17</td>
</tr>
<tr>
<td>Related practices</td>
<td>18</td>
</tr>
<tr>
<td>III. SHOOTING SCRIPT</td>
<td>19</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>19</td>
</tr>
<tr>
<td>First grade</td>
<td>20</td>
</tr>
<tr>
<td>Second grade</td>
<td>22</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Third grade</td>
<td>24</td>
</tr>
<tr>
<td>Titles</td>
<td>24</td>
</tr>
<tr>
<td>IV. COMMENTARY ON SLIDES</td>
<td>26</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

1. INTRODUCTION

In recent years the public schools of this nation have been called upon increasingly to explain, defend, and justify various teaching practices. Interested parents, critical taxpayers, and organized pressure groups have questioned and criticized the teaching techniques and practices utilized by educators today.

A recent report by Gray and Iverson states:

The current practice of criticism of public education began early in the forties. Scathing remarks concerning the effectiveness of teaching came in increasing numbers from the press and platform during and following World War II. Gradually these attacks were caught up in the leading lay periodicals. In 1949 seven or more articles that were definitely critical of the schools were published in general magazines of large circulation. This number was doubled in 1950 and 1951.¹

Perhaps the greatest effect of these criticisms has been to awaken school administrators to the importance of maintaining an active public relations program, for as Harold Alberty² said in his studies, in his estimation

¹ William S. Gray and William J. Iverson, "What Should Be the Profession's Attitude toward Lay Criticism of the Schools?" Elementary School Journal, LIII (September, 1952), p. 2

² Harold Alberty, Let's Look at the Attacks on Schools, (Columbus: College of Education, Ohio State University, 1952), p. 3
the one valid criticism offered has been that the public
schools do not maintain adequate public relations programs.

II. STATEMENT OF THE PROBLEM

Among the subject areas most questioned and criti-
cized has been the reading program. Today, as in genera-
tions past, the effectiveness of current reading instruction
is being challenged. As early as 1838 Horace Mann wrote:

I have devoted especial pains to learn, with some
degree of numerical accuracy, how far the reading, in
our schools, is an exercise of the mind in thinking and
feeling, and how far it is a barren action of the organs
of speech upon the atmosphere. . . . The result is, that
more than eleven-twelfths of all the children in the
reading classes, in our schools, do not understand the
meaning of the words they read . . . they do not master
the sense of the reading-lessons . . . the ideas and
feelings intended by the author to be conveyed to, and
excited in, the reader's mind, still rest in the
author's intention, never having yet reached the place
of their destination.3

While in 1896 a member of the Board of Education of Hartford,
Connecticut, reported, "There were present on the days of
visits, 2,800 pupils--36 per cent were unable to read."4

Braintree, like many other towns, has had its share
of criticism. The installation of a new basic text, the
issuance of a new type report card, and a general change in

3 Horace Mann, "Second Annual Report of the Secre-
tary of the Board of Education, 1838", Life and Works of
Horace Mann, (Boston: Lee and Shepard, 1891), II p. 532

4 State Board of Education, Report of the Board of
Education of the State of Connecticut, (Hartford: State
Board of Education), p. 238
the reading terminology has to some degree been responsible for this criticism.

After attending Parent Teachers' Association meetings and through personal interview, the writer became aware of the need for an effective audio visual tool which would help eliminate unwarranted attacks. Recognizing that criticism is desirable for improvement and growth, the writer felt that by acquainting the public with the aims, objectives, and workings of the reading program future criticism, stemming from an informed source, would prove beneficial.

It was the decision of the writer to make a series of 35 mm colored slides and accompanying commentary which would explain the developmental reading program in the primary grades of Braintree. It was felt that such a series would serve (1) to acquaint lay persons with the reading program; (2) to act as an orientation media to teachers entering the system; (3) to aid individuals conducting research in this area in the future; and (4) to demonstrate to student teachers current practices in the teaching of reading.
CHAPTER II

THE READING PROGRAM

The developmental reading program in Braintree is an outgrowth of work and study by the members of the communication arts committee with the aid of Miss Myrle Woodward, supervisor of elementary education, and is based on approved practices in education. The program like any developmental reading program has two broad areas--basic skills and the response to the materials read. As the phase of the reading program which encompasses the skills is least understood by the lay person, it is this area which the writer plans to stress. For the purpose of this discussion the so-called basic skills may be divided into (1) reading readiness and (2) growth of reading skills.

I. READING READINESS

The first step in a successful reading program is the employment of diversified readiness activities at all levels. Few parents and lay people are aware of the preparation so necessary to the success of the child in learning to read. Hildreth states:

To give each child the strongest background possible in reading readiness is to increase greatly the possibility of success in reading - an area essential to successful schooling.\(^5\)

---

Essential to a good readiness program are activities which will (1) extend experiences, (2) develop facility with language, (3) develop auditory perception and discrimination, (4) develop visual perception and discrimination, and (5) contribute to social adjustment and efficient work habits.

According to Witty other essentials include:

... an enthusiastic, capable teacher, a friendly classroom atmosphere, wide experience for pupils, and abundant opportunities for individually suitable language expression.6

In the kindergarten and primary grades during this reading readiness period the teacher has an opportunity to observe at close range the characteristics and needs of each child. Guided activities enable her to further the mental, physical, emotional, and social development of the individual child. Because each child is a complex problem and because the growth patterns of no two children are identical, instruction is organized in such a way as to stimulate the pupil to gain satisfaction by progressing at his own rate.

Extending experiences. A carefully planned program of activities which meets the needs and concerns of young children provides for many rich and varied experiences. Such activities as caring for pets, building a farmyard, or

---

planning a program are vehicles for a wide range of responses. Radiating from a unit of this type are such directed experiences as group discussions, field trips, construction projects, and dramatizations which aid in developing in the children the ability to plan, work, and play together, as well as giving them a common experience basis for reading.

As comprehension of the materials read requires a background of pertinent information, a program of varied experiences is planned at all levels. In his discussion of the importance of these experiences to the developmental reading program Betts states:

A truly rich background of information is secured from both direct and vicarious experiences. Direct, or first-hand, contact with facts is of prime importance. Direct experience with the care of pets gives a personal touch or new understanding to stories about animals. Play activities with model airplanes or, better still, actual observation of full-scale airplanes at the airport can bring reality to a story about airplanes. A visit to the post office at the time mail is being sorted and started on its delivery gives real significance to reading matter on this means of communication. To see, hear, touch and smell—these are the avenues to direct experiences for which there is no fully adequate substitute.7

Lucile Harrison further states:

Meaningful concepts not only aid in the interpretation of symbols; there is much experimental evidence to prove that they also aid in fixing the memory of printed

7 Emmett Albert Betts, Foundations of Reading Instruction, (Boston: American Book Company, 1946), pp. 293-294
symbols so that recognition is aided whenever the word is seen again.8

As the element of time is of prime importance to any school curriculum, it is essential that the teacher develop some means of evaluating the activities or experiences. A criteria for evaluating such experiences is suggested by Betts as follows:

First, does the experience have immediate as well as future value?

Second, is the experience a required background?

Third, are the experiences varied?

Fourth, is the experience within the comprehension of the pupils?9

Facility with language. Facility of oral expression is of significance in the development of reading ability. 

As stated by Hildreth:

Any experiences or training that develop a child's ability to understand and to use language automatically prepare him for learning to interpret the verbal symbols of the printed page. The types of language experience children need as a foundation for learning to read include comprehending spoken language and developing more power in using speech for the expression of ideas. Hearing and using correct speech are aids to word recognition later. Children with good comprehension vocabularies can learn to read easily because they can more readily guess correctly the unfamiliar words they meet in context.10

---

9 Betts, op. cit., pp. 294-296
10 Hildreth, op. cit., p. 278
Activities which are used for the purpose of developing facility in the use of oral language are:

1. Telling stories
2. Dramatizations
3. Telephoning
4. Discussions
5. Giving directions
6. Presenting programs
7. Relating experiences
8. Making announcements
9. Holding conversations
10. Presenting oral reports

**Auditory perception and discrimination.** Another crucial aspect of oral language development in readiness for reading is auditory discrimination. Before a child is ready to plunge into formal reading, he must reach a certain proficiency in discrimination between sounds. By training him to hear similarities and differences in spoken words such as "bought" and "brought" or "big" and "beg" the teacher is promoting auditory perception.

According to Durrell:

Ear training is essential to all work in beginning reading. Unless it is given by direct instruction or acquired naturally by the child outside the school, the child will have difficulty in learning and remembering words in print. Ear training is particularly important when word-matching or intrinsic word-analysis methods are used, because these depend so largely on a child's noticing the sound elements of words while reading the
Instruction in auditory discrimination is given according to individual need. While the testing of auditory acuity is most difficult, the majority of our teachers use a method such as suggested by Wrightstone:

In a given exercise the child finds the pictures of all words that begin with the same initial sound, or he may find the pictures of words that rhyme. He may, in a game, point to the picture of the thing that the teacher names when she gives a slowed-up pronunciation, such as c-a-t. The measurement of ability to discriminate sounds is important because the results indicate to the teacher the significance of each child's ability to master phonetics as they contribute to reading skills. Furthermore, the results sometimes give clues concerning children who should be referred for individual tests of hearing.

Visual perception and discrimination. Training the eyes to perceive likenesses and differences, to inventory at a glance, is fundamental to success in reading. Games and exercises which develop visual discrimination and perception find enthusiastic response among young children while building proficiency in this skill.

During the prereading period exercises that aid in discriminating word forms are used rather than placing any stress on word recognition.


Habits and attitudes. Throughout the planning and performing of the readiness activities, the teacher observes closely the work habits and attitudes which each child is forming. A wholesome, enthusiastic attitude towards school and a willingness to share together give assurance of greater progress.

As the prime purpose of the readiness program is to stimulate within the child a desire to read, so as time goes on and the child advances, he must be encouraged to perpetuate that desire. The continuance of readiness techniques such as motivation, setting the stage, or orientation prepares the pupils to meet each new challenge of the reading program. Activities and experiences which keep him constantly alert to the rich, full experience that comes with reading are essential at all levels to keep interest and enthusiasm alive.

In discussing the importance of this skill, Durrell concludes:

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. A child must have a desire to read and an interest in increasing his reading ability, as a means of satisfying various practical and emotional aids.13

---

13 Durrell, op. cit., p. 98
II. GROWTH OF READING SKILLS

The Braintree developmental reading program is based on one of the widely used basal series. Pupils are grouped according to their needs and abilities for the formal reading instruction. This grouping is most flexible with regrouping constantly taking place. Thus there is little chance of stigmatization because of group placement.

When a child demonstrates certain attitudes and abilities, it is believed that he is ready to attempt the Pre-Primer level. Gray, Artley, Arbuthnot, and Gray indicate that a child is ready for this step when he shows:

Enthusiasm and anticipation for learning to read . . . Ability to use and understand oral language . . . Ability to interpret sequential episodes in pictures . . . Ability to make accurate visual and auditory discriminations . . . Ability to organize ideas and to form mental images for the purpose of remembering . . . Ability to work effectively in a group and to direct attention to a specific learning situation. 14

Sight vocabulary. It is at the Pre-Primer level that the child's initial reading vocabulary is developed. The ability to associate the printed symbols with spoken language begins at this time. The attractive pictures found in the Pre-Primer are thought units which the child recognizes. Through the use of a variety of techniques the

teacher helps her pupils to build a meaningful vocabulary from these pictures and the accompanying stories.

Before the child reaches the point where he is ready to begin work at the Primer level, he acquires a sight vocabulary of from fifty to one hundred words. These words are part of his speaking vocabulary having direct association of sound and meaning to him. A trip into any first grade classroom where each object is clearly labeled, such as "chair", "window", "desk", illustrates one way in which a sight vocabulary is gained. Here, for the first time, the pupil becomes aware that each object has a counterpart in a printed symbol.

Word analysis. Having mastered a basic stock of sight words, the next step is to help the child develop skills which will enable him to identify new words independently. Four aids with which he should become acquainted are: using meaning clues from words in context, using word-form clues, using structural clues, and using phonetic analysis.

As it is the words surrounding any given word which give to it a particular meaning, a child should be trained early to recognize the influence of the context. At the Pre-Primer and Primer levels pictures and illustrations provide opportunities for the pupil to use context clues to anticipate the meaning. As his ability in this skill grows,
he learns to depend more upon the context itself.

Using word-form clues is extremely helpful in unlocking new words. Early training in visual discrimination is utilized increasingly in identifying likenesses and differences of word forms and the differences in configuration of words of the same length. Success in remembering word forms can be of value in learning to spell and write correctly.

Analyzing the structure of a word as a clue in identifying an unfamiliar word brings the realization that many words are composed of two or more small words. In this way the child also learns that many words are merely familiar words with something added.

When phonetic analysis is used to unlock unknown words, sounds are substituted for the printed letters. Using this method of word analysis enables the child to arrive at the proper pronunciation of an unfamiliar word.

Standards. Certain skills and understandings must be mastered on each level. No child is exposed to a higher level until he has reached the required standards. Since some children need more practice in attaining these skills a variety of material is needed. To eliminate any necessity for repetition and to keep interest high, supplementary books are used.

Although a child may not progress as rapidly as is expected, he remains with children of his own chronological
age when social, emotional, and physical development warrant it. With the aid of the remedial reading instructor and the guidance counselors, many could-be "non-readers" find success and satisfaction in reading.

When a child completes the Primer level, he goes on to the Book One level. Gray, Artley, Arbuthnot, and Gray suggest that he is now ready for a "wide program of reading activities". They further state:

During the Book One period they not only should engage in group reading under guidance but also should read independently a wide variety of simple books. In addition, they should have abundant opportunity to enjoy the finest in children's literature. An adequate developmental reading program at Book One level requires materials for these three general types of reading activities.15

During the first year of formal education it is expected that a child will complete the Pre-Primer, the Primer, and the Book One Basic Reader. In so doing he is expected to master the skills of recognizing words composed of two known words, of understanding the consonant sounds and symbols, and recognizing the variants of verbs which have "s", "ed", and "ing" endings.

When these books have been read and these skills mastered, work is begun on the Book Two level. Normally, it is expected that the child will be ready for this step dur-

ing the early part of his second year of formal education.

During this second year the skills and understandings acquired previously are utilized constantly, while at the same time new skills are being added. As stated by Gray and Gray:

At this level emphasis is given to developing skills in the auditory and visual-auditory perception of vowels.

Understandings based on "vowel principles" are developed as the child gains knowledge of vowel sounds and symbols.

Two fundamental understandings are developed as generalizations based on children's knowledge and experience with words. The understandings are: first, that some letters in words may be silent. second, that there is variability in the sounds that the letters in our alphabet may represent.\textsuperscript{16}

Emphasis is given to the skills of recognizing the use of the apostrophe in the possessive form of nouns and in contractions, and of recognizing the variants of verbs when the final consonant is doubled or the "y" is changed to "i". Prefixes and suffixes are introduced also at this stage.

At the Book Three level the principles of syllabication are introduced. The first step is to develop an understanding of what comprises a syllable. Once the child has gained this understanding, the next step is to develop understandings of the importance of vowel sounds in syllables and the effect of the accent upon the vowel sound.

It is at the third year level that the child begins learning the skills which will enable him to use a dictionary correctly and efficiently. Gaining an understanding of syllables and accents is the foundation for proper dictionary utilization. The functions of the diacritical marks are presented, but no formal training is provided. It is at this time that the child becomes skillful in alphabetical order.

It is through the intensive teaching of word analysis in the primary grades that children become skillful in handling new words and, therefore, are able to read more successfully.

Habits and attitudes. The habits and attitudes acquired in these grades are an important factor to the child's progress in reading. Durrell\textsuperscript{17} believes that rapid progress is only possible when a child enjoys reading. It is evident that such habits as rhythmical left to right eye movements, phrase reading, and silent reading without vocalization or fingerprinting are essential to rapid progress. Through constant guidance and directed activities from the pre-reading period through all stages, the teacher guides the child toward the development of habits and attitudes which will lead to efficient reading.

\textsuperscript{17} Durrell, \textit{op cit.}, pp. 20-21
Motivation. Before silent or oral reading of any story is begun, an orientation or motivation period is held. At this time the teacher prepares the child for the story which is to be read. Through discussion and visual materials she attempts to stimulate the interests, desires, and enthusiasm at the same time developing the new vocabulary and working concepts.

Silent reading. Following this orientation the selection is read silently to get the sense of wholeness of the selection. Usually one or two directed questions are given which will bring the events of the story into focus. It is suggested by Gray and Gray\(^\text{18}\) that the child should be encouraged to ask for help with any difficult word during the silent reading period, and the teacher should supply the word so that the chain of thought will not be broken. Cognizance is taken of the child’s difficulties and help given at the proper time.

Discussion of the events, characters, and interpretation of the story follows the silent reading period. Through this discussion the teacher is able to check the comprehension and help the child interpret the story in relation to his own experiences.

Oral reading. The oral reading period which follows finds the child reading aloud excerpts of the selection in

\(^{18}\) Gray and Gray, *op. cit.*, p. 33
answer to questions or to explain certain statements. Reading of conversational passages gives opportunity for expression of feeling of characters. By this method the story is reread silently, with certain passages read orally, giving the teacher an opportunity to check pronunciation, reading habits, and comprehension.

Related practices. Following the formal instruction period certain practices related to the selection are performed. Exercises in identifying sentence sequence, phonetic analysis, or structural analysis may be assigned. Correlated activities such as dramatizations, drawings, or compositions may be prepared. In any case, the teacher prepares either by herself or together with the child certain specific tasks of value to the successful development in reading of the child.

The educational principle underlying the whole developmental reading program is perhaps best expressed by Strickland when she states:

If the child can learn to enjoy reading as an integral part of daily living, can follow his own growth and development purposefully, and can see the significance of reading as a part of the total pattern of communication through which human beings understand, interpret, and react to each other, the reading program will have achieved its goal.19

CHAPTER III

SHOOTING SCRIPT

I. KINDERGARTEN

Reading readiness.

Facility with language

1. m.s. Child standing before group explaining the pictures in his favorite book to his classmates.

2. c.u. Child explaining the story of picture sequence to a classmate.

3. m.s. Group listening to a story being told by the teacher.

Extending experiences

4. c.u. Small group constructing a miniature farmyard.

5. l.s. Child standing at the door of playhouse made by class.

6. m.s. Group sitting at tables with the teacher making gifts for mothers.

Visual discrimination

7. m.s. Children sitting at their desks matching colors and objects.

8. c.u. Two children sitting at their desks doing puzzles.
Auditory discrimination

9. m.s. Group around the piano listening for tones teacher is playing.

10. c.u. Child explaining that her doll is asleep sh-sh.

Social adjustment

11. c.u. Boy and girl working together to build a house.

12. m.s. Group performing a dance.

13. m.s. Group sitting around library table enjoying free reading time.

II. FIRST GRADE

Reading readiness.

Visual discrimination

14. c.u. Boy pointing out to girl the drum which is different.

15. c.u. Girl showing classmate the letter which does not belong in the group.

Auditory discrimination

16. m.s. Child who is blindfolded attempting to identify classmate by her voice.

17. m.s. Group ready to clap hands when the teacher says a word which does not rhyme.

18. c.u. Two children arranging cards with words all beginning with the same sound.
19. l.s. Boy placing on bulletin board pictures of objects all beginning with the same sound.

Gaining sight vocabulary

20. l.s. Child matching word on card with picture in chalk tray.

21. m.s. Child placing correct name under character on flannelboard.

Story sequence

22. l.s. Child pointing to picture as she explains story to her classmates.

Growth of reading skills.

Vocabulary growth

23. m.s. Teacher explaining words which identify farmyard objects in sandtable.

24. c.u. Child framing word in book which teacher is holding in her hands.

25. l.s. Child circling new word on chalkboard.

26. m.s. Group trying to identify word held up by teacher.

Silent reading

27. m.s. Children reading silently.

28. l.s. Teacher pointing at question on chalkboard for which they will read to find the answer.

Oral reading

29. c.u. Child standing before group reading an interesting passage to members of another group.
Word analysis

30. m.s. Teacher ready to write word at which child is pointing.

31. c.u. Child at board making words by adding consonants.

32. c.u. Child underlining root words on a chart.

33. c.u. Child making compound words from list on flannelboard.

Directed activities

34. c.u. Child ready to begin exercises in workbook.

35. c.u. Children composing sentences from list of jumbled words on flannelboard.

36. l.s. Children drawing pictures of happenings in story.

Correlated activities

37. l.s. Group listening to a story on a recording.

38. l.s. Children dramatizing a story.

39. m.s. Children pantomiming a story being read by a child.

40. l.s. Class enjoying story being read by teacher.

41. m.s. Group enjoying free reading time at the library corner.

III. SECOND GRADE

Growth of reading skills.

Motivation
42. c.u. Guinea pig being fed by girl.
43. m.s. Children discussing guinea pig with owner.

Vocabulary growth
44. m.s. Teacher explaining new words to group.

Silent reading
45. m.s. Group reading story silently.

Oral reading
46. m.s. Child reading a selection to group.

Word analysis
47. c.u. Child pointing to word having same vowel sounds as that pointed to by teacher.
48. m.s. Child framing word with vowel sound the same as that pointed to by teacher.

Directed activities
49. m.s. Group performing exercise in workbook.
50. c.u. Child doing exercise in workbook.
51. m.s. Teacher explaining work which group is to do.

Correlated activities
52. l.s. Children enjoying library books during free reading time.
53. m.s. Group enjoying their Weekly Readers during free reading time.

IV. THIRD GRADE

Growth of reading skills.
Vocabulary
54. m.s. Teacher explaining new words to group.

Oral reading
55. c.u. Child reading selection which tells about section of map.

Word analysis
56. c.u. Child writing the variants of words on chalkboard.

Directed activities
57. c.u. Child doing an exercise in the workbook.

Correlated activities
58. m.s. Child presenting oral book report to group explaining written report and drawing.
59. l.s. Group enjoying library books during free reading time.

Reading in the content areas.
60. l.s. Children performing a science experiment as they read directions.
61. m.s. Group working at the sandtable on a social studies project.

V. TITLES
62. c.u. Title of project.
63. c.u. Acknowledgments.
64. c.u. Photographer.
65. c.u. Kindergarten
66. c.u. First grade.
67. c.u. Second grade.
68. c.u. Third grade.
CHAPTER IV

COMMENTARY ON SLIDES

SLIDES 1-2-3

The developmental reading program of Braintree is based on the New Basic Reading Program published by Scott, Foresman and Company. The program is made up of levels of growth with each level gradually merging into the next. There are certain basic skills to be mastered at each level which are necessary in the reading process. Since children progress at different rates, the program is set up in such a way that in each classroom there are several groups working at different levels of the program.

SLIDE 4

The introductory period of schooling is the first major step in the reading program. By helping the child to adjust socially, emotionally, mentally, and physically to this completely new world in which he finds himself, the teacher is laying the foundation for success in reading. This period of adjustment is the reading readiness period when activities are planned to widen the child's horizons and expose him to a variety of experiences. In planning and carrying out the reading readiness activities, the teacher is giving the children a common basis of experience for reading. Understanding is gained through shared experiences.
To read easily a child must be able to speak freely and express himself clearly. Many activities are planned to give each child an opportunity to explain something or to tell a story to his classmates. In this instance, Tommy is telling his classmates about this book which he found on the library table. There is no self-consciousness felt when one is talking about such an interesting subject as Santa Claus and Christmas trees.

Sally is telling Jane the story told by the series of pictures in this reading readiness book. Through this activity she is learning to interpret what she sees and explain her interpretation to others.

Learning to express oneself well is also developed by listening to others. Here the children are enjoying a story told by their teacher. The inflections and intonations used by the teacher make the children realize the importance of speaking and reading with expression.
recognize different animals is no problem when the children work together to construct a miniature farmyard. Agreement must be reached on the placement of animals and buildings, and if we were to listen in, we would hear some excellent opinions being expressed. The children are gaining not only more information about farms but are learning to discuss and work together.

SLIDE 9

A real house in the kindergarten was wanted by the children in this class. Therefore, together they planned, constructed, and furnished this two room house. Learning the parts of a house came naturally as it was constructed, and keeping it in good repair outside and tidy inside is excellent training.

SLIDE 10

A willingness to await one's turn is a lesson everyone must learn. It isn't easy for the child who has been the center of attention at home to learn that he must share that attention with many others when in school. When he begins his formal reading, he must be willing to await his turn in reading and in answering questions. This lesson is being learned here as the children make presents to take home to mother. Choosing their own colors and actually making the gifts is giving valuable training in making decisions and
carrying them out.

SLIDE 11

Gaining skill in recognizing likeness and differences is extremely important in learning to read. Games and activities which give practice in developing this skill are shown here. Children in kindergarten take a keen interest in their progress as they develop the ability to match objects and colors.

SLIDE 12

Finding the correct piece for the fire house and the farm requires real visual discrimination. As you can readily see, Sue and Jim are finding this activity most absorbing.

SLIDE 13

To understand the different sounds associated with letters the child must first become sound conscious. Training the child to identify sounds of all kinds helps him to sound out unknown words later in his reading. By listening to the notes played by the teacher, these children are learning to differentiate between high and low tones.

SLIDE 14

Under the guise of a game this group of children is learning sounds of the world around them. The sound which
Mary is using to impress Anne with the fact that her doll is sleeping is "sh". This is a sound used in phonetic analysis. Through activities of this type children begin to become acquainted with the sounds of letters.

SLIDE 15

Working together harmoniously is part of the social adjustment each child makes when he starts school. With an understanding of the goal which they wish to achieve—namely the construction of a model house—Peter and Polly find their task a pleasant one.

SLIDE 16

Taking part in group activities is another way in which social adjustment can be made. By learning to take his place willingly and enjoying such an experience as this dance, the child is learning to cooperate with and enjoy his fellow classmates.

SLIDE 17

Placing many colorful and attractive books before the children is the kindergarten teacher's method of fostering a liking for books. She encourages them to handle the books and to tell their classmates about the stories they find in them. Colorful illustrations tell very interesting stories, as these children are discovering. If children once become
aware of the enjoyment to be gained from books, the desire to learn to read will grow.

SLIDE 18

Not all children have matured sufficiently by the beginning of the first grade to commence work at the Pre-Primer level. One reason for this is that some children do not attend kindergarten therefore have not experienced the reading readiness activities previously; while others need continued readiness activities to fully master the basic skills at that stage. Because of these factors the first grade teacher starts pupils on readiness activities in September. When a group of children reach a certain point, the teacher then begins work with them on the next level, the Pre-Primer level.

SLIDE 19

A child must recognize differences between letters if he is to read well. To help develop this skill charts of various types are used. In this picture the chart used depicts familiar objects; Jack is pointing out to Nancy the drum which is identical to hers. Attention to detail is required.

SLIDE 20

The next step in developing this skill is training
the child to recognize letters which are similar or different. Betsy is pointing out to Susan the letter which is different, therefore, does not belong in the group. This activity later helps the child to recognize quickly the difference between such words as "big" and "pig".

SLIDE 21

Not only is it essential to see differences and likenesses in words and objects, but it is also essential that the child hear the differences and the likenesses in pronunciation. As an aid to developing acuity in this skill, Mary is trying to identify her classmate by hearing her voice.

SLIDE 22

Jane and Sally have advanced still further and are arranging in groups the cards having pictures of objects whose names begin with the same sounds.

SLIDE 23

As the teacher pronounces several words, the children listen for the one which does not rhyme with the others or vice versa. When this word is said, they clap their hands. Activities of this nature develop good listening habits.
SLIDE 24

Dick is selecting pictures which all begin with the same sound. He recognizes also that the sound is made by the letter "c" or the letter "f". He is learning to use phonetic analysis to pronounce words.

SLIDE 25

The ability to associate the printed symbol with pictures or with the spoken word begins at the reading readiness level. It is during this period that the initial vocabulary is developed. By matching the name on the card with the picture in the chalktray Mary shows that she has mastered the meaning of the word. The vocabulary learned here is the one which is found in the Pre-Primer.

SLIDE 26

As a variation to the previous activity these children are placing the correct name under the character on the flannelboard. The children are becoming acquainted with the characters they are to meet in their reading books. A sight vocabulary of approximately seventy-five words is acquired in this manner before the child begins his formal reading.
SLIDE 27

To gain greater skill in sentence structure and story sequence Jane was assigned this task. The teacher gave her a group of pictures which placed in their proper order tell a complete story. Having arranged them on the flannelboard correctly, Jane is now telling her interpretation of the story to her classmates.

SLIDE 28

At the Pre-Primer level the pictures in the reading book are accompanied by printed symbols written in the child's own language. Each new story to be read has a certain number of new words to be mastered. These new vocabulary words are presented by the teacher before the story is read. At the same time, through a discussion of past experiences, the background of the story is established. As the teacher explains each new word, the children are able to associate its printed form with the object itself.

SLIDE 29

Recognizing the new words when they appear in context on the printed page is not an easy task for many children. By having John frame the same word in the book as that held by the teacher, he is gaining in the ability to identify familiar symbols. Here he uses his earlier training in
visual discrimination.

SLIDE 30

Another method of presenting the new vocabulary to a group is by writing the words in phrases or sentences on the chalkboard. Through discussion and by using the known meanings of the other words in the phrase, the child is often able to identify the new word.

SLIDE 31

To build speed and acuity in recognition of words already studied, a game is sometimes played. In this instance if the child is able to pronounce the word correctly when his turn comes, he may add the card to his collection. It is always interesting to play this game, and the results are evident even to the child.

SLIDE 32

Children, like adults, find greater feelings of confidence and success when reading a selection orally if they have had the opportunity to read it silently first. This initial silent reading gives to the reader the thought and feeling of wholeness of the selection. As these children read the story to themselves, the teacher is on hand to supply any word that is not recognized. The child, after being told the unknown word, continues his silent reading
and the teacher takes note of the need for help. This will be given to the child later in the lesson. In this manner the thought of the story has not been lost because of a troublesome word.

SLIDE 33

Another method used to assure greater comprehension of the material being read is to present questions to the group before the silent reading begins. The teacher makes certain that the questions are fully understood, after which the children read to find the answers.

SLIDE 34

Practice in reading orally is gained when the answers to the questions are read from the book or when the child is asked to read a section in answer to a verbal question by the teacher. Sometimes it is just fun to read to a group who has never seen the book which the reader is now studying. That is the circumstance here. The reader is gaining more proficiency in beginning reading skills by reading a second book on the first level. For some reason, possibly due to absence, he has not quite mastered the skills necessary before commencing the second level.

SLIDE 35

It is important to train children very early in the
reading program to analyze words independently. To develop ability in recognizing the phonetic elements, exercises are given which require the substitution of one phonetic element for another. In this particular exercise one word is familiar while the other is not. By substituting a different initial consonant, the new word is identified. In the case of the second sentence "jump" is a familiar word, thus, by substituting the sound of the consonant "b" for the "j", the child is able to read and use the word "bump" without help.

SLIDE 36

Similarly, the child is taught to recognize the similarity in sound and appearance of words which are alike except for the final consonant. In this picture Nancy is shown substituting final consonants.

SLIDE 37

Exercises which promote the ability to recognize the various forms of a word are of prime importance. The child recognizes the root word as a familiar word, therefore, is able to read the word by adding the suffix. Jane is seen here underlining the root words.

SLIDE 38

In the same way, new words are mastered by putting
two known words together. Practice in performing many exercises of the types shown enables the child to recognize instantly new words of similar structure.

SLIDE 39

After the new words of a story are discussed and the silent and oral reading completed, supplementary exercises are assigned in the reading workbook. After the directions have been explained thoroughly, the children may set to work independently or under the guidance of the teacher. In this picture Patty is all set to start work. As the teacher pronounces one word in each box, Patty will underline it.

SLIDE 40

The child learns early that a sentence is a thought unit. Although he is not concerned with punctuation as such, he must learn to use the marks of punctuation as guides in his reading. By doing such exercises as Jack and Janice are doing in this picture, a better understanding of sentence structure is gained.

SLIDE 41

Children in the primary grades find great satisfaction in drawing. It enables them to put their ideas and thoughts on paper. Frequently after a story has been read, the
teacher either assigns or suggests that pictures be drawn of events of the story. Through the drawings and the explanations of them which follow, she is able to check the comprehension.

SLIDE 42

To foster an appreciation of literature—stories, poems, and drama—the teacher plans a variety of activities which will bring the children into contact with the best in children's literature. When this picture was taken, this group of first grade pupils were listening to one of the many fine recordings available. This listening period will be followed by a very active discussion period.

SLIDE 43

Even stories in their own readers are good to dramatize or pantomime. Betty is gaining practice in oral reading while three of her classmates are enacting the story. Words take on greater meaning when accompanied by action.

SLIDE 44

As an example of proper reading habits and to encourage children to enjoy good literature, the teacher chooses appropriate selections to read to the whole class. This is a treat the children look forward to eagerly.
SLIDE 45

During their free reading time the children are encouraged to visit the library corner. Bringing children into contact with good books has great value. Listening to and reading the best in children's literature helps the child develop a longer attention span and helps to develop the ability to follow complex story patterns. Skills which are extremely important for successful reading in the content areas.

SLIDE 46

The reading program in the second grade is an extension of that of the first grade. As not all children master the skills of the first level in the first grade, groups are found in the second grade working at both the first and second year levels.

SLIDE 47

First-hand experience with the subject being studied brings greater reality to stories and provides greater understanding. As one reading group was about to begin a reading unit on animals, one of the members suggested during their discussion period that she would bring her guinea pig to school. The children were delighted and became keenly interested in the living habits of the guinea pig. Jean is
showing her classmates how her pet eats his carrots.

SLIDE 48

The teacher used this incident as part of the language lesson, having the children compose sentences. These may be seen on the chalkboard. Jean is explaining to the group her reason for naming the guinea pig "Gimme".

SLIDE 49

Having observed the guinea pig at close range for one day, the children in this group are most enthusiastic about their new story, "Bunny Rabbit's Home". They are listening to the teacher's explanation of the new words which they will encounter in the story.

SLIDE 50

The next step is the silent reading of the story. During this part of the lesson the teacher always sits with the group to assist anyone who needs help.

SLIDE 51

The silent reading period is followed by an oral reading period. Jack and Gerry are gaining skill in reading aloud by reading the conversational sections of the story. Other children will be asked to read the descriptive sentences in the story. Having a purpose for oral reading
results in greater interest and enthusiasm.

SLIDE 52

It is at the second year level that the child is expected to master the "vowel principles". Exercises are given to promote the understanding of the various sounds associated with each vowel. Judy is showing her teacher that the sound of the "a" in "cat" is the same as the "a" in "back".

SLIDE 53

Another principle learned at this level is the principle of the silent vowel. Betsy is showing the teacher that the word "rain" has the same vowel sound as in the word "train". She would further explain that the "a" is sounded and the "i" is silent. Exercises of this type are the foundation for dictionary use and understanding of the diacritical marks.

SLIDE 54

At the second year level practice is given in alphabetical sequence. Most of the letters have been presented by the middle of the second year and at that time the alphabet as a whole is taught. These children are getting practice in arranging words in alphabetical sequence.
After the silent and oral reading of each story, certain directed activities are assigned in the workbook. These children are at work on an assigned exercise.

Looking more closely at the exercise in the workbook, it may be seen that Billy is supposed to choose the two correct endings for each incomplete sentence. He is getting practice in recalling the facts of the story read previously.

This group is being assigned another type of activity. The second direction given provides practice in writing sentences. A simple direction of this type is the foundation upon which future compositions and essays are based.

As in the kindergarten and first grade, the library corner of the second grade is a very popular spot. The teacher observes closely the attitudes and habits which her pupils are developing. She encourages them to visit the local library and report upon books which are available there, and each year the class takes a trip to the nearby
library to talk to the librarian and see the many wonderful books which they may borrow.

SLIDE 59

Stories are not the only type of independent reading these children enjoy. Their graded "Weekly Reader" furnishes interesting, factual material.

SLIDE 60

The reading groups in the third grade are organized as on the first and second year levels. The program broadens with emphasis being placed on reading in the content areas and dictionary skills being introduced.

SLIDE 61

Presentation of new words at the third year level follows the same pattern as on the second year level. However, the children at this stage refer to the word list in the back of their books as the new words are discussed. They see from the list on which page each new word is found.

SLIDE 62

Jim is reading a story aloud to his classmates. The setting of the story is found on the map.
Several new skills are mastered at this level. The child is taught to recognize the various forms of verbs. He is expected to recognize root words to which prefixes and suffixes have been added. Exercises which give practice in recognizing syllables are also studied.

As at the lower levels the workbook plays an important part in developing mastery of the reading skills on this level. In this picture Carol's comprehension is being tested. She reads the paragraph at the top of the page and decides whether the sentence at the bottom of the page is a true statement of the facts in the paragraph.

At this stage the child is asked to write simple reports of books read during the free reading period. These children are absorbed in stories which they may later report to their classmates.

Frank is giving his report to the group in this picture. To make his report just as clear as possible, he has written a brief summary of the story and drawn illus-
trations to further amplify it.

SLIDE 67

As the whole principle of the developmental reading program is to equip children with the tools to read and understand through that means of communication so they are seen here using their reading skills to further their knowledge in other areas. As part of a science lesson Sue is performing an experiment for the class while Bill reads the directions.

SLIDE 68

This group is constructing a project from the knowledge gained in their social studies reading. The tools mastered are now put to use in all subject areas.
BIBLIOGRAPHY

Alberty, Harold, editor, Let's Look at the Attack on Schools. Columbus, Ohio: College of Education, Ohio State University, 1951.


Durrell, Donald D., Improvement of Basic Reading Abilities. New York: World Book Company, 1940.


Gray, William S., and William J. Iverson, "What Should Be the Profession's Attitude toward Lay Criticism of the Schools? With Special Reference to Reading," The Elementary School Journal, LIII (September 1952), pp. 1-44.


Think and Do Book to accompany More Friends and Neighbors. 80 pp.


