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# Construction of supplementary materials for use with the Ginn Series, grade II to promote independence in reading

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Whitten, J.K.  
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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

CONSTRUCTION OF SUPPLEMENTARY  
MATERIALS FOR USE WITH THE GINN  
SERIES, GRADE II, TO PROMOTE  
INDEPENDENCE IN READING

Submitted by

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(B.A. University of Massachusetts, 1954)

In partial fulfilment of requirements for  
the degree of Master of Education

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## TABLE OF CONTENTS

CHAPTER		PAGE
I.	STATEMENT OF THE PROBLEM	1
II.	RESEARCH AND RELATED READING	4
III.	PLAN OF STUDY	23
IV.	WORKBOOK OF EXERCISES	25
V.	SUGGESTIONS FOR FURTHER RESEARCH	137
	BIBLIOGRAPHY	138

## INTRODUCTION

### The Problem

Educators view the following aspects of the teacher-learning process to determine progress in pupil learning:

1. Factors resident in the pupil
2. Factors resident in the teacher
3. Factors resident in the curriculum
4. Factors resident in the materials of instruction
5. Factors resident in the socio-physical environment for learning.

By the use of "We are Neighbors" II<sup>1</sup> and "Around the Corner" II<sup>2</sup> of the Ginn Series<sup>1</sup> improvement in reading can be made through an effort to:

1. Select and organize a curriculum
2. Provide definite materials of instruction and thereby
3. Suggest a method of improvising published materials which will provide for more pupil learning.

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<sup>1</sup>Odille Ousley, and David H. Russell, The Ginn Basic Readers (New York: Ginn and Company, 1949).

## CHAPTER I

### STATEMENT OF THE PROBLEM

The purpose of this study is to promote independence in reading by constructing workbook materials to be used with "We Are Neighbors" II<sup>1</sup> and "Around The Corner" II<sup>2</sup> of the Ginn Series.<sup>1</sup> As Faircloth<sup>2</sup> says, the Teacher's Guide Book does not fit all the children in a given grade. The teacher, in contact with the individual differences of the children in her classroom is able to build daily materials pertinent to and in harmony with the needs of the pupils. The children will be more ready for the basic vocabulary in the two second grade basal readers when words have been pre-viewed and reviewed.

Justification: Children who are retained in a grade need help--more, and sometimes of a different nature, than that offered in the basic curriculum. Children who are immature, children who are younger than the average second grader, as well as those who

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<sup>1</sup>Odille Ousley, and David H. Russell, The Ginn Basic Readers (New York: Ginn and Company, 1949).

<sup>2</sup>Esther Faircloth, "Construction of Supplementary Materials for Use with the Curriculum Foundation Series" (unpublished Master's thesis, Boston University, School of Education, Boston, 1949).

are retarded, need to have materials and curriculum adjusted to their individual needs. This paper is an attempt to help these children and to help to normalize the situation.

Previous studies have shown that failure in reading is one of the main causes of retardation in the grades. Witty<sup>1</sup> has stated that most basal reading programs are adequate to meet the needs of most children. However, if children fail to acquire competency under such a program, it is desirable to introduce some special approach or supplementary materials.

Lyons<sup>2</sup> says that the basis of a successful reading program is the consideration of individual differences.

Instruction has not been adjusted to individual needs by the mere giving of more time to certain groups, says Gray<sup>3</sup>. He further states that there is a need for the adjustment of instruction to provide for individual needs.

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<sup>1</sup>P. A. Witty, and R. A. Sizemore, "Phonics in the Reading Program: A Review and an Evaluation," Elementary English, 32:368-370, October, 1955.

<sup>2</sup>Nellie T. Lyons, "Relating the Reading Program to Individual Differences," Elementary School Journal, 49:389-394, March, 1949.

<sup>3</sup>William S. Gray, "Grouping Pupils for Basic Instruction in Reading," Elementary School Journal, 49:469-470, May, 1948.

Durrell<sup>1</sup> says:

The large gains in reading achievement shown in many recent studies of remedial and regular instruction are due in considerable degree to a careful adjustment of the instruction to the child's level and learning rate.

This study attempts to preview the words, using very simple stories which are based on the vocabulary used in the first and second readers of the Ginn Series.<sup>2</sup>

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<sup>1</sup>Donald D. Durrell, Thirty Sixth Yearbook of the National Society for the Study of Education, Vol. I (Bloomington, Illinois: Public School Publishing Company, 1937).

<sup>2</sup>Odille Ousley, and David H. Russell, The Ginn Basic Readers (New York: Ginn and Company, 1949).

## CHAPTER II

### RESEARCH AND RELATED READING

During the seventeen hundreds, reading in this country was taught by use of the Alphabet-Spelling system. First, the children learned the A, B, C's, then fitted them together to form syllables. The last thing was the thought, which is the logical starting point.

In the eighteen thirties, Webster's American Spelling Book was the leading text of the period. This was the first use of phonics--in this case learning to read by spelling<sup>1</sup>.

In the eighteen forties, Horace Mann<sup>2</sup> began a needed reform, the "word method", an effort to put meaning into reading.

Also about this time came the compulsory education laws which resulted in mass education<sup>3</sup>. Thus developed the first basal readers--the McGuffey Eclectic Readers<sup>4</sup>.

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<sup>1</sup>Lillian Gray, and Dora Reese, Teaching Children to Read (New York: The Ronald Press Company, 1957).

<sup>2</sup>Gertrude Hildreth, Learning the Three R's (second edition; Minneapolis: Educational Publishers, Inc.).

<sup>3</sup>Emmett A. Betts, Foundations of Reading Instruction (New York: American Book Company, 1957).

<sup>4</sup>Gray and Reese, loc. cit.

From about 1890 to 1920 came an excess of phonics. The teachers were so busy with the mechanics that they lost sight of meaning. However, in 1913, Valentine<sup>1</sup> worked with two groups of children six and one half to eight years of age. One group was taught by the phonic method, and the other was taught by the "look and say" method. The investigator concluded that those taught by the phonic method did better than those taught by the "look and say" method, both in reading words previously seen and words previously unseen.

However, the excess of this phonic method was generally so unsuccessful, that the pendulum swung the other way, from about 1920 to 1935, to an extreme "look and say" method. In some schools at this time, direct instruction in the skills of word analysis was forbidden<sup>2</sup>.

Also, about this time, tests on the character of eye movements and how words are perceived paved the way for modern reforms, which led to a change in emphasis in teaching reading<sup>3</sup>.

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<sup>1</sup>C. W. Valentine, "Experiments on the Methods of Teaching Reading," Journal of Experimental Pedagogy, 2:99-112, 1913-1914.

<sup>2</sup>Lillian Gray, and Dora Reese, Teaching Children to Read (New York: Ronald Press Company, 1957).

<sup>3</sup>William Gray, "Research in Reading Marches On," The Reading Teacher, 11:65-67, December, 1958.

Winch,<sup>1</sup> an English investigator, reported a study in which, among other things, he attempted to ascertain the effectiveness of the "look and say" method and the phonic method. To quote one of his conclusions: "Phonic and 'look and say' methods are put into practice and compared. The result is a victory for the phonic method."

After five years of experimentation with different primary grade groups, Currier<sup>2</sup> reported:

1. Phonic drills have very real value, but are not essential to every child as a part of the daily program in the primary grades.
2. Phonetic drills should at all times be employed with discretion and adapted to the needs of the individual child or special group.
3. Word pronunciation drills have proved to be of much value.

In 1931, Donnelly<sup>3</sup> states that word recognition is of great importance because the pupil's reading rate and comprehension are really determined by his ability

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<sup>1</sup>W. H. Winch, "Teaching Beginners to Read in England: Its Methods, Results, and Psychological Bases," Journal of Educational Research Monographs, No. 8 (Bloomington, Illinois: Public School Publishing Company, 1925).

<sup>2</sup>Lillian B. Currier, "Phonics or No Phonics," Elementary School Journal, 23:448-452, February, 1923.

<sup>3</sup>Helen E. Donnelly, "A Study of Word Recognition Skills in Grade One" (unpublished Master's thesis, Boston University School of Education, Boston, 1931).

to recognize words. She found that the February scores of reading achievement are a fairly reliable indication of success or failure in May.

In the middle and late 1930's, interest in phonics began to revive, and several studies in this area were made.

Sexton and Herron<sup>1</sup> in the Newark phonics experiment drew the conclusion that the teaching of phonics functions very little, or not at all, during the first five months in grade one, but begins to be of some value during the second five months and is of great value in grade two.

Agnew<sup>2</sup> found that, of two groups of third grade children, the group which previously had been given the larger amount of phonic training now had greater phonic ability, as measured by the Gates Phonic Tests, greater word pronunciation ability, wider vocabulary, and slower, but more accurate, oral reading.

Tate<sup>3</sup> conducted a study with first grade pupils in which the experimental group was taught phonics and the

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<sup>1</sup>Elmer K. Sexton, and John S. Herron, "The Newark Phonics Experiment," The Elementary School Journal, 37:752-763, June, 1937.

<sup>2</sup>Donald C. Agnew, The Effect of Varied Amounts of Phonetic Training on Primary Reading (Durham, North Carolina: Duke University Press, 1939).

<sup>3</sup>Harry L. Tate, Theresa Herbert, and Josephine Zeman, "Non-Phonetic Primary Reading," Elementary School Journal, 40:529-537, March, 1940.

control group worked with words and phrases, but had no phonics instruction. He concluded, among other things, that isolated phonics instruction didn't affect comprehension one way or the other, but that the phonic method was far superior to the "look and say" method in developing ability to recognize words. He also found that incidental teaching of phonics, in connection with children's needs in sounding out words encountered in their reading, was superior either to the teaching of isolated phonics or to phonics instruction.

For many years phonics was "a specialized word belonging to the vocabulary of the pedagogy."<sup>1</sup> However, it is now a topic of popular conversation. From the early 1940's to the present, many studies in phonics and word analysis have been made, and as a result, many new aspects of teaching reading have been developed.

In the area of word analysis Durrell<sup>2</sup> presents eight steps in word analysis learning.

1. Hearing sounds in words.
2. Seeing differences in printed symbols.

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<sup>1</sup>N. B. Smith, "What Research Says About Phonics Instruction," Journal of Educational Research, 51:1-9, September, 1957.

<sup>2</sup>Donald D. Durrell, Improving Reading Instruction (New York: World Book Company, 1956), p. 226.

3. Learning letter sounds.
4. Analyzing words by applying phonics.
5. Using context clues.
6. Developing phonic ability and a homophone sense.
7. Developing a higher level of phonic ability.
8. Translating words into ideas.

In the early 1950's several studies were done at Boston University on the relationship of word analysis skills to reading and spelling achievement. The first of these by Nugent<sup>1</sup> used two second grades. The experimental group of twenty seven children were taught one ten minute word analysis lesson daily, for fifty consecutive school days. The control group of thirty children did not receive this instruction. She concluded that:

1. In the phonics test administered at the beginning of the experiment, the control group was better than the experimental group. At the end of the experiment, the experimental group's score was better. C.R. - 1.01
2. In the Metropolitan Reading Test given at the end of the experiment, the experimental group was superior. C.R. - 5.06
3. In the spelling test, the experimental group was superior. C.R. - 8.94

Therefore, specific training in word analysis does improve reading and spelling achievement.

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<sup>1</sup>Esther M. Nugent, "An Evaluation of an Intensive Program in Word Analysis on Spelling and Reading in Second Grade" (unpublished Master's thesis, Boston University, School of Education, Boston, 1950).

In 1955, Dineen<sup>1</sup> carried on an experiment in word analysis on a grade three classroom during a six week period. The children had little or no ability in word analysis work. Although the results were not real enough to yield significant differences, there was a gain in both word analysis and reading. The results did show that this work was worthwhile and needed.

Fancey<sup>2</sup> conducted a study to determine the effectiveness of a planned program in word analysis, of phonics, spelling, word analysis, auditory and visual perception. She concluded that in comparing initial and final scores for the experimental group, the critical ratio was 3.08, showing a statistically significant gain.

Bradley<sup>3</sup> constructed a series of word recognition exercises that would provide both meaningful and interesting practice. She experimented with two groups: one group

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<sup>1</sup>Caryl A. Dineen, "A Study of the Effect of Word Analysis Work on Third Grade Reading" (unpublished Master's thesis, Boston University, School of Education, Boston, 1955).

<sup>2</sup>Mildred R. Fancey et al., "Evaluation of a Planned Program of Word Analysis in Grade Two" (unpublished Master's thesis, Boston University, School of Education, Boston, 1958).

<sup>3</sup>Mary A. Bradley, "The Construction and Evaluation of Exercises for Providing Meaningful Practice in Second Grade Reading" (unpublished Doctor's dissertation, Boston University, School of Education, Boston, 1957).

used the exercises under the direction of the teacher and the other group was divided into pairs who worked together. She indicates: "The materials appeared to be effective in improving the reading score. Both experimental groups made gains of approximately six months according to the manual. The control group gained about three months which was the actual working time of the study."

Harrington<sup>1</sup> studied the effectiveness of phonics and word analysis. She cites a need for training in auditory and visual discrimination to promote greater success in reading achievement. In her own words,

That there is a need of training in auditory and visual discrimination, there appears to be no doubt. At least, there is no noticeable controversy surrounding the teaching of these two word analysis abilities. Regarding the other ability, phonetics, however, there is still division among people in the field of reading today. Whether phonics should be taught at all, how much it should be stressed, and in what manner it should be taught, are still matters for argument.

One of the factors found to be important in the teaching of both word analysis and phonics was versatility.

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<sup>1</sup>Sister Mary James Harrington, S.C.L., "The Relationship of Certain Word Analysis Abilities to Reading Achievement of Second Grade Children" (unpublished Doctor's dissertation, Boston University, School of Education, -Boston, 1953).

Austin<sup>1</sup> says:

Further examination of recent courses of study reveal a recognition of the need for a versatile approach to word analysis; if one aid fails to unlock a word, the reader should utilize other methods. A realistic word-perception program will teach children to use five major aids: (1) Context or meaning clues; (2) Configuration or word-form clues; (3) Phonetic analysis; (4) Structural analysis; and (5) The dictionary.

Mills<sup>2</sup> states that the teacher must familiarize himself with all the various techniques available for teaching word recognition and be versatile in the use of these if he is to teach all children. He divided the areas as follows: Visual, Phonic, Kinesthetic, Combination.

There has been much controversy over phonics in the past, as to whether to teach phonics or not. Now the issue has changed. Tronsberg<sup>3</sup> says that although phonics has been a controversial issue for many years, the evidence

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<sup>1</sup>Mary C. Austin, "Phonetic Elements and Principles Basic to Reading," Conference on Reading (Chicago: Chicago University, 1955), pp. 10-16.

<sup>2</sup>Robert E. Mills, "An Evaluation of Techniques for Teaching Word Recognition," Elementary School Journal, 56:221-225.

<sup>3</sup>Josephine Tronsberg, "The Place of Phonics in Basal Reading Instruction," Education Digest, 21:46-49, January, 1955.

from research in the past ten to fifteen years clearly indicates the value of teaching phonics. The issue is no longer whether phonics should be taught, but rather when shall instruction begin and how much? What technique shall we use? How can we make phonics functional?

Witty<sup>1</sup> says:

Adherents to any one of a number of positions may find justification for their views in published sources from the devotees of the doctrine of "No Phonics" to the advocates of a highly artificial approach. Despite this fact, certain trends do appear and certain recommendations may be made tentatively.

A readiness program for phonics can safely be recommended, since research studies substantiate the need for phonic readiness.

Mental age and other factors are important in determining the propriety of using a phonics approach.

Phonics systems may develop a tendency in children to recognize words piecemeal. Do not use method apart from a meaningful approach in very slow reading. The child is sometimes hampered by attempts to sound out each part of the word and fails to react to natural, larger perception units in oral and silent reading.

Another limitation of phonics instruction is that it does not utilize other techniques that bring about quick accurate word recognition.

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<sup>1</sup>P. A. Witty, and R. A. Sizemore, "Phonics in the Reading Program: A Review and an Evaluation," Elementary English, 32:367-370, October, 1955.

Many children do not need help in the mastery of phonic skills although some appear to have made satisfactory progress in reading without formal instruction. Therefore, a system of careful diagnosis of individual needs should precede the introduction of instruction in word analysis at all levels.

Others have discovered the importance of individual differences. Rogers<sup>1</sup> says that phonics is not a method of reading but a skill for attacking new words. He also states, "Phonics is not of equal value to all children."

Mills<sup>2</sup> says:

We have theorized about individual differences for decades, but we have done little to apply this theory in teaching practice. This research indicates the need for the concentration of energies on finding out which method is best for which children, rather than developing a recipe or "a best method" that will serve for all children all the time.

Durrell<sup>3</sup> has concluded that the rapid gains made in remedial instruction are the result of adjusting the

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<sup>1</sup>J. R. Rogers, "Phonics Again," Elementary School Journal, 58:344-346, March, 1958.

<sup>2</sup>Robert E. Mills, "An Evaluation of Techniques for Teaching Word Recognition," Elementary School Journal, 56:221-225, January, 1956.

<sup>3</sup>Donald D. Durrell, Improvement of Basic Reading Abilities (New York: World Book Company, 1940).

instruction to the child's learning rate, his interests, his confusions, and his incorrect habits. He further states: "When this is done in the regular classroom, the need for remedial classes rapidly diminishes."

As well as the importance of individual differences, the necessity of using phonics in a meaningful situation has been discovered. As Burrows<sup>1</sup> says:

Research evidence reveals a thread of consistency. This is the more convincing because the studies were carried on by investigators in different parts of the country, working independently of one another and often from quite different premises. The accumulated findings resulting from twenty years of varied investigation, when looked at with a view to finding relationships, point conclusively to a sound case for teaching phonics, but not in isolation and not as an approach to beginning reading.

Betts<sup>2</sup> feels that the most important point to remember is that phonic skills must be learned in meaningful situations in order for them to be used effectively. He says: "When the child is taught to grunt and groan through words, the purpose of phonics instruction is missed."

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<sup>1</sup>A. T. Burrows, "Conflict Over Phonics is Still Raging," Education Digest, 19:22-25, November, 1953.

<sup>2</sup>E. A. Betts, "What About Phonics?," Education, 75:547-560, May, 1955.

Hildreth<sup>1</sup> feels that sounding should always be done within real words of interest to the child, words which are already in his speaking vocabulary, if he is to use these skills functionally in actual reading. He says: "If any words used for drill are not within the speaking vocabulary of the child, he will have extra difficulty in learning the sounding techniques."

Gray<sup>2</sup> in a world wide survey of methods of teaching reading indicated the following:

1. Children have learned to read by almost every method that has been devised.
2. All children and adults do not learn equally well by a given method.
3. Progress in learning to read is most rapid when both meaning and the skills of word recognition are stressed from the beginning.

To further investigate the reading needs of children, studies have been made to analyze the problems of poor readers.

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<sup>1</sup>G. H. Hildreth, "Role of Pronouncing and Sounding in Learning to Read," Education Digest, 21:49-51, February, 1955.

<sup>2</sup>William S. Gray, "The Teaching of Reading: An International View," The Burton Lectures, 1956 (Cambridge, Massachusetts: Harvard University Press, 1957).

In one study, by Barbe<sup>1</sup> et. al., a detailed analysis was made of eighty students in a reading clinic. It was found that at the primary level, the greatest difficulty is in low sight vocabulary, and in guessing at words. In word analysis, most of the children had some methods, although in many cases they were poor. The sounds of letters were not known by some students at all levels. Blends were apparently an unknown thing to most students referred to the reading clinic.

Sutton<sup>2</sup> experimented upon thirty six third grade children at the University of Georgia Elementary School. Almost 60% of the pupils were found to have I.Q.'s of less than 90. Vocabulary building exercises were given: matching words with phrases, building word lists, using contextual clues, reading directions and signs, having fun with word games. The range of improvement was from .08 to 3.7. The average gain of the group of children exceeded the normal rate of improvement.

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<sup>1</sup>Walter Barbe et. al., "Types of Difficulties in Reading Encountered by Eighty Children Receiving Instruction at a Reading Clinic," Journal of Educational Research, 51:437-443, February, 1958.

<sup>2</sup>Rachel S. Sutton, "The Effect of Vocabulary Building on Reading Skills," Elementary School Journal, 54:94-97, October, 1953.

In 1951, Sheldon and Hatch<sup>1</sup> made an investigation of the reading abilities of forty good and forty one poor readers in second grade classes. The weaknesses which seemed to be most evident in the poor readers were:

1. Confusion in the names of letters, the sounds of letters and blends.
2. Reversals of letters, b-d, p-q, etc. It was found that 78% of the top group knew all the letter names, while 46% of the low group knew them.
3. Low sight vocabulary.
4. Inadequate word analysis.
5. Errors on easy words.
6. Guessing at unknown words.
7. Poorly organized recall.
8. Use of finger as a guide.
9. Whispering.
10. Scanty unaided recall.
11. A poorer recall of material after silent reading than oral reading.

In writing the results of the high group scores they came to the following conclusions: The high group was generally strong in all of the phonetic areas. This may have contributed considerably to their high level of performance.

In the last five or six years, many studies have been made to further indicate the importance of including

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<sup>1</sup>W. D. Sheldon, and S. Hatch, "Strengths and Weaknesses in Reading of a Group of Second Grade Children," Education Administration and Supervision, 37:405-414, November, 1951.

phonics in the school curriculum. For example, Bedell and Nelson<sup>1</sup> reported a study which they conducted with pupils of superior intelligence in grades four, five, and six. They taught word recognition techniques to half of the group, thirty minutes a day for fifteen days. The instruction included the use of context clues, observing visual characteristics of words, use of prefixes and suffixes, sound attack, sounding of vowels, consonants, vowel and consonant combinations, and the use of other methods of phonetic analysis. The investigators concluded that procedures used with the experimental group produced superior results.

A study carried on in England by Daniels and Diack<sup>2</sup> compares the progress of two groups of backward children, one taught by a so-called "phonic-word method" and the other by mixed methods, both of which insisted on reading for meaning and not in teaching the sound values of letters in isolation. The distinctive characteristic of the "phonic-word method" was that the

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<sup>1</sup>Ralph Bedell, and Eloise Nelson, "Word Attack as a Factor in Reading Achievement in the Elementary Schools," Educational and Psychological Measurement, 14:168-175, Spring, 1954.

<sup>2</sup>J. C. Daniels, and H. Diack, Progress in Reading: A Comparative Study of Success and Error in Children Taught by Different Methods (Nottingham, England: University of Nottingham, Institute of Education, 1956).

letters were taught largely through the visual discrimination of words presented as wholes. On the basis of test scores, the investigators affirmed that the "phonic-word method" was distinctly superior to the "mixed methods."

Harrington and Durrell<sup>1</sup> secured data from 1,500 second grade pupils to determine the comparative influence on reading achievement of mental ability and certain perceptual abilities. They found that ability to use phonics correlated most highly with reading achievement, that auditory and visual discrimination of word elements ranked high, and that mental ability, as measured by the Otis Quick-Scoring Mental Ability Test had "little influence". The investigators concluded that "specific instruction in phonics and in visual and auditory analysis of word elements is essential to success in building reading vocabulary in the primary grades".

Gatterson<sup>2</sup> built practical teaching materials to be used in developing specific skills in the reading program

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<sup>1</sup>Sister Mary James Harrington, and Donald D. Durrell, "Mental Maturity Versus Perception Ability in Primary Reading," Journal of Educational Psychology, 46:375-380, October, 1955.

<sup>2</sup>Jane H. Gatterson et al., "Word Service for Grades One Through Six" (unpublished Master's thesis, Boston University, School of Education, Boston, 1957).

for grades one through six. These included: letter names, applied phonics, word recognition, and word meaning. She concluded that adequate practice at points of error may correct a difficulty and guarantee steady progress in mastering the complex skills involved in reading.

Rudisill<sup>1</sup> tested 113 third grade children in Durham, North Carolina schools to discover the ability to apply phonic knowledge in pronouncing new words. The intercorrelation of reading with phonic knowledge was .71. The results of this study strengthen the accumulating evidence that functional phonic knowledge makes a substantial contribution to achievement in reading and spelling.

Thus, as Smith<sup>2</sup> says:

With the guidance of research we should now be able to avoid the pitfalls of the past. No doubt there will be many changes in phonics instruction as the results of new studies come forth. But in the light of research, which we have at the present time, it is doubtful if there will be any more historical cycles. Since we have evidence that phonics is valuable instruction, this facet of reading should continue

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<sup>1</sup>Mabel Rudisill, "Interrelations of Functional Phonics Knowledge, Reading, Spelling, and Mental Age," Elementary School Journal, 56:264-267, February, 1957.

<sup>2</sup>N. B. Smith, "What Research Says About Phonics Instruction," Journal of Educational Research, 51:1-9, September, 1957.

without interruption in the future, if it is provided in such ways and at such times as research tells us are most helpful to children in meeting their reading needs.

This study is an attempt to adjust the second grade reading material to the needs of the children having difficulty, in direct application with their daily work. Much evidence from research on phonics and word analysis has been quoted as these are devices much used by the poor reader. There are too many words, but not too many different sounds. An effort has been made to make this work meaningful, for as Durkee<sup>1</sup> says:

Johnny, like his grown-up critics, reads for meaning, not merely to exercise his eyes, ears, and vocal chords. 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.

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<sup>1</sup>Frank M. Durkee, "Why Johnny Reads," Elementary School Journal, 56:363-365, April, 1956.

CHAPTER III  
PLAN OF THE STUDY

- I. The Construction of Supplementary Materials for use with the Ginn Series, Grade II, to Promote Independence in Reading.
- II. Selection of the Problem
  - A. Purpose of the Study
    1. Improvement in reading through an effort to:
      - a. Select and organize data
      - b. Provide definite materials of instruction and so
      - c. Suggest a method of teaching which will provide for more pupil-learning.
  - B. Source
    1. The need for supplementary exercises and phonic drills used as a supplement to the Ginn Series, Teacher's Guide in Grade II.
  - C. Justification:
    1. In the field of reading, the many difficulties and problems encountered indicate the need for further research and construction of supplementary materials, to improve the level of reading ability.

2. To determine progress in pupil learning through:
  - a. Factors resident in the pupil
  - b. Factors resident in the teacher
  - c. Factors resident in the curriculum
  - d. Factors resident in the materials of instruction.

D. Scope

1. Daily exercises will be compiled and reviewed as an additional feature to the regular reading program.
2. Original, simple stories and objective tests given will promote ease in the basal vocabulary.

III. Conclusions

A. Hypothetical

1. That there is a definite need for supplementary and spontaneous material for use with the Ginn basal reader.
2. That slow readers will gain through easy reading material and master the second grade reading vocabulary.
3. Success in reading is the chief motivation of these stories as they are within the range of the children.

CHAPTER IV  
WORKBOOK OF EXERCISES

Daily Procedure

- I. Mondays
  - A. Phonic Drills
  - B. Review words
  - C. Original story introducing new words and using review words
- II. Tuesdays
  - A. Re-read Monday's story - using classroom chart
  - B. List of New review words
  - C. Introduce new words
  - D. New original story on chart using introduced words.
- III. Wednesdays
  - A. Re-read Tuesday's story - using classroom chart
  - B. List of new review words
  - C. Introduce new words
  - D. New original story on chart using introduced words
- IV. Thursdays
  - A. Re-read Wednesday's story - using classroom chart
  - B. List of new review words
  - C. Introduce new words
  - D. New original story on chart using introduced words

## V. Fridays

- A. Review all words of the week and re-read the four stories from charts
- B. Phonic drill using sounds of new words of week
- C. Simple test

Use this daily procedure. There are two charts displayed at all times--as the two pages that follow for Monday and so on through twelve weeks.

The stories in this study are simpler than the ones in Friends and Neighbors and Around the Corner. Every word in these two books is introduced while the basic first readers are reviewed alphabetically.

Monday - Classroom Chart and Individual Sheets

Review - using chart

a	again
about	afraid
across	about
afraid	airplane
after	a
again	after
airplane	across

IntroduceWrite here

friends \_\_\_\_\_

neighbors \_\_\_\_\_

cars \_\_\_\_\_

Jean \_\_\_\_\_

live \_\_\_\_\_

fence \_\_\_\_\_

their \_\_\_\_\_

hammer \_\_\_\_\_

bang \_\_\_\_\_

Peter \_\_\_\_\_

Children are given mimeographed sheets of the above. They keep booklets of all these sheets. Children correct Review Words with crayons.

## STORY

Garden Street

Peter and Jean live on Garden Street.

They have a white fence around their house.

They have friends on Garden Street.

Peter and Jean like their neighbors.

All day they play with their friends.

Peter goes bang, bang with his hammer.

Jean sees the cars go up and down Garden Street.

Peter and Jean like Garden Street.

Do you?

Tuesday - Classroom Chart and Individual Sheets.

Review - using chart

airport	am
all	all
am	and
and	apple
apple	airport
are	are

IntroduceWrite here

finished

\_\_\_\_\_

through

\_\_\_\_\_

lumber

\_\_\_\_\_

Ann

\_\_\_\_\_

Joe

\_\_\_\_\_

men

\_\_\_\_\_

watch

\_\_\_\_\_

room

\_\_\_\_\_

start

\_\_\_\_\_

Mike

\_\_\_\_\_

## STORY

The New White House

Mike is a big man.

He helps to build houses.

He has lumber to make the houses.

The little white house is finished.

Mike is through with the paint.

He has finished the last room.

Ann and Joe like to watch Mike.

"Who will live in the new white house?" asked Ann.

"We will find out soon," said Joe.

"The new family will move in. Then we will know."

"Then Mike and his men will start a new house,"  
said Ann.

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

around	away
as	ate
at	as
ate	around
Aunt Mary	at
away	Aunt Mary

IntroduceWrite here

would

\_\_\_\_\_

Bob

\_\_\_\_\_

today

\_\_\_\_\_

friendly

\_\_\_\_\_

busy

\_\_\_\_\_

bed

\_\_\_\_\_

tie

\_\_\_\_\_

such

\_\_\_\_\_

them

\_\_\_\_\_

basket

\_\_\_\_\_

## STORY

Kitten

Bob has a pretty white kitten.

All the children love her.

And the kitten likes them.

She is such a friendly little kitten.

Today Bob is very busy.

He would like to paint a picture of his kitten.

He will tie a blue ribbon on the kitten, and  
put her to bed in her basket.

"What a pretty picture you will make," said all  
the children.

"Mew," said kitten.

Thursday - Classroom Chart and Individual Sheets

Review - using chart

baby	back
back	barn
bag	bag
ball	baby
barber	barber
barn	ball

IntroduceWrite here

pick

\_\_\_\_\_

an

\_\_\_\_\_

gave

\_\_\_\_\_

six

\_\_\_\_\_

girls

\_\_\_\_\_

hand

\_\_\_\_\_

front

\_\_\_\_\_

pears

\_\_\_\_\_

thought

\_\_\_\_\_

together

\_\_\_\_\_

## STORY

Three Little Girls

One day I saw three little girls.

They lived in one house.

They liked to play in front of the house,

Each girl had a pear tree there.

They liked to pick the pears.

"I like a pear and I like an apple," said one.

"I like pears best of all," said the baby.

"I have one in my hand."

The girls gave me six pears.

I thought that they were friendly little girls.

Do you?

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 12

1. Peter and Jean \_\_\_\_\_ on Garden Street.
2. The \_\_\_\_\_ will go, bang, bang.
3. I like to play with my \_\_\_\_\_.
4. Now my work is \_\_\_\_\_.
5. We will walk \_\_\_\_\_ the gate.
6. Mike has \_\_\_\_\_ to build a house.
7. \_\_\_\_\_ is Friday.
8. Where \_\_\_\_\_ you like to go?
9. Put the apples in a \_\_\_\_\_.
10. Uncle Fred \_\_\_\_\_ me six pears.
11. Will you \_\_\_\_\_ a flower for me?
12. Ann and Jean are \_\_\_\_\_.

live	friends	through
today	would	pick
hammer	finished	lumber
basket	gave	girls

Second WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

be	Betty
bear	bee
bee	bicycle
Ben	Ben
Betty	be
bicycle	bear

IntroduceWrite here

dishes

\_\_\_\_\_

seen

\_\_\_\_\_

care

\_\_\_\_\_

four

\_\_\_\_\_

before

\_\_\_\_\_

enough

\_\_\_\_\_

bought

\_\_\_\_\_

table

\_\_\_\_\_

still

\_\_\_\_\_

paper

\_\_\_\_\_

## STORY

Paper

Paper is still a little dog.

I have had him four days.

Paper is brown and white.

Mother bought blue dishes for him to eat from.

I am good to my dog.

I see that he has enough to eat.

Before he goes to sleep, I play with him.

He likes to play under the table.

I think that Paper is a good little dog.

Paper is my dog.

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

big	Billy
biggest	blue
Billy	big
birthday	birthday
black	biggest
blue	black

IntroduceWrite here

very

\_\_\_\_\_

clang

\_\_\_\_\_

smoke

\_\_\_\_\_

stones

\_\_\_\_\_

caught

\_\_\_\_\_

wall

\_\_\_\_\_

animal

\_\_\_\_\_

Fuzzy

\_\_\_\_\_

climb

\_\_\_\_\_

happen

\_\_\_\_\_

## STORY

Fuzzy

Fuzzy is an animal.

He is a little squirrel.

He lives in a tree in the front of Joe's house.

In the morning, Joe gives him something to eat.

His table is a stone.

One morning, Fuzzy looked out of his home in the tree.

He saw smoke come from Joe's window.

He ran down the tree very fast.

"What will happen to Joe?" he said.

"I will climb over the wall and in the window."

Then he heard, clang, clang.

The fire engines came down the street.

The firemen caught the fire just in time.

The children were happy, and so was Fuzzy.

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

boat	boys
books	bow-wow
bow-wow	boat
box	books
boys	box
bread	bread

IntroduceWrite here

tall

\_\_\_\_\_

sunflower

\_\_\_\_\_

seeds

\_\_\_\_\_

try

\_\_\_\_\_

Toddle

\_\_\_\_\_

crawl

\_\_\_\_\_

bowl

\_\_\_\_\_

pond

\_\_\_\_\_

lunch

\_\_\_\_\_

thing

\_\_\_\_\_

STORY

Toddle the Turtle

Toddle the Turtle lives at the pond.

One day a family came to the pond to eat lunch.

The people were so big and tall that Toddle wanted to stay in the pond.

When the people went home, they put a bowl, with something in it, on a stone.

Toddle said, "I will try to crawl over to see the bowl."

He saw sunflower seeds for the squirrels in it.

"What a funny thing to eat," he said.

"I will go to my friends in the pond.

Then I can eat what I like."

And so he did.

Thursday- Classroom Chart and Individual Sheets

Review - using chart

bring                      brook

brook                      Bunny

brown                      bring

build                      brown

bump                      build

Bunny                      bump

IntroduceWrite here

grass

\_\_\_\_\_

place

\_\_\_\_\_

asked

\_\_\_\_\_

talking

\_\_\_\_\_

another

\_\_\_\_\_

toad

\_\_\_\_\_

fly

\_\_\_\_\_

flew

\_\_\_\_\_

soft

\_\_\_\_\_

bug

\_\_\_\_\_

STORY

The Toad

"Did you see the toad catch the fly?" asked Ann.

She was talking to Joe and another boy.

They were all on the soft grass.

"There is a toad," said Joe.

"We will watch him."

"This is a good place to sit."

When a bug flew by, Mr. Toad ate him.

"How can he eat the bug so fast?" asked Joe.

Do you know?

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 10

Directions - Draw a line to the words that rhyme.

still	cry
four	hill
clang	door
wall	tall
try	bang
thing	green
fly	sing
place	my
grew	race
seen	mew

Third Week

Monday - Classroom Chart and Individual Sheets

Review - using chart

but call

cabbage cake

cake came

call but

called cabbage

came called

Introduce Write here

glad \_\_\_\_\_

more \_\_\_\_\_

Zeke \_\_\_\_\_

raccoon \_\_\_\_\_

bottle \_\_\_\_\_

paw \_\_\_\_\_

first \_\_\_\_\_

letter \_\_\_\_\_

been \_\_\_\_\_

Tabby \_\_\_\_\_

## STORY

How-do-you-do

One day Zeke the Raccoon met Tabby the Cat.

"How-do-you-do," said Zeke.

"Hello," said Tabby.

"I worked on my first letter," said Zeke.

"I put my paw in the bottle of ink, and then  
on the paper."

"That is good," said Tabby.

"I can not do that."

"How is your home, Tabby?"

"I have some more new kittens, and they  
have been fine."

"I am glad to hear that," said Zeke.

"Now I must go home and work on another letter.

I will see you tomorrow.

Good-by, Tabby."

"Good-by, Zeke."

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

can	catch
candles	Cherry
cat	can
catch	chair
chair	cat
Cherry	candles

<u>Introduce</u>	<u>Write here</u>
beautiful	_____
coat	_____
top	_____
kitchen	_____
many	_____
milk	_____
best	_____
Jerry	_____
canary	_____
cage	_____

## STORY

Jerry and the Cat

Jerry the canary lives in a cage.

His cage is on top of a table in the kitchen.

In the morning he sings all the time.

One day a cat came into the kitchen.

The cat had a beautiful white coat.

Mother gave the cat a bowl of milk.

Then the cat looked at Jerry.

He wanted to eat him.

Jerry did not know what to do.

Then Mother looked at the cat.

"You can not eat our Jerry," she said.

"You can not stay in our house."

Mother put the cat out of the door.

Jerry was so happy that he sang and sang.

Wednesday -- Classroom Chart and Individual Sheets

Review - Using chart

chick                      clinkety-clank

children                  Christmas

Christmas                come

clinkety-clank chick

color                      color

come                      children

Introduce

Write here

music

\_\_\_\_\_

radio

\_\_\_\_\_

both

\_\_\_\_\_

wheels

\_\_\_\_\_

blocks

\_\_\_\_\_

bell

\_\_\_\_\_

made

\_\_\_\_\_

because

\_\_\_\_\_

any

\_\_\_\_\_

round

\_\_\_\_\_

## STORY

Baby Joe's Music

Baby Joe likes to play with his blocks.

He can make a car, with round blocks for wheels.

Ann and Mother play music on the radio.

"See what I made," Joe said to Ann and Mother.

They both looked at Joe's car.

"My car will not make music like your radio," said

Joe, "because it does not have any bell."

"Here is a bell," said Mother.

She gave it to Joe.

Clang, clang, went the bell.

"Now you have your music," said Joe.

"But I have my music, clang clang."

Thursday - Classroom Chart and Individual Sheets

Review - using chart

conductor	cow
corn	corn
could	conductor
cow	cowboy
cowboy	cup
cup	could

IntroduceWrite here

last

\_\_\_\_\_

ears

\_\_\_\_\_

tell

\_\_\_\_\_

click

\_\_\_\_\_

every

\_\_\_\_\_

got

\_\_\_\_\_

beans

\_\_\_\_\_

field

\_\_\_\_\_

lettuce

\_\_\_\_\_

pumpkin

\_\_\_\_\_

## STORY

The Garden

Betty and Mary went to see their friend Jerry.

He lives on a farm.

"I will tell you how to make a garden," said Jerry.

"We will make the garden in an old field."

The children planted beans, lettuce, corn,  
and pumpkins.

Every day they took care of the garden.

Soon the ears of corn were big and the bean plants  
were very tall.

Betty and Mary got Joe, to help them bring all the  
food in the house.

On the last day, Betty took some pictures,  
click, click.

"Now our friends will see pictures of our garden,  
when we tell them about it," said Betty and Mary.

"Thank you for a good time, Jerry," they said.

"Now it is time to go home."

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 12

Directions - finish the word

1. g \_\_\_\_\_

7. w \_\_\_\_\_

2. r \_\_\_\_\_

8. a \_\_\_\_\_

3. l \_\_\_\_\_

9. b \_\_\_\_\_

4. k \_\_\_\_\_

10. e \_\_\_\_\_

5. m \_\_\_\_\_

11. t \_\_\_\_\_

6. c \_\_\_\_\_

12. f \_\_\_\_\_

letter

cage

any

field

ears

wheels

kitchen

glad

because

many

raccoon

tell

Fourth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

cupboard	Dick
cut	dinner
day	cupboard
Dick	did
did	cut
dinner	day

IntroduceWrite here

always

\_\_\_\_\_

pop

\_\_\_\_\_

cellar

\_\_\_\_\_

eyes

\_\_\_\_\_

most

\_\_\_\_\_

right

\_\_\_\_\_

parade

\_\_\_\_\_

sign

\_\_\_\_\_

Saturday

\_\_\_\_\_

prize

\_\_\_\_\_

## STORY

The Pop Corn Party

"Can we have a party?" said Susan.

"We always have a birthday party," said Tom.

"But no one has a birthday."

"Oh," said Susan, "we can have a pop corn party."

"We will give a prize to the boy or girl who can pop the most pop corn."

"That is good," said Tom.

"I will make a sign so that all the children will come to our party.

We can have our party on Saturday, right after the parade.

I will put the sign on our front fence.

All the children can read the sign with their eyes."

This is what the sign said:

Come to our party

Next Saturday, after the parade.

At Tom's cellar.

A prize - if you can pop the most pop corn.

On Saturday, all of the children came to the party.

You are right if you think they had fun.

They all had a good time.

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

do	down
dog	drop
door	door
down	do
dress	dog
drop	dress

IntroduceWrite here

bird

\_\_\_\_\_

or

\_\_\_\_\_

people

\_\_\_\_\_

matter

\_\_\_\_\_

stand

\_\_\_\_\_

rhymes

\_\_\_\_\_

until

\_\_\_\_\_

city

\_\_\_\_\_

names

\_\_\_\_\_

far

\_\_\_\_\_

## STORY

Rhymes

Do you like to make rhymes?

I do.

Here is a funny one.

A little bird flew far away,

Until people said, "How long will he stay?"

"What is the matter?" the city people said.

"We will call his name, and then go to bed."

"We will stand or sit here at the door."

One day he came - right at four,

"I will never go away again," said he.

"For now I am back to stay, you see."

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

ducks	farm
eat	eggs
eggs	ducks
engine	farmers
farm	engine
farmers	eat

IntroduceWrite here

sky

\_\_\_\_\_

Sonny

\_\_\_\_\_

different

\_\_\_\_\_

road

\_\_\_\_\_

tired

\_\_\_\_\_

hungry

\_\_\_\_\_

near

\_\_\_\_\_

stories

\_\_\_\_\_

sheep

\_\_\_\_\_

does

\_\_\_\_\_

## STORY

Sonny

Sonny was a little black sheep.

He was not happy because he was different from the other sheep.

They were white, and Sonny was black.

Sonny walked down the road.

He was very tired and hungry.

It was night and the sky was black.

He came near a farm house.

On the grass was a little boy.

"Oh, what a beautiful black sheep," he said.

The little boy gave him some warm milk.

He told him stories and put him in a warm bed.

"Will you live here with me?" asked the little boy.

"Oh yes," said Sonny.

So he did.

And I think he does still live there now.

Thursday - Classroom Chart and Individual Sheets.

Review - using chart

fast	feather
faster	fire
Father	fast
feather	Father
find	faster
fire	find

IntroduceWrite here

sound

\_\_\_\_\_

donkey

\_\_\_\_\_

along

\_\_\_\_\_

corner

\_\_\_\_\_

than

\_\_\_\_\_

much

\_\_\_\_\_

puppy

\_\_\_\_\_

myself

\_\_\_\_\_

air

\_\_\_\_\_

brave

\_\_\_\_\_

## STORY

The Donkey and the Puppy

A little donkey walked along the road with his mother.

Soon they met a friend, who said hello to them.

The baby donkey was tired of so much talking.

He said, "I will walk down to the corner by myself.

I am very brave."

When he got there, he heard a new sound.

It was, bow-wow.

He looked and saw a little puppy with his paw in the air.

When the puppy saw the donkey, he ran.

"I do not think I could run faster than that," said the little donkey.

"Do you think the little puppy was afraid of me?"

Do you think that the puppy was afraid of the donkey?

Friday - Review all charts for the week

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 16

Directions - Put each word in the right list.

p

s

m

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
	_____	
	_____	

much	sign	pop	myself
parade	sound	prize	Saturday
stand	matter	sky	people
Sonny	puppy	most	stories

Fifth week

Monday - Classroom Chart and Individual Sheets

Review - using chart

fish	flowers
Flip	floor
floor	fish
flowers	Flip
for	found
found	for

Introduce

Write here

fine

\_\_\_\_\_

roof

\_\_\_\_\_

why

\_\_\_\_\_

should

\_\_\_\_\_

tail

\_\_\_\_\_

Snapp

\_\_\_\_\_

goose

\_\_\_\_\_

butter

\_\_\_\_\_

silly

\_\_\_\_\_

oranges

\_\_\_\_\_

## STORY

Dinner for Snapp

Snapp was a very silly squirrel, with a fine long tail.

One day, Snapp said, "Why should I always eat seeds?"

People in houses do not eat seeds.

I will eat what boys and girls eat."

So Snapp went up to a big red house with a blue roof.

He could climb up a tree and look in the window.

There was a table with something on it.

The children were in another room.

Something soft and yellow was on the table.

Snapp ate it, but he did not like it.

It was butter.

Next he ate oranges, but he did not like them.

He ate some of the goose, but then he heard the children.

He ran out the window and right to his tree.

There were some sunflower seeds.

"I guess I will eat seeds for squirrels," said Snapp.

"I like them best."

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

fox	fun
frisky	frogs
frogs	fox
from	funny
fun	frisky
funny	from

IntroduceWrite here

reason

\_\_\_\_\_

owl

\_\_\_\_\_

Snipp

\_\_\_\_\_

Shurr

\_\_\_\_\_

earn

\_\_\_\_\_

buy

\_\_\_\_\_

cleaning

\_\_\_\_\_

chimney

\_\_\_\_\_

flour

\_\_\_\_\_

clothes

\_\_\_\_\_

## STORY

Snipp and Snurr

Snipp and Snurr were two old owls.

Snipp was a mother owl and Snurr was a father owl.

It was Christmas time.

The owls wanted to earn some money to buy a surprise for their baby.

Snurr found a man cleaning a chimney.

The man said that Snurr could help him, and he would give him some money.

Snipp met three men.

They had flour all over their clothes.

They said that Snipp could help them.

At the end of the day, Snurr was all black and Snipp was all white.

They got ready, and bought their surprise.

That is the reason the baby owl was so happy at Christmas.

Wednesday - Classroom Chart and Individual Sheets.

Review - using chart

garden	give
gate	go
get	goat
give	garden
go	gate
goat	get

IntroduceWrite here

almost

\_\_\_\_\_

counted

\_\_\_\_\_

ever

\_\_\_\_\_

breakfast

\_\_\_\_\_

Gray

\_\_\_\_\_

off

\_\_\_\_\_

mail

\_\_\_\_\_

express

\_\_\_\_\_

load

\_\_\_\_\_

trip

\_\_\_\_\_

## STORY

Mr. Gray

Mr. Gray was a new expressman.

In the morning, Mrs. Gray gave him something to eat for his breakfast.

"Will I ever be a good expressman?" he asked Mrs. Gray.

"Oh yes," she said.

When he got to the express truck, a load of mail was in it.

He counted all the mail and then he took the mail to the right people.

"Now I am ready to go home," he said.

At the end of the day, all the mail was off the truck, so Mr. Gray went home.

"How was your trip with the mail?" asked Mrs. Gray.

"It was very good," he said.

"I think you are going to be a good expressman," said Mrs. Gray.

And he was.

Thursday - Classroom Chart and Individual Sheets

Review - using chart

gobble	gone
going	good-by
gone	gobble
good	green
good-by	going
green	good

IntroduceWrite here

railroads

\_\_\_\_\_

station

\_\_\_\_\_

bus

\_\_\_\_\_

town

\_\_\_\_\_

tube

\_\_\_\_\_

better

\_\_\_\_\_

Ginger

\_\_\_\_\_

hall

\_\_\_\_\_

knew

\_\_\_\_\_

paste

\_\_\_\_\_

## STORY

Ginger

Ginger was a little brown mouse.

He had always lived next to railroads.

Just now he was on the other side of town to see his mouse friend, who lived in a bus station.

He knew where to go but there were so many people in the hall that he was afraid.

Ginger was happy when he heard his friend call, and he saw the little door of his house.

His friend's house was in a tube.

He had found some paste and put pretty pictures on the wall.

The two friends had a good time.

Then Ginger had to go home.

He heard the choo, choo of the train.

"I like that noise better than a bus noise," he said.

"A train noise is home."

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 12

Directions - find the little word in each

big word

butter

cleaning

counted

roof

flour

breakfast

oranges

chimney

railroads

earn

almost

tube

Sixth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

ground	hair
grow	happy
guess	ground
had	guess
hair	has
happy	grow
has	had

IntroduceWrite here

stirred

\_\_\_\_\_

tip

\_\_\_\_\_

leaves

\_\_\_\_\_

bakers

\_\_\_\_\_

Ebenezer

\_\_\_\_\_

country

\_\_\_\_\_

stove

\_\_\_\_\_

Ned

\_\_\_\_\_

logs

\_\_\_\_\_

machines

\_\_\_\_\_

## STORY

Ebenezer

Ebenezer was a baker in our country.

He had a helper called Ned, and a dog called Tip.

Every day Ebenezer and Ned stirred something to eat on the hot stove.

It was an old stove.

They had to cut logs to put in it.

They had no machines to cut the logs.

It took them a long time to cut down the trees.

They had to cut off the leaves, and cut the logs to go in the stove.

Ebenezer and Ned worked hard, but all the children came to eat their cakes and cookies.

The bakers made the children happy.

Do you like to go to the baker's?

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

hat	he
have	heard
he	helped
hear	hat
heard	help
help	have
helped	hear

IntroduceWrite here

steam

\_\_\_\_\_

shovel

\_\_\_\_\_

caboose

\_\_\_\_\_

mountain

\_\_\_\_\_

track

\_\_\_\_\_

choo

\_\_\_\_\_

gasoline

\_\_\_\_\_

drivers

\_\_\_\_\_

Mulligan

\_\_\_\_\_

dig

\_\_\_\_\_

## STORY

The New Train

We have a big mountain in our town.

People can not go up it, because the mountain is so big.

One day the people asked Mike Mulligan if he and his steam shovel could dig a place for a train track to go up to the top of the mountain.

Mike Mulligan and his steam shovel could dig today.

They didn't have any gasoline or any new drivers,

Mike Mulligan and his steam shovel did the work.

When they finished, the people made the track and put the train on it.

Then all the people could ride to the top of the beautiful mountain.

They all liked to hear the choo, choo of the train.

The children liked the train best.

They liked to ride in the caboose.

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

hen                    here

her                    him

here                    hen

hide                    home

Hill                    her

him                    Hill

home                    hide

IntroduceWrite here

furnace

\_\_\_\_\_

silk

\_\_\_\_\_

stick

\_\_\_\_\_

break

\_\_\_\_\_

wolf

\_\_\_\_\_

tra-la-la

\_\_\_\_\_

knife

\_\_\_\_\_

woods

\_\_\_\_\_

broke

\_\_\_\_\_

horned

\_\_\_\_\_

## STORY

In the Woods

It was a night of rain in the woods.

All the animals were wet.

"Where can we go?" said the raccoon?

"I know an old cellar," said the wolf.

"We can walk there.

It has a furnace in it."

They all picked up sticks for the fire, on their way, and broke them up.

When the animals got to the cellar, the door was not very big.

The horned animals did not want to break their horns.

But the animals got into the cellar.

The squirrel had a knife, so he cut the wood.

The rabbit took off his beautiful silk coat so he could build the fire.

Soon all the animals were warm and happy.

They all sang tra-la-la, tra-la-la.

Do you sing when you are happy?

Thursday - Classroom Charts and Individual Sheets

Review - using chart

honey	how
hoppity-hop	ice cream
house	honey
how	house
hurry	I
I	hurry
ice cream	hoppity-hop

IntroduceWrite here

king

\_\_\_\_\_

soup

\_\_\_\_\_

traveler

\_\_\_\_\_

robin

\_\_\_\_\_

song

\_\_\_\_\_

pile

\_\_\_\_\_

taxis

\_\_\_\_\_

its

\_\_\_\_\_

turn

\_\_\_\_\_

janitor

\_\_\_\_\_

## STORY

The King Sees the City

A good king lived in the country.

He did like his country.

His people were good and every morning a robin would sing its beautiful song for the king.

One night, when the king was eating his soup, he said, "Tomorrow I will go to see the city.

When I come back I will tell you how I like the city."

The next day the king went with another traveler.

They saw taxis, cars, and trains.

Then the king saw some snow.

"The snow will pile up on the street," said the king.

"We had better go home."

A janitor of a big store found a taxi for them.

There were many people so the king and the other traveler had to take their turn.

When the taxi got to the king's home, he said to the driver, "Thank you for my good time in the city, but I like my country much better.

From now on I will stay here and watch over my people."

And he did.

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 10

Directions - Draw a line to the word that  
sounds the same.

tip	pick
Ned	long
dig	Flip
silk	milk
stick	bed
break	blue
king	sits
song	make
its	sing
choo	big

Seventh WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

if	into
in	Jack
into	jingle
is	if
it	is
Jack	it
jingle	in

IntroduceWrite here

elevator

\_\_\_\_\_

Jim

\_\_\_\_\_

wave

\_\_\_\_\_

basement

\_\_\_\_\_

empty

\_\_\_\_\_

fruit

\_\_\_\_\_

market

\_\_\_\_\_

beside

\_\_\_\_\_

rattle

\_\_\_\_\_

move

\_\_\_\_\_

## STORY

Jim, the Elevator Boy

Jim was the elevator boy in a big store in the city.

Jim liked the people who worked in his store.

He liked to take them up and down in the elevator.

At dinner time, Jim went to the fruit market to buy a pear or an apple.

He liked to wave to all his friends on the way.

Then he would go down to the basement to eat his dinner.

There were many empty boxes in the basement.

Jim would sit down on one and eat.

One day, he heard a rattle in an empty box beside him.

He saw the box move a little.

Jim was afraid.

He wanted to call, "help, help."

Just then he saw a little pink nose and a gray coat.

"Oh, Mrs. Tabby," he said, "I did not think that I could be afraid of you."

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

jumped	ladder
just	kitten
kitten	laughed
know	jumped
ladder	lamb
lamb	just
laughed	know

IntroduceWrite here

subway

\_\_\_\_\_

stairs

\_\_\_\_\_

platform

\_\_\_\_\_

don't

\_\_\_\_\_

candy

\_\_\_\_\_

himself

\_\_\_\_\_

rode

\_\_\_\_\_

wait

\_\_\_\_\_

five

\_\_\_\_\_

vacuum cleaner

\_\_\_\_\_

## STORY

The Subway Ride

Susan and Jerry live in the city.

Their friend Tom has come from the country to see them.

He came on the train, by himself.

He will stay for five days.

This morning, they are going to take Tom for a ride on the subway.

Mother is putting away the vacuum cleaner.

Soon they will be ready to go.

"We will wait for you out doors, Mother," said Susan.

"I will hurry," said Mother.

"Don't go until I get there."

Soon they were all ready.

They went down the stairs to wait on the subway platform.

They got some candy to eat and then the train came.

They all liked the ride.

Tom said, "When I get home, I will tell all my friends that I rode on a subway train."

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

lets	long
like	like
listen	look
little	little
long	looked
look	listen
looked	lets

IntroduceWrite here

push

\_\_\_\_\_

whee

\_\_\_\_\_

crumbs

\_\_\_\_\_

quiet

\_\_\_\_\_

elephant

\_\_\_\_\_

fourth

\_\_\_\_\_

bright

\_\_\_\_\_

rang

\_\_\_\_\_

apartment

\_\_\_\_\_

eight

\_\_\_\_\_

## STORY

A Surprise

Ben was a quiet little boy who lived in an apartment house.

He was eight years old.

When he went in the front door, he would push the elevator bell and say, "Fourth floor, please."

"Who rang my bell?" asked the elevator boy.

"I did," said Ben.

When Ben got to the fourth floor, his mother was looking for him.

She said, "I have a surprise for you.

We are going to see an elephant."

"Can we go now?" asked Ben.

"We must get the apartment ready now," said Mother.

Ben liked to push the vacuum cleaner.

Whee, it went as it took all the crumbs off the floor.

Then they were ready to see the elephant.

It was hot and the sun was bright.

Ben said, "This is a very good surprise.

Thank you, Mother."

Thursday - Classroom charts and Individual Sheets

Review - using chart

lost	man
Mac's	met
make	lost
man	me
may	Mac's
me	may
met	make

IntroduceWrite here

show

\_\_\_\_\_

quick

\_\_\_\_\_

family

\_\_\_\_\_

light

\_\_\_\_\_

flash

\_\_\_\_\_

join

\_\_\_\_\_

queer

\_\_\_\_\_

repair

\_\_\_\_\_

stood

\_\_\_\_\_

circus

\_\_\_\_\_

## STORY

We Go to the Circus

"This is the night we go to the circus," said Mother.

"Everyone get ready to go."

The family got into the car.

It made a queer noise.

There was a flash and the light went out.

"We will have to call the repair man," said Father.

When the repair man came, Mother said,

"Please be as quick as you can.

We do not want to be late for the show at the circus."

The repair man looked under the car.

In about twenty minutes, he stood up and said,

"Your car is all ready to go now.

You can go to the circus."

"Oh, thank you," said Father.

"We will get there just in time."

"Will you join us?" asked Mother.

"No, thank you," said the repair man.

"Have a good time."

"We will," said the children.

And they did.

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time-10 minutes

possible score-10

Directions - What is the right word?

1. My name is \_\_\_\_\_.
2. I like to ride on an \_\_\_\_\_.
3. We get our food at the \_\_\_\_\_.
4. Do you like to eat \_\_\_\_\_?
5. This little boy is \_\_\_\_\_ years old.
6. Mother can clean with the \_\_\_\_\_.
7. The sun is very \_\_\_\_\_ today.
8. The man \_\_\_\_\_ the bell.
9. Mother called the \_\_\_\_\_ man to come.
10. Do you like to go to the \_\_\_\_\_?
11. I will \_\_\_\_\_ you how to do it.
12. This is the \_\_\_\_\_ floor.

elevator	circus	vacuum cleaner
five	bright	market
rang	Jim	candy
fourth	show	repair

Eighth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

mew	money
mill	Miss
Miss	morning
mitten	mew
money	Mother
monkey	mill
morning	monkey
Mother	mitten

IntroduceWrite here

Casey

\_\_\_\_\_

ponies

\_\_\_\_\_

tent

\_\_\_\_\_

small

\_\_\_\_\_

lions

\_\_\_\_\_

roar

\_\_\_\_\_

blow

\_\_\_\_\_

storm

\_\_\_\_\_

sad

\_\_\_\_\_

same

\_\_\_\_\_

## STORY

Casey and the Storm

Casey was a very small man who liked to ride the ponies in the circus.

He lived in the ponies' tent.

The lions lived in a cage in another tent that looked just the same.

One night there was a big storm.

The wind made the tents blow.

Casey was in a hurry to get to his tent.

When he went in, he heard a big roar.

He was afraid.

"Oh," he said, "I am in the lions' tent."

He ran out as fast as he could.

At last he found the ponies' tent.

Now Casey was happy.

The ponies were not sad, or afraid of the storm, now.

They knew that Casey would stay with them.

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

mouse	Mrs.
Mr.	mouse
Mrs.	must
must	Mr.
my	new
Nan	my
never	Nan
new	never

IntroduceWrite here

once

\_\_\_\_\_

keeper

\_\_\_\_\_

great

\_\_\_\_\_

giant

\_\_\_\_\_

midget

\_\_\_\_\_

shoulder

\_\_\_\_\_

brought

\_\_\_\_\_

knock

\_\_\_\_\_

loud

\_\_\_\_\_

wife

\_\_\_\_\_

## STORY

One Day at the Circus

Once there was a keeper of lions in a circus. He lived with his wife in a little house near the big circus tent.

One day, after dinner, he brought his wife a surprise. She was just going to look at it, when they heard a loud knock on the door.

The keeper opened the door.

There was a great big giant with a midget on his shoulder.

"Oh," said the keeper's wife, "I have never seen anyone so big and I have never seen anyone so small."

"We have come to join the circus," said the giant in a very loud voice.

"We would like to be your friends," said the midget, in a very little voice.

The midget and the giant did join the circus and the keeper and his wife were their best friends.

When the keeper's wife did open her surprise, she said, "Oh, thank-you, now I can take pictures of our new friends."

Do you know what the surprise was?

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

next	not . .
night	nose
no	next
noise	now
nose	no
not	nothing
nothing	noise
now	night

Introduce

Write here

mouth	_____
began	_____
fat .	_____
clowns	_____
tricks	_____
behind	_____
cubs	_____
spots	_____
wash	_____
face	_____

## STORY

A Trip to the Circus

Tommy and Susan went to the circus.

Susan liked the lion cubs best.

She liked their pretty spots.

She liked to see the mother lion wash the cub's face.

"Oh, look behind you," said Tommy.

There were two clowns doing tricks.

One was a fat clown with a big, red mouth.

The other was a little clown with a tiny blue hat.

When the clowns began to do their tricks, all the children laughed.

"I like the clowns best," said Tommy.

When the children got home, they told all their friends about the circus.

"I think we could make a circus," said Tommy.

"Oh, yes," said the children.

And the children had a wonderful circus in Tommy's front yard.

Thursday - Classroom Chart and Individual Sheets

Review - using chart

of	open
oh	on
old	organ
on	of
one	opened
open	oh
opened	one
organ	old

IntroduceWrite here

might

\_\_\_\_\_

threw

\_\_\_\_\_

chattered

\_\_\_\_\_

only

\_\_\_\_\_

funniest

\_\_\_\_\_

whistle

\_\_\_\_\_

held

\_\_\_\_\_

suits

\_\_\_\_\_

ribbons

\_\_\_\_\_

bounces

\_\_\_\_\_

## STORY

The New Clown

Jerry wanted to be a clown.

He went to the circus and he said,

"I will try to be the funniest clown you have."

Before the show, he began to try on many suits, but he threw them all away.

Then he held up one with ribbons on it.

"The children will like this," he said.

"But what will I get for a hat?"

Then he found a hat.

"Here is a hat with a squirrel that bounces on the top.

The children might like that."

Jerry chattered like a squirrel.

"They will think the squirrel on my hat can make noise.

Oh, the children will like this," said Jerry.

Just then Jerry heard a whistle.

"The show will begin now," said the keeper.

"I am only a new clown," said Jerry, "I hope the children will like me."

Jerry went out in his funny suit and hat.

He chattered like a squirrel.

The children laughed and laughed.

"We like this clown best," they said.

"You can always work in our circus," said the keeper.

"Oh, thank you," said Jerry.

"I am happy when I make the children happy."

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 10

Directions - Draw a line to the word that  
sounds the same.

small	race
sad	right
same	call
fat	grow
clown	had
face	door
might	hat
threw	blue
roar	down
show	game

Ninth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

other	pan
out	over
our	party
over	our
paint	pancake
pan	other
pancake	paint
party	out

<u>Introduce</u>	<u>Write here</u>
head	_____
policeman	_____
blew	_____
rope	_____
end	_____
nearer	_____
pig	_____
fall	_____
pulling	_____
well	_____

## STORY

Mr. Gray and the Pig

Mr. Gray was a policeman.

All the children liked him.

One day, Mr. Gray was walking down the street,  
near Miss Hill's well.

He heard a noise.

When he came nearer, he heard a sound like,  
wee, wee, wee.

Mr. Gray put his head into the well.

Then he saw a pig.

"How did you fall in there, pig?" he asked.

Mr. Pig said, "Wee, wee, wee."

Mr. Gray blew his whistle.

Two men came to help him.

They found a rope and began to tie the end of  
it to a basket.

Then they put the basket down in the well.

When they were pulling the pig out, Mr. Gray said,

"I don't think the pig will go near this well again."

Mr. Pig said, "Wee, wee, wee."

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

Pat	plant
Patsy	pets
peanuts	Pat
pets	play
pictures	Patsy
pie	pictures
plant	pie
play	peanuts

<u>Introduce</u>	<u>Write here</u>
hay	_____
nails	_____
shed	_____
use	_____
followed	_____
horses	_____
trot	_____
that's	_____
park	_____
scooters	_____

## STORY

The City Park

Have you ever been to a park in a big city?  
That's a beautiful place for boys and girls to play.  
Some children ride their scooters, there.  
Some children use the park to play ball.  
Some boys and girls have followed all the walks  
in the park.  
Other children go to the shed to see the horses.  
Some horses eat hay.  
Some horses get new nails in their shoes.  
Some horses trot around the park.  
You may ride on one, if you like.  
If you have never been to a park in a big city,  
you should go soon.  
You will like it.

Wednesday - Classroom Chart and Individual Sheets

## Review - using chart

please	Pony
pockets	put
pole	please
Pony	puddle
postman	pretty
pretty	pockets
puddle	postman
put	pole

IntroduceWrite here

real	_____
hold	_____
Oscar	_____
kinds	_____
keep	_____
perched	_____
tried	_____
lady	_____
carpenter	_____
dark	_____

## STORY

Oscar Gets Out

Oscar is a very old bird.

He lives with Mrs. Jones, who is a very old lady.

One day, Mrs. Jones went out and she did not close the door of Oscar's cage.

Oscar flew out into the room and perched on the piano.

Then he flew into the kitchen.

He saw many kinds of new things.

Then he saw a door.

"What is in there?" he said.

"I will see."

It was very dark.

Oscar tried to hold onto a dish but it fell down.

"Oh my," he said, "I must get back to my cage."

Then Oscar saw something.

It was small and beautiful.

It was a little whistle.

"I will keep it in my cage," said Oscar.

Just as he flew back, Mrs. Jones came home.

"What did you do, Oscar?" she said.

"I will call the carpenter to fix the door on your cage.

He will put a new door on it."

But Oscar was happy.

He had a real whistle to keep.

Thursday - Classroom Chart and Individual Sheets

Review - using chart

quack	ran
rabbit	red
race	quack
rain	ride
ran	rabbit
ready	rain
red	race
ride	ready

IntroduceWrite here

early

\_\_\_\_\_

high

\_\_\_\_\_

food

\_\_\_\_\_

marbles

\_\_\_\_\_

o'clock

\_\_\_\_\_

hole

\_\_\_\_\_

goldfish

\_\_\_\_\_

reached

\_\_\_\_\_

Betsy

\_\_\_\_\_

alone

\_\_\_\_\_

## STORY

Betsy's Birthday

Today was Betsy's birthday.

She got up very early, about six o'clock.

She could not sleep any more.

She did not like to be up all alone.

She called, "Mother, Father, please get up now.

Today is my birthday."

After breakfast, Father reached high up, in a hole, in the chimney.

"Here is a box for you," he said.

The box had white paper and pretty red ribbon.

Betsy opened the box.

She saw three beautiful goldfish.

"Oh, thank you," she said.

"Here is a bowl with pretty marbles in it," said Mother.

"Your fish can live in here.

And here is a box of food for them."

"What a wonderful birthday," said Betsy.

"When I look at my fish, I will think of my birthday."

Friday - Review all charts for the week.

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 12

Directions - Put each word in the right place.

1. When you need help, call the \_\_\_\_\_.
2. Your nose is on your \_\_\_\_\_.
3. Do not \_\_\_\_\_ down.
4. A horse likes to eat \_\_\_\_\_.
5. We like to ride on our \_\_\_\_\_.
6. Use a hammer to put in the \_\_\_\_\_.
7. The bird was \_\_\_\_\_.
8. We will call the \_\_\_\_\_ to repair the table.
9. At night it is very \_\_\_\_\_.
10. I go to bed at seven \_\_\_\_\_.
11. We went to the market to get some \_\_\_\_\_.
12. No one is here, so I am \_\_\_\_\_.

food

head

fall

policeman

dark

perched

alone

scooters

carpenter

nails

o'clock

hay

Tenth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

rolled	sat
said	scat
sand	said
sang	rolled
sat	scarecrow
saw	sand
scarecrow	saw
scat	sang

<u>Introduce</u>	<u>Write here</u>
wished	_____
can't	_____
didn't	_____
Abel	_____
Jones	_____
suppose	_____
dollar	_____
sweet	_____
each	_____
crow	_____

## STORY

Abel Gets His Wish

Abel Jones was a very silly little boy.  
Every day he wished for something silly.  
Abel Jones never got what he wished for.  
But he didn't know why.

One day, Abel said, "I wish I had a crow."  
Another day he said, "I wish I had a dollar,  
but I suppose I can't have it."

Miss Mary heard Abel make his wish.

"I think I can help to give you your wish,"  
she said.

"If you will help me plant the sweet corn in my  
garden, each day for five days, I will give you  
a dollar."

Abel worked every day.

When Miss Mary gave him the dollar, he took it  
to the pet shop and bought a crow.

"I wished for a dollar and a crow, and now  
I have them.

I guess you have to work a little to get what  
you wish for," said Abel.

Do you think Abel was right?

Tuesday - Classroom Chart and Individual Sheets

## Review - using chart

school	she
see	shop
sell	see
seven	shall
shall	shoes
she	sell
shoes	school
shop	seven

IntroduceWrite here

while

\_\_\_\_\_

left

\_\_\_\_\_

purple

\_\_\_\_\_

squash

\_\_\_\_\_

grew

\_\_\_\_\_

needs

\_\_\_\_\_

say

\_\_\_\_\_

learned

\_\_\_\_\_

summer

\_\_\_\_\_

longer

\_\_\_\_\_

## STORY

Joe and the Big Squash

Joe had a garden.

It was his very first garden.

He planted purple cabbage, squash, and beans.

He learned many things about how to make things grow.

One day, when he was working in his garden, he heard a man say, "Look at that yellow squash.

It is so big."

Every day Joe watched his squash.

It grew longer and longer.

Joe left it in the garden until the end of the summer.

Joe did not know what to do with his squash.

"Who needs a squash as big as this?" he asked.

While he was thinking, he saw a sign.

It said, "Country Show.

A prize for the biggest thing you can grow."

Joe took his squash to the show and he did win first prize.

"You are a good farmer, Joe," the people said.

Would you like to have a garden?

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

shouted	sit
side	so
sing	shouted
sit	snowman
sled	side
snow	sled
snowman	snow
so	sing

IntroduceWrite here

Andy

\_\_\_\_\_

pilot

\_\_\_\_\_

straight

\_\_\_\_\_

landing

\_\_\_\_\_

co-pilot

\_\_\_\_\_

oil

\_\_\_\_\_

leak

\_\_\_\_\_

tape

\_\_\_\_\_

pipe

\_\_\_\_\_

plane

\_\_\_\_\_

## STORY

Andy is a Pilot

Andy was learning to be a pilot.

Now he was a co-pilot.

Every day he learned new things about airplanes.

He learned how to repair a leak in the oil pipe with tape.

He learned how to make a good straight landing.

He learned all the things a pilot must know about a plane.

Then came the day for him to fly the plane alone.

"I hope I can do it," said Andy.

When it was over, the pilot said, "You are very good. You may now be a pilot."

And Andy was a good pilot.

He may be the pilot on the next plane you ride on.

You can ask the pilot who he is.

It may be Andy.

Do you think that it could be?

Thursday - Classroom Chart and Individual Sheets

Review - using chart

some	spring
something	some
soon	sprinkler
splash	splash
spring	stay
sprinkler	soon
stay	stop
stop	something

IntroduceWrite here

wind	_____
low	_____
burn	_____
quickly	_____
done	_____
ranch	_____
supper	_____
flash-light	_____
flat	_____
bigger	_____

## STORY

The Ranch

Mary Ann and Ben went to see their friend Joe, who is a cowboy.

The farms and the mountains were much bigger where Joe lived.

"We have cows and horses on our farm," said Joe.

"We call it a ranch."

Tomorrow, you may see how I work."

All day they rode their horses over the flat grass.

At supper time, Joe quickly began to build a fire for them.

The wood began to burn and soon supper was done.

"This is good," said Mary Ann.

"I like to eat here on the grass."

The sun was low in the sky and the wind was quiet.

Joe got out his flash-light and said,

"Time to go to bed."

"I liked this day," said Ben.

"For one day, I was a real cowboy."

Friday - Review all charts for the week

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 10

Directions - Cross out the word that should  
not be there.

crow	squash	wish
blow	grew	suppose
Abel	flew	dish
say	seeds	low
longer	left	crow
day	needs	pilot
plane	run	
flat	done	
sat	supper	
tape	gate	
while	leak	
pile	straight	

Eleventh Week

Monday - Classroom Chart and Individual Sheets

Review - using chart

store	sun
story	surprise
street	thank
sun	story
surprise	take
Susan	store
take	street
thank	Susan

IntroduceWrite here

fellow

\_\_\_\_\_

legs

\_\_\_\_\_

hard

\_\_\_\_\_

puffing

\_\_\_\_\_

wings

\_\_\_\_\_

shiny

\_\_\_\_\_

wonderful

\_\_\_\_\_

honk

\_\_\_\_\_

I'm

\_\_\_\_\_

camel

\_\_\_\_\_

## STORY

The New Animal

"Something wonderful is coming today," said the circus keeper.

"It is a surprise.

I will not tell you what it is.

You will see it when it comes."

At one o'clock, the animals heard "honk, honk."

"The truck is here," the animals said.

The driver opened the back of the truck.

He got some men to help him.

The men were puffing hard.

Then out came a shiny new cage.

"What is it?" asked the animals.

"It is a new camel," said the keeper.

"But he is just a little fellow."

"What long legs he has," said the raccoon.

"I hope you will like it here," said the canary, with the yellow wings.

"I'm happy to be here," said the baby camel.

"Do you think the children will like me?"

"Oh, yes," said the animals, "the children will like you."

And they did.

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

that	they
the	there
then	three
there	think
they	that
think	then
this	the
three	this

IntroduceWrite here

short

\_\_\_\_\_

pool

\_\_\_\_\_

peas

\_\_\_\_\_

drink

\_\_\_\_\_

hot

\_\_\_\_\_

river

\_\_\_\_\_

oriole

\_\_\_\_\_

nest

\_\_\_\_\_

caw

\_\_\_\_\_

deer

\_\_\_\_\_

## STORY

At The River

"Let's go down to the river today," said Ben.

"If we are very quiet, we will see some animals.

It is just a short walk.

I think you will like it."

"I would like to go," said Jerry.

"Come back in time to pick some peas in the garden for supper," said Mother.

"We will," said the boys.

It was a hot day, but it was wonderful in the woods.

The boys were very quiet as they sat by a pool, and waited.

Soon they heard, "caw, caw."

"That is a crow," said Ben.

"Oh, look at the oriole, sitting on her nest.

What a beautiful bird."

Just before the boys went home, a deer came down to the pool to drink.

"She is the most beautiful of all," said Jerry.

"I am glad we came to the river today."

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

time	Tom
tink-tinkle	to
to	time
told	tink-tinkle
Tom	told
tomorrow	took
Tony	too
too	Tony
took	tomorrow

IntroduceWrite here

bark

\_\_\_\_\_

rain-maker

\_\_\_\_\_

dry

\_\_\_\_\_

even

\_\_\_\_\_

secret

\_\_\_\_\_

pay

\_\_\_\_\_

kettle

\_\_\_\_\_

heavy

\_\_\_\_\_

lazy

\_\_\_\_\_

bean-stalk

\_\_\_\_\_

## STORY

The Rain-maker

It was a hot, dry day.

The bark on the trees was dry.

The bean-stalks were dry.

Even the birds were too hot and lazy to sing.

Mr. Squirrel did not know what to do with his garden.

There was no rain.

Then along came an old man with a heavy kettle.

"Can you make it rain?" asked Mr. Squirrel.

"Oh yes," said the old man.

"I am a rain-maker, and this is my secret kettle.

If you will pay me well, I can make it rain.

But, it may take many days."

"Oh, I will give you all my money," said Mr. Squirrel.

"Then I can make it rain," said the old man.

He stirred things in his kettle for many days.

He said many secret words.

Then, one day, the sky began to get dark, and it started to rain.

"Why did you take so many days to make it rain?" asked the squirrel.

"Oh, I can not make it rain until the sky is dark," said the rain-maker.

Do you think the rain-maker could make it rain?

Thursday - Classroom Chart and Individual Sheets

Review - using chart

toys	turtle
tractor	two
train	truck
tree	Uncle Fred
truck	toys
turkey	tree
turtle	train
two	turkey
Uncle Fred	tractor

IntroduceWrite here

these

\_\_\_\_\_

castle

\_\_\_\_\_

steps

\_\_\_\_\_

thump

\_\_\_\_\_

lay

\_\_\_\_\_

gold

\_\_\_\_\_

large

\_\_\_\_\_

treasure

\_\_\_\_\_

silver

\_\_\_\_\_

harp

\_\_\_\_\_

## STORY

The Play

One day Susan and Jerry were playing.

"Let's have a play for our friends," said Susan.

"We could have 'Jack-in-the Bean-stalk'.

You could be Jack and I will be the mother.

We can ask Tony to be the giant.

Mary Ann and Jim can help too."

The children worked all day.

"We can use this old tent for the castle,"  
said Jerry.

"I will build some steps."

Susan made a silver harp.

She put some toys in a large box.

"This will be the treasure," she said.

"Do you think these old toys will sound like gold?

The box goes 'thump' when you lay it down."

"I think it is a good treasure," said Tony.

The children asked their mothers and fathers to  
come to the play.

The mothers and fathers liked it.

Have you ever had a play at your house?

Friday - Review all charts for the week

Word drill on words introduced during the week.

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 10

Directions - Find the small word in each big word.

fellow

these

puffing

steps

camel

thump

peas

gold

rain-maker

treasure

Twelfth WeekMonday - Classroom Chart and Individual Sheets

Review - using chart

under	walk
up	wagon
us	under
voice	wanted
wagon	voice
walk	walked
walked	us
want	up
wanted	want

IntroduceWrite here

fell

\_\_\_\_\_

Bushy

\_\_\_\_\_

chipmunk

\_\_\_\_\_

own

\_\_\_\_\_

beaver

\_\_\_\_\_

swim

\_\_\_\_\_

shore

\_\_\_\_\_

foot

\_\_\_\_\_

twins

\_\_\_\_\_

else

\_\_\_\_\_

## STORY

A Day With the Beaver Twins

Bushy was a baby chipmunk.

One day his mother said, "I am going out to get some food.

You may go down to the shore of the pond to play with the beaver twins.

Do not fall into the river.

You are not a beaver."

But Bushy was in a hurry.

He did not hear his mother.

Bushy found the beaver twins at the foot of an old tree.

They played all day long.

They ran up and down the shore.

"I like to have friends of my own," thought Bushy.

"I can do what they can," and then--Bushy fell into the river.

"Help, help," he said.

"I do not know how to swim."

Then Mrs. Beaver came and got him out.

When Bushy's mother came back, Bushy said,

"I think that I will listen to you, Mother.

I did not like to fall in the cold river."

Tuesday - Classroom Chart and Individual Sheets

Review - using chart

warm	wee
was	were
water	warm
way	wet
we	we
wee	went
went	water
wet	way
were	was

IntroduceWrite here

piece

\_\_\_\_\_

bathing

\_\_\_\_\_

potato

\_\_\_\_\_

winter

\_\_\_\_\_

Hollyberry

\_\_\_\_\_

sea

\_\_\_\_\_

sail

\_\_\_\_\_

picnic

\_\_\_\_\_

I'll

\_\_\_\_\_

merry

\_\_\_\_\_

## STORY

A Day at the Sea Shore

Winter was over.

The sun was hot.

"Come, Hollyberry," said Ben.

"We are going to have a picnic at the sea shore, today."

"Bow-wow," said Hollyberry.

Ben put on his bathing suit.

"I have a piece of potato and many other good things for our lunch.

Let's go now."

Ben sang a merry song as they walked to the shore.

"I'll race you to the sea, Hollyberry," said Ben.

All day they played.

They saw the boats sail on the sea.

They ate their picnic lunch.

When it was time to go home, Ben said,

"Did you like our picnic at the sea shore, Hollyberry?"

"Bow-wow," said Hollyberry.

Wednesday - Classroom Chart and Individual Sheets

Review - using chart

what	win
wheat	white
when	wheat
where	window
white	what
who	will
will	when
win	who
window	where

<u>Introduce</u>	<u>Write here</u>
world	_____
rooster	_____
moo	_____
cock-a-doodle-doo	_____
peep	_____
Teddy	_____
Babs	_____
David	_____

## STORY

Get Ready to Go

Teddy and Babs were going to see their friend David.

David lived on a big farm in the country.

"I think David lives on the best farm in the world," said Babs.

"I like to hear the rooster say, 'cock-a-doodle-de' in the morning," said David.

"I like to hear the little chicks go 'peep,peep'," said Babs.

"I like the cow that says, 'moo,moo'," said Father.

"If we do not hurry," said Mother, "we will not hear any animals say anything."

"We can talk about the animals we like on the train," said Father.

"Then we will be ready for our wonderful time on the farm."

Thursday - Classroom Chart and Individual Sheets

Review - using chart

with	your
woman	work
work	zoom
yard	with
yellow	you
yes	yellow
you	woman
your	yard
zoom	yes

IntroduceWrite here

spend

\_\_\_\_\_

Grandmother

\_\_\_\_\_

Grandfather

\_\_\_\_\_

tap

\_\_\_\_\_

shoemaker

\_\_\_\_\_

## STORY

The New Shoes

Joe was a little boy.

He was six.

Soon he was going to begin school.

Grandmother said to him, "Joe, your Grandfather and I have a surprise for you.

Tomorrow we will spend the day in the city.

We will buy you some new shoes for school."

The next day, Grandmother and Grandfather and Joe went to the city.

They rode on the subway.

Then they went to see the shoemaker.

Tap, tap, went his hammer.

"Joe is going to begin school and we would like some new shoes for him."

"I have some shoes for him," said the shoemaker.

"Oh, I like these," said Joe.

"Thank you, Grandmother and Grandfather.

Now I am ready for my first day at school."

Friday - Review all charts for the week

Word drill on words introduced during the week

FRIDAY TEST - mimeographed

time - 10 minutes

possible score - 13

Directions - put each word in the right place.

1. s \_\_\_\_\_

7. b \_\_\_\_\_

2. s \_\_\_\_\_

8. b \_\_\_\_\_

3. s \_\_\_\_\_

9. b \_\_\_\_\_

4. s \_\_\_\_\_

10. b \_\_\_\_\_

5. s \_\_\_\_\_

11. t \_\_\_\_\_

6. s \_\_\_\_\_

12. t \_\_\_\_\_

13. t \_\_\_\_\_

swim

beaver

Babs

Bushy

sea

bathing

twins

sail

spend

shore

Teddy

tap

shoemaker

CHAPTER V  
SUGGESTIONS FOR FURTHER RESEARCH

The principal purpose of this study has been to construct stories and exercises designed to help the slow reader to preview and review the words in the Ginn Basic Readers of the second grade level.

Since these stories and exercises have never been submitted to experimentation, several investigations may be recommended.

1. Evaluate these materials as against no teaching of this kind.
2. Construct a study based upon slow children of the same grade level, using these stories and exercises.
3. Test these children against a control group having no materials of this kind.

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