COMPILATION AND DESCRIPTION OF TEACHER-MADE
MATERIALS FOR USE IN MOTIVATING A FIRST
GRADE READING PROGRAM

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the study</td>
<td>2</td>
</tr>
<tr>
<td>Procedure</td>
<td>3</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>III. SUMMARY</td>
<td>20</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>23</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>28</td>
</tr>
<tr>
<td>Handbook - Contents</td>
<td>29</td>
</tr>
<tr>
<td>General suggestions of materials, their construction and use</td>
<td>38</td>
</tr>
<tr>
<td>Specific materials described</td>
<td>41</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

There is a frequent public voice demanding of education that all children must be taught, that the "whole-child" be considered in the teaching, and that the teaching be geared to the learning needs of the individual. Keppel declared that for educators, "the question is not the environment that children bring to the school from the outside, but the environment the school provides from the inside."\(^1\) This has given rise to a renewed interest in a reading program, especially recognizing the problems and needs of the individual. The primary purpose of the teacher's presence in the classroom is to increase the amount of learning which takes place therein. Townsend stated that the real frontier in reading today is faced by the teachers of those youngest readers who have some fluency with written symbols but are yet quite dependent.\(^2\) These children come with limited abilities in understanding and making relationships as well as with varied capacities for concentration and communication. One must admit that it is what the teacher does in the

\(^1\)Francis Keppel, *Education Digest*, XXIX (February, 1964), 29.

enrichment of instruction that makes the classroom achievement outstanding or average. There is a necessity for meaningful activities and materials that are based on the interests and the needs of the child, enabling the teacher to maintain a purposeful, continuous learning situation for every child in her charge. Games have many values and experience shows that, on the instructional level, games often strengthen learning in fundamental skills and, according to certain authorities, shorten the learning time.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to compile and describe the construction and use of teacher-made materials or learning aids to supplement the selected reading program for first grade children.

Importance of the study. With a more individualized program being carried on in first grade classrooms than ever before, teachers have one major difficulty. While giving necessary attention to a good program, they often lack activities and devices to help make the total reading period one of stimulated thinking and ongoing learning.

II. PROCEDURE

The procedure followed in this report began with an investigation of professional literature to determine (1) the attitudes of educational authorities toward the importance of reading in first grade, (2) the basic principles of learning and the normal growth characteristics of children in grade one as they relate to reading, and (3) the types of activities believed by educational authorities to be necessary to enrich the day by day program.

Learning activities were then compiled and the method of construction, with suggestions for use, was explained. Each of these activities was used in the investigator's classroom during the school year 1965-66. A handbook was then constructed based on those activities considered most important.¹

¹Appendix A.
CHAPTER II

REVIEW OF THE LITERATURE

The ultimate aim of good teachers is to give the children of America the best education possible. The child who does not learn to read well may find his adult living handicapped. Prospective teachers are eager to learn how to give effective instruction, and the experienced in the field stand ready to share what they have learned through experience and experiment.¹

Sister Mariam, Order of Preachers, spoke at the 1964 proceedings of the Annual Conference on Reading in Chicago, and described reading as an "active, dynamic mental process involving a composite of complex skills."² Harris was in agreement as he called reading the most complex skill that mankind has developed. He stated that the "basic task is to discover the meaning intended by the author."³

Carroll said that the behavior one calls Reading may

¹Lillian Gray, Teaching Children to Read (New York: The Ronald Press Company, 1963), p. 3.

²Sister Mariam, Order of Preachers, "Using Special Modes of Learning to Improve Reading Instruction," Meeting the Individual Differences in Reading, XXVI (December, 1964, University of Chicago Press), p. 34.

³Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1940), p. 20.
be described as the perception and comprehension of written messages in a manner paralleling that of the corresponding spoken messages. We, as educators, must give the child every possible tool to call to service in the process of learning to read. We know too, that the child may "call off" the words as if they stood alone and still fail to understand the message. The child must be taught the skill of putting separate words together "as a total utterance." His silent-reading speed must be accelerated without loss of comprehension.¹ Ragan declared that one of the most important responsibilities of the elementary school is the teaching of children to read.²

In the Sixty-third Yearbook of the National Society for the Study of Education, many of the leading researchers for education presented views and historical reviews on theories of learning. Concerning stimulus, interest, and aims, McDonald said:

Learning is, then, problem-solving or intelligent action in which the person continually evaluates his experiences in the light of its foreseen and experienced consequences.\(^1\)

Hill summarized his review of research on stimulus and response by stating that, although there is not enough laboratory experience to be conclusive, the laws of learning are fundamentally the same in classroom and laboratory. Evidence of research has shown that reward is a vital factor in learning. "The anticipation excites the learner, impelling him to make a more vigorous response leading to the anticipated goal."\(^2\) Laboratory research has also given evidence that the uniqueness or newness of an experience is an aid to learning since reaction to novelty appears to be one built-in feature of the central nervous system.\(^3\)


The teacher and the theories of teaching are directly related to those of learning. Sears and Hilgard felt the teacher should use to advantage the natural motivations of the child. They listed ego-integrated or achievement, social and curiosity or cognitive motivation as most easily aroused by teaching processes.¹

Smith affirmed the theory that there are probably few, if any, absolutely novel ideas since those uttered by Comenius in the early sixteen hundreds. She stated that ours is a period of using new approaches, formulating new adaptations, making new applications of the fundamental ideas which have been propounded concerning child growth and development, building upon child experiences, utilizing child interest, and recognizing individual needs. Modern psychology and philosophy, recent investigation, and needs of today's present society and environment are the causes for these recent adaptations.²


According to Witty, today's conditions increase the challenge of improving instruction. He stated that the aim should be "to help pupils become skillful, self-reliant, and independent readers who will continue to enrich their understandings and satisfactions throughout their lives by reading."1

This is paralleled by thoughts of Stauffer when he declared reading is a potent source of social stability and human happiness. He stated that to "provide the training needed to develop clear thinking, self-reliant, and independent readers requires a methodology that gives pupils an opportunity to operate in a semi-independent situation."2

According to Ragan, when a child is ready for reading he will make rapid progress when taught by any one of a wide variety of methods.3

Wilt agreed in her plea for the perpetuation of the creative spirit of early childhood in protest against all conformity. She continued:


The once spirited child becomes a bored adult through the suppression and disuse of his own mode of investigation, experimentation, and expression. Freedom to do, to think, to discipline and direct himself is essential for the emergence of creative individuals and for the prevention of a waste of human potentialities.\footnote{1}{Miriam E. Wilt, "Creativity in the Elementary School," \textit{Current Problems in Education} (New York: Appleton-Century-Crofts, Inc., 1959), p. 1.}

Much is written on theory and practice. Books and periodicals of those in educational fields make it possible for anyone anxious to learn more details to find adequate explanations. Bond and Wagner suggested the following as essential characteristics of effective reading instruction:

1. The reading program must be vital to the child.
2. The reading situation must be stimulating but must free the child from undue pressure.
3. Once reading-instruction is started, the child should not be allowed to experience repeated failure.
4. The methods should adjust to specific reading needs and capabilities.
5. The program should be one that recognizes the strengths and limitations of each child.
6. Reading-instruction should progress by steps that the child can take readily.
7. Reading-instruction should be organized instruction.
8. The processes should be made meaningful to the child.
9. The purposes for reading should be real to the child.
10. Procedures should foster both cooperative and individual reading.
11. Active use should be made of the results of reading.
12. Reading-instruction should build favorable attitudes toward reading.
13. The methods should use and develop the child's interests.
14. Reading-instruction should use and encourage the child's initiative.
Reading-instruction should build habits of independence.

The methods should be carefully selected so as not to develop habits that will be detrimental to reading ability at a later time.

Materials should be plentiful and appropriately graded.

Materials should be of many types.

Reading-instruction should be efficient instruction.

Whenever possible, the methods should develop, in addition to reading ability, other educational outcomes.

The reading program should foster the child's personal growth.

Reading instruction should provide for systematic appraisals.

The child should be allowed to know his progress.

The reading program and the child's progress therein should be interpreted to his parents.1

In the program typical of today's schools no one aspect is particularly more emphasized than another in such areas as silent and oral reading, factual or imaginative content, study-type and recreational reading. Now the attempt is to emphasize understanding, enjoyment, and appreciation.2

In a study of individualized instruction with retarded readers, Hurley experienced measurable gains which she attributed to emotional satisfaction of pupils and their release from frustration. She conceded that, however, such an approach as individual reading

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2 Gray, op. cit., pp. 52-56.
The results of any particular procedure are more likely to be a function of the teacher than of the procedure, *per se*, according to Artley.²

If the teacher is to work with many individuals and small groups, there will be a necessity for children to work constructively without the immediate attention of the teacher. In a writing on reading enrichment, the authors considered instructional games worthy of a place in the independent work period. They said that the greatest value which can be claimed for instructional games is that of motivation.³ Games are essentially of a drill type in the language arts areas. The advantages, as listed by Kasdon, are that games add variety and spice to a learning situation which might otherwise be dull, the child engages more

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actively in the drill, and in a well-organized classroom
the use of games by small groups frees the teacher to work
with others. Vite stated, "A key to independent work is
aDEquate planning with the children. Evaluation of work
accomplished and cooperation in the task of cleaning up
also are essential."

Durrell said:

The greatest hope for immediate improvement in
classroom instruction is the development of better
tools for teaching. Materials which are suited to
the varying needs of children, especially those
that are self-selecting and self-correcting, are
urgently needed.

In a discussion in which he expressed a concern for
the vitalizing of the curriculum by imaginative teaching,
Wagner stated that "we must be concerned about the poten­
tialities of those practices and ideas that hold promise
for better teaching."

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1Lawrence M. Kasdon, "The Place of Games in the
Language Arts Program," Elementary English, XXXV (Febru­

2Irene Vite, "A Primary Teacher's Experience,"
Practical Suggestions for Teaching (Individualizing Reading
p. 28.

3Donald D. Durrell, "Challenge and Experiment in the
Teaching of Reading," Challenge and Experiment in Reading
(International Reading Association Conference Proceedings,

4Guy Wagner, "Planning for Curriculum Improvement,"
Midland Schools (March, 1964), 18.
As Cleary presented a view of factors influencing learning, such areas as impact of culture, physical conditions, growth patterns, mass media and the community were discussed. She also stated, "Interest plays a decisive role in the learning and development of the individual, while his talents, abilities, drives and motivations affect his interests and, in turn, are affected by them." [sic]

The recognition of interests as important in prediction for improvement of education is of such importance that educators are seeking by every means at their command to gain insight into children's interests.

In an article addressed to parents, Witty spoke of interest:

The interested child is the child who tries. Interest calls forth effort that really educates. That is why goals, though they should be attainable, should require more and more effort as the learner progresses.

Recognition of experiential background changes by technological advances prompted an interest study of first grade children of Gary, Indiana, in 1962 in which certain hypotheses were proved.

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1. First grade boys have already developed markedly different reading interests from those held by first grade girls.
2. First grade children who are poor readers will have reading interests which are similar to those held by good first grade readers.\(^1\)

Smith suggested that boys might profit by having a different curriculum in primary grades. She affirmed her beliefs that teachers must be careful of misinterpreting observations made in a classroom. She also said:

It has been observed that many children develop from television-viewing a tremendous volume of facts which enables them to talk about technical processes, far away places, and remote times with fluency and sophistication.\(^2\)

Smith interpreted this fluency as veneer, lacking in genuineness, necessitating reading for depth in those stimulated areas.

Groff, too, cautioned that teachers be aware of differences of boys and girls in reading interests. He continued:

While the bright child is able to read difficult vocabulary, we must remember in choosing materials and themes that their interests in activities are as average as any other child.\(^3\)

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\(^1\) Mary Rogers and L. A. Robinson, "Reading Interests of First Graders," *Elementary English*, XXX (November, 1953), 737.

\(^2\) Smith, loc. cit.

Many activities and materials connected with reading are particularly necessary for the beginning reader. The attention span of the young child and his gregarious social qualities make it desirable to alternate silent reading activities with those of other types.¹

Orr expressed no doubt that the teacher plays the most important role. The success of a program is determined partially by the growth and ability of the teacher to use the various means at her disposal in humanizing teaching.² In a report on individualized reading, Frazier said that, although teachers must not become slaves to the details of a job like record keeping, new insights and consequent new teaching behavior deserve to be supported by new kinds of devices and materials. "What we would hope for, too, is that these would be more often invented by teachers to meet the specific needs of their situation," he followed.³

¹Patrick J. Groff, "Getting Started with Individualized Reading," Elementary English, XXXVII (February, 1960), 110.


A good teacher will begin making a collection of materials and ideas for activities soon after deciding upon teaching as a career. This collection should ideally be ever changing and improving. Working and sharing with other teachers is one method of reducing the problem of acquiring good ideas.¹

That these materials chosen may be developed around the interests and needs of the children involved and designed to challenge them to their maximum in thinking and performance, teachers will consider suggestions made by other authorities. Kasdon listed the following guidelines regarding games:

1. The directions must be clear.
2. The child must have the skill to work the game independently.
3. The game should be self-checking or the teacher must take time to check it with the child.
4. Part of the planning should include clear explanation of what is to be done with the game when the child finishes it.
5. After the purpose for which it was introduced is fulfilled, the game should be removed from the shelf.
6. Games should be attractive looking.
7. The purpose of a game should be more than for amusement.
8. Games should be consistent with sound educational principles.²

²Kasdon, loc. cit.
Larrick asserted that a teaching aid in itself is neither good nor bad. "Its effectiveness depends on many factors--the child who uses it, how the teacher handles it and the educational climate as a whole."¹ The key appears to be in adaptability and flexibility. Teachers must not spend long hours constructing a device which will serve children only a few minutes.²

Bolinger admonished teachers to remember, when selecting activities, that a child's interest is keen at the moment of completion of an exercise in his desire to know whether he has done well. If the child is able to understand the purpose of self checking and realizes the teacher's interest is in his learnings more than his score and rating, more varieties of materials are useful.³

Witty's studies of slow learners and gifted have prompted him to point out that

...since the coefficients of correlation between measures of verbal ability and proficiency in art, music, and other creative pursuits are relatively low, there will probably be found a considerably larger number of poor readers among the creative pupils than among the verbally gifted."⁴

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¹ Nancy Larrick, "Textbooks and Teaching Aids," Parent Teacher Association Magazine, LVII (December, 1963), 5.
² Wagner, Alexander, and Hosier, "Enriching the Reading Program--Instruction Games," loc. cit.
³ Willetta Bolinger, "Individualized Teaching," The Instructor, LXXIII (March, 1964), 12.
This can be interpreted inversely to the selecting classroom teacher to suggest the utilization of creative talents of the slower readers as a stimulating or satisfying expression.

Larrick presented a convincing picture of the rich variety of available materials for teachers today. Trade books are becoming more usable. There are teaching machines, programmed materials, reading accelerators, film projectors, record players and various other mechanical devices to help the teacher. But timing is important. The teacher must be ready to take advantage of all sorts of materials whenever they present themselves. Larrick concluded: "Only when teaching aids are used creatively for the best interests of each child can we hope to develop the zest for learning that lasts a lifetime."¹

Learning takes place and concepts and generalizations are formed as a result of a wide variety of experiences. Only as a child engages in activities selected to meet his unique needs, can these learnings become truly meaningful to him. The review of professional literature has served as a guide in the selection of activities or devices included in the attached handbook. The application of theory of the educators based on research and the study of the developmental needs of first grade children at the present have been the

criteria for creating or selecting the suggestions for procedures and materials or devices included here. Each teacher should adapt them to fill the needs of a particular class and/or a special child. They were designed to aid in word analysis with speed and accuracy as well as to develop growth in comprehension.
CHAPTER III

SUMMARY

It was the purpose of this study to compile and describe the construction and use of teacher-made materials or learning aids to supplement the selected reading program for first grade children and to construct a handbook. The selection of the materials described here was based on criteria set out by educational authorities.

The procedure followed for developing this study began with an investigation of professional literature to determine (1) the attitudes of educational authorities toward the importance of reading in first grade, (2) the basic principles of learning as they relate to reading, and (3) the types of activities believed by educational authorities to be necessary to enrich the day by day program. Learning activities were then compiled and the method of construction, with suggestions for use, was explained.

The handbook was divided into four classifications of difficulty ranging from the readiness level in pre-reading to activities that stretch vocabulary and comprehension at a more advanced level. These areas are as follows: (1) materials for use at a readiness level in
reading, (2) materials for use during the pre-primer level of reading, (3) materials for practicing skills already learned, and (4) materials to stimulate the use of learned skills for creative expression.

There are materials or games, with specific suggestions to (1) help develop visual discrimination skills, (2) strengthen auditory discrimination skills, (3) give practice in word recognition, (4) offer opportunities to work with word meanings, (5) help develop word-building skills, (6) help develop comprehension, and (7) offer opportunity for creative expression.

The following criteria developed as the result of the review of literature were used in selecting these materials:

1. The purpose of the games should be clear.
2. The device should be easy enough for the child to do independently with success.
3. There should be a wide variety of attractive games to stimulate active participation in drill for both boys and girls.
4. The game should be either self-checking or simple enough for the teacher or another child to check soon after completion.
5. The device should be in areas of study where repetition is most needed, and consistent with sound education principles.
6. The game should offer adaptability and flexibility, and be simple in construction.

7. Materials, while of many types and appropriately graded, should involve a short time for the child to complete.

8. The child and the parent should be allowed to know the progress.

These criteria were supplemented by attitudes of the investigator, after careful observation and evaluation, as the materials were tested in the classroom.
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D. BULLETINS


TABLE OF CONTENTS

I. Materials for use at readiness level
   A. Device to develop sequential placement for story comprehension
   1. Sequence
   B. Devices to develop visual discrimination
      1. Alikes
      2. Shapes
   C. Device to strengthen ability in classification of related objects
      1. Classification
   D. Device to develop auditory skills in phonics
      1. Hear a sound

II. Materials for use during the pre-primer level of reading
   A. Devices to develop ability in classification using words with pictures
      1. Flannel Board
      2. Color Park
      3. Play Square
      4. Helpin' Shapes
      5. Action Words

INTRODUCTION

PAGE

34
39
41
42
42
43
43
43
44
44
45
45
46
47
III. Materials for practicing skills learned

A. Devices using visual discrimination skills.
   1. Arrow Multiple Choice
   2. Rhyming Picture-Word
   3. Word Endings
   4. Rhyming Word Building
   5. Picture Cross-Tie
   6. Rhyming Family at Home

B. Devices using phonetic skill
   1. Vowels in a Pocket
   2. Octopus
   3. Double-Decker Bus
   4. Hang It
   5. Toe a Plate
   6. Ride the Train
   7. Hide Together Letters
   8. Shoestring Families

C. Devices for word practice
   1. Shake Box
2. Tachistoscope .......................... 62
3. Magnets ............................... 63
4. Phonetic lesson and game coordinated .......................... 64
   a. Fish .................................. 64
   b. Cookie Jar ............................ 64
   c. Kite .................................. 64
   d. Load the Truck .......................... 65
   e. Feed My Dog ............................ 65
   f. Feed the Squirrel .......................... 65
   g. Hat Drawing ............................. 65
   h. Balloons ............................... 66
   i. Help Timothy Turtle ..................... 66
   j. Fill the Wagon ............................ 66
   k. Football ............................... 66
   l. Go to the Moon ........................... 67
   m. Checkerboard ............................. 67
   n. Huff and Puff ............................ 67
   o. Pirate Ship .............................. 68
   p. Build the Pig's House ...................... 68
   q. Clock .................................. 68
   r. Bread .................................. 69
   s. Pig Bank ............................... 69
   t. Pick up the Toys ........................... 69
   u. Seasonal ............................... 70

D. Devices to give practice in comprehension .......................... 71
   1. Exercises ............................... 71
2. Lace Together

3. Sequence Selection

4. Weekly Reader

IV. Materials to stimulate the use of learned skills for creative expression.

A. Devices to increase spelling skills

1. Missing Letter

2. Cross Word "Spell It"

3. Compound Words
   a. Suitcases
   b. Mail Box
   c. Folder
   d. See-Saw
   e. Car and Trailer

4. Root Word Tree

5. Syllabic Link

B. Devices to exercise creative writing

1. Cut and Paste Jumble

2. Picture Starter

3. Starter Strips

4. Sack Snatch
Upon examination of most of the research, the investigator realized the interests of the slow learners are little different from those of the more alert pupils. Both seek interaction with their peers, learn with and from them, join in assigned and spontaneous activities with sensitivity and emerging skill. Children continue to be curious, they show delight and excitement with learning and being recognized as they achieve.

In the primary grades, enjoyment is a child’s prime motivation for reading, and this is, and should be, a determining factor in selecting materials and planning lessons for young children. The instructional program needs to be organized in a spiral. It should build systematically on what has gone before while preparing for what lies ahead. Individual differences are provided by varying the rate at which the materials are used and the skills introduced.

The following are all activities carried on with success in the classroom of the investigator. Many of these are similar in idea and reward. The effort on the part of the investigator was to offer a wide variety of devices for continuous change through variations of the original. Since these materials were used to accompany phonetic keys to reading in the basic series, and in the co-based reader published
by Scott Foresman, the examples will be shown with textbook stories and vocabulary. For the ease of directing, one type or style can be maintained with spiral up-grading in vocabulary or difficulty, to be made available to the class or parts of the class at a time when there is indication of readiness for it.

Special individual games are introduced either at the morning planning period, if available to the entire class, or introduced as a part of the reading lesson, if applied to only one group. Special attention should be given to the directions, since they should not need to be repeated for that specific game nor another of the same type which may be used later. At the time of introduction, representative children should be allowed to actually "work" a part of the game in turn until it is completed, so that everyone may see the way it should look when finished and so that the teacher may observe any difficulties which may be due to inadequate directions.

Help must continually be given to class individuals for them to be discriminating in optional choices. The teacher should sometimes select for individuals during the planning period. One entire class may be selected to "get to do" a special activity as an extra thing. In some cases, each child in a given class or group may receive one of the same type of material on a given day. The set may be coded.
with a letter, numeral, or picture sticker, and rotated among the members of the group until each has had a turn to do all of the "set." The leader of the group can be taught to keep the record of work completed each day.

Since these activities are all to be used by individual children at their own desks or some other assigned place, and during the prescribed period for Reading Activities with the teacher working with other children, the activities are planned for independent operation. At the end of this time block, checking is done by the teacher until a process is established. Later, a child who is able to complete the activity correctly may be assigned the responsibility of being the "checker." He will be happy to assume responsibility for this, receiving respect from his peers because of the importance of the job. He also is able to present the reward, as it may be, in certain cases. A group assigned a set activity might bring their work completed to the class meeting with the teacher to be checked and recorded, with careful evaluation and discussion of process, and causes of success or failure.

With each of the related activities, some consistent method of recording should be provided. The investigator duplicated an alphabetical list of names with a box or square beside each name. A copy of this class list was fastened by glue, tape, paste, string, or staple to each item for selection.
Upon accurate completion of the activity, the child was told he could place an "X" inside the box nearest his name. Early in the first year, a student was told to color the box nearest his name. This provided the investigator a quick method of evaluation at regular periods. Recording for sets of learning materials for a given class was similar in direction, but on a single sheet or chart with the name of the child down the left side, and the code (numeral or picture) of the specific item along the top. Children can be taught how to follow their graph square to do recording and use the square as an aid in making their next selection.

The activities described in this handbook range from the Readiness level in pre-reading to activities that stretch vocabulary and comprehension abilities at an advanced level of reading. This collection is grouped in the following manner: (1) Materials for use at a readiness level in Reading, (2) Materials for use during the pre-primer level of Reading, (3) Materials for practicing skills already learned, and (4) Materials to stimulate the use of learned skills for creative expression. Description of specific activities is prefaced by instructions for making certain basic devices for use in activities described later.
Pocket chart: Make pocket charts to fit the child's working area, the storage space, and to best fit the size of the materials to be used in it. Begin with a long (about five feet) strip of wrapping paper or 36" shelf paper. Mark the space for the first fold by adding ¼" to the size of the card it is to hold. Fold up at this point, then ¼" beyond this mark, turn the strip down again. This will give a unit of measurement to follow with folds for any desired length. The completed pocket chart should be fastened to heavy cardboard of desired size, or suit or dress box, with a gummed tape around the outer edges.

Accordion Pocket: Begin with a long strip of wrapping or shelf paper. Fold it in half lengthwise to give stability. On the folded edge turn up a pocket of a depth suitable for holding a card firmly. Use tape on the open edges to bind the edges together. Measure off the spaces which fit the materials to be used in it and mark these spaces. Then fold this strip forward and backward on alternate marks giving it the "accordion" look.

Individual "Show Me" Pockets: Fold a 9" x 12" sheet of manila in half the long way. On the folded edge turn up a fold to make a pocket suitable for holding small picture or letter cards. Staple the ends at intervals to show a pocket at the far left (beginning) and at the far right (ending). The sheet may be center folded as a book for easy storing.

Arrow Selection: The card with posted pictures should have a hole punched near each picture. There should be a hole punched in the end of a narrow tape strip shaped like an arrow. The arrow is fastened to the heavier base card with large dress snaps or brad fasteners. There is less tangle in storage where the snap is used. The manipulation of the arrow is not difficult for the poorly coordinated child.

Viewing Window: On the strips the length of the base card of a unit or set, cut a razor slit only large enough to reveal one sentence or phrase as the case may be. Code these with colored felt tip markers and borders. If a part of a set is lost and then
found it can be replaced by any child without teacher help. The window may be held in place with a paper clip.

Following are three simple means of attaching selected answer to the appropriate place on a base card:

1. tongued card into razor cut in base card

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<thead>
<tr>
<th>Picture</th>
<th>word</th>
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<td>---</td>
</tr>
<tr>
<td>razor cut</td>
<td></td>
</tr>
</tbody>
</table>

2. razor cut an inverted V on base card

3. paper clip inserted through razor slit in base card

Materials which may be used in the construction of these activities are simple and inexpensive. The children are able to contribute many. Commercial companies as Whittman and Ed-U-Card print inexpensive picture card games which can be adapted. Grocery advertising is often in supply to use as a basis for a game. Following is a list of materials used by the investigator:

- Cigar boxes
- Gumball boxes
- Tie boxes
- Readiness workbooks from many companies
- Gummed sealing tape
- Picture books on gummed twill
- Twist tie strings
- 110 multi-colored crayons
- Strips of different sizes and colors
- Large rubber bands or rubber bands
- Gummed stickers in sets
- Colored typing or at a type
very large dress snaps
very large "hook-'o-eye" units
brad fasteners of smallest size
small paper clips
tongue depressors
band-aid cans
sturdy envelopes
plastic fruit containers

The following dispensers have been used to hold guides for things to do by the entire group:

1. Cookie-shaped oak tag may be drawn from a cookie jar with printed directions to follow. Example:
   (a) Draw a doghouse,
   (b) Make a dog sleeping outside of it,
   (c) Put a dish of food near him,
   (d) Name the dog.

2. Clothesline, with pincher clothespins, holds cards with directed activities.

3. More than one paper bag may be provided. The activities may be applicable to specific reading groups and identified by group decoration of their sack. Keep changing the cards in these. Sacks may also be used for classification or sorting by subject of pictures to be drawn "about places," "about people," and "about pets."

4. A treasure chest made from stationery box holds strips on which suggestions are written. At the time of completion, the child may take a foil-covered bottle cap to identify with the group who belong to the "adventure" club.

5. Clear boxes, shoe boxes, shopping basket and mail box can be decorated attractively. A butter box is a good section divider in shoe boxes.

6. A shoe box may hold directions for free time use which may be selected from classification pockets.
   (a) Things to do with a friend,
   (b) Things to do alone,
   (c) Books to read,
   (d) Stories to write, and
   (e) Pictures to paint.
Directions for specific individual games follow.

Rules for play may be changed, or the content varied. The vocabulary will be adjusted for the various levels.

I. READING READINESS

A. Device to develop sequential placement for story comprehension

1. Sequence

**Materials:** Set of two, three or four pictures showing the sequential development of a story idea. Pocket chart to fit the picture set.

**Directions:** Paste the set of pictures on heavy card of a uniform size. Materials may be kept in envelopes coded with a picture or sticker on the outside to identify so the child will know which unit he has finished. Child is to take one unit or pack from the box, go to his own desk and arrange the pictures in the proper sequential order in the pockets.

**Checking:** It may be left standing on the desk for quick checking by the teacher.

**Reward for achievement:** The child may bring his pack to the reading group when they meet with the teacher to tell a short story from these pictures to the class. Record on "set" record.

**Variations:** The packet may be marked on the left hand side of the folder with the word "first" and on the right side the word "then" may be printed. Pictures may be mounted on top with a hole punched for hanging. They may be placed in sequence on legs or peg board.
B. Devices to develop visual discrimination

1. Alikes

Materials: Two copies of ten or fifteen small pictures of familiar objects such as cars, boats, cups, hats, and others. Tall pocket chart.

Directions: Pictures should be pasted on heavy card and contained in an envelope fastened to the pocket chart. The child is to take the pictures to his desk and arrange them in pairs in the pocket chart.

Checking: Teacher can check by quick scanning. As another child shows skill in this type of activity, he may be persuaded to help the children by checking whenever they come to him.

Reward for achievement: Coloring the box nearest the student's own name on attached class list.

2. Shapes

Materials: Pairs of shapes cut from colored construction paper. (One set may be of squares, circles, triangles, rectangles and others. These shapes more complicated than these might make up the pairs in another set.) Large sheet of oak tag or cardboard (12" x 18"). Picture hooks.

Directions: Paste one of the set of two on the large card. The other shape of the set should be pasted onto a small square of heavy tag. Punch a hole in the small card. The child hangs the card on the hook beside the twin which is on the larger card.

Checking: The completed activity may be left lying on the desk for the teacher to scan.

Reward for achievement: Coloring a box nearest the student’s own name on the attached class list.
Variations: Both of the two like shapes may be pasted on the large card. One of each shape should be in the left-hand column, the other in any position in the right-hand column. A brad fastener should be placed by each shape. String may be attached to the brads on the left side of the card. The child ties the string connecting the two like shapes.

C. Device to strengthen ability in classification of related objects at readiness level

1. Classification

Materials: Small objects collected by the children and/or the teacher which fit into the class of animals, food, furniture, clothing, toys. Small basket, or box to contain them and a paper plate or paper sack for each class.

Directions: The child takes the materials to his own desk and places them in like groups on the plates or in the sacks. Labels such as "toys," "animals," "food" or "can go" and "can not go" may be printed on the plate or sack. A picture clue should be posted near the printing to help the child remember what the printing tells.

Checking: The teacher may scan quickly or ask the child to tell in sentence form, why he has placed the items as he has.

Reward for achievement: Class should stop to hear his sentences. Coloring a boy nearest the student's own name on the attached class list.

Variations: Pictures of objects may be used to replace the objects. These pictures may be placed in egg cartons, strawberry boxes, pocket charts, band-aid cans, or canisters for classification.

D. Device to develop auditory skills in phonics at readiness level

1. Match a Sound

Materials: 2" X 12" oak tags, pictures.
Directions: Divide the oak tag into three rows or columns. Select a picture for pasting at the top of each row, illustrating the sound to be stressed. An example may be a hat if listening for the "h" sound, a ball if listening for the "b" sound, and a top if listening for the "t" sound. An envelope attached to the back should contain small pictures which begin with these sounds. The child places the pictures in the row with the one which begins with the same sound. These may be held in place by a paper clip or an inverted v razor cut.

Checking: As the teacher stands with the child, he may say aloud the names of the things in each row.

Reward for achievement: The class should stop to hear his words as he names them. Coloring a box nearest student's own name on the attached class list.

Variations: Listening games for the ending sound, the vowel sound or for rhyming words.

II. PRE-PRIMER LEVEL

A. Devices to develop ability in classification using words with pictures

1. Flannel Board

Materials: Hinged, eight section flannel board. Color words printed on tag with felt or flannel backing.

Directions: Eight 6" x 8" squares of heavy cardboard, melamine or wood are fastened with hinges so that each square will fold in the opposite direction as the ones on either side of it, (accordion). Each section is covered with colored felt or flannel. The child places the flannel backed tag strip showing the color name on the section of the board which is covered with the color named.
Checking: The teacher may ask the help of the rest of the class to decide if the strips have been placed on the correct sections. This provides mental exercise for the entire class.

Reward for achievement: Coloring a box nearest student's own name on the attached class list.

Variations: Use a section of peg board for hanging color words. The child hangs a colored block, toy, or colored paper over a hook near the word.

2. Color Park

Materials: Small plastic airplanes which may be purchased at the dime stores. Oak tag for parking area.

Directions: On the oak tag, draw a large hanger. Inside this area, draw outlines of airplanes. Print the color word inside this outline. The child takes a plastic bag or box of the planes with the card. He "parks" the plane in its correct parking place as indicated by the printed color word.

Checking: The teacher may scan quickly or ask the child to name the colors, as he picks them off the parking place and returns them to the bag or box.

Reward for achievement: Picture of a plane reproduced from a color book for the child to color. The color names printed to indicate which area of the plane has a given color. The child gets extra pleasureable practice.

Variations: Use small plastic cars and draw diagonal lines resembling parking lot on the oak tag base.

3. Play Square

Materials: 9" x 12" tag, colored 2" squares of construction paper and envelope.
Directions: On the 9" x 12" tag, draw lines to block off spaces. In these spaces, print the color word. The child has in the envelope fastened to the back of the card, a set of shapes made from colored construction paper. The child places these inside the appropriate spaces, matching the color of the paper to the color name.

Checking: The teacher may scan quickly or ask the child to name the colors as he returns them to the envelope.

Reward for achievement: Peer recognition and praise from the teacher who may say, "You did this correctly, Tom." Coloring a box nearest student's own name on the attached class list.

Variations: Use circles instead of squares. For a very slow child, or as an aid to normal learning, print the color words at the top of the card with felt tip pens, blue with a blue pen, green with a green pen. Colored shapes might also be pasted on the base card. The color names printed on cards may be kept in the envelope for matching to the color. The cards may be held in place by the paper clip or inverted v.

Materials: Colored construction paper, large tag shaped like an artist's palette, envelope, and paper clips.

Directions: Cut each color of construction paper into a different shape. Draw around each shape on the palette base. Print the word naming the color inside the shape outline. Make a razor cut for a paper clip to hold colored paper in place. The colored shapes are kept in the envelope fastened on the back of the base. The child matches the colored paper to the word, using the shapes as a telling clue.

Checking: Teacher can see at a glance and help child to use with the class in case of error.
Reward for achievement: Painting next in turn at the classroom easel.

Variations: The base sheet may have painted pails with colored construction paper "drags" for child to place over the edges of the pails. The color word is to be printed on the pail.

A clothesline with outlines of the hanging items, and with the color word printed on the base card, offers a familiar shape for the children to use as a matching clue.

5. Action Words

Materials: Base card of 9" x 12" oak tag, brad fasteners, and string.

Directions: Draw stick figures down the left side of the card. Place a brad fastener under each of the drawings. Print the word which describes the action evidenced by the figures in a row down the right side of the card. Use words such as hop, run, clap, stand, walk, and sit. Fasten a 12" piece of string with a slip knot around the brads beneath the pictures. The child looks at the action, looks for the word which names the action, and connects the two with the string.

Checking: Teacher can see at a glance and make a statement praising the child.

Reward for achievement: Coloring a box nearest student's name on the attached class list.

Variations: Reverse the side on which the words and drawings are made, left for right. The child will then read first, and look for the action next. Change the colors used for the drawings, and the action words.

6. Picture-Sentence Match

Materials: Oak tag base card of 9" x 12" size. Small pictures showing some simple action.
Directions:

Select pictures and glue to stiff backing. Mark the base card into spaces of equal size large enough to hold a picture. Along the bottom edge of the space, print very simple sentences or phrases using vocabulary from child's experiences, such as: (1) Sally is big. Spot is not big. (2) Jane said, "Come Sally." Sally can see Jane. (3) Can walk, can run, can jump. Cut razor slit and insert clip above the printed words. The child reads the sentences for understanding, locates the appropriate picture and slips it under the clip.

Checking:
The child may read the sentences or phrases aloud as the teacher listens.

Reward for achievement: Coloring a box nearest the student's own name on the attached class list. Class and teacher recognition.

7. Arrow Selection

Materials:

Oak tag base card, small pictures from readiness or Pre-Primer work books showing action, tag strips for arrows, and large snap fasteners.

Directions:

Divide the base card into equal spaces by drawing felt pen lines. Paste a small picture in each space. Print two phrases or sentences in each. Punch a hole between the two. Make a small arrow or pointer of tag. Punch a hole in one end of each arrow. Fasten the arrow with a snap fastener. The child looks at the picture, reads both phrases or sentences and selects the one which best fits the picture by turning the arrow to point to it.

Checking:
The teacher can see with a quick glance if the child has selected correctly.
In case of an error the child should read both of the two choices aloud.

Reward for achievement: Coloring a box nearest the student's own name on the attached class list.

8. Viewing Window Selection

Materials: Small pictures from the basic readiness book showing family experiences. Oak tag viewing windows, and envelope for storing materials.

Directions: Make a set of cards approximately 4" x 6". Paste one picture on each card, leaving space under it for three sentences to be printed. All sentences for one card should be similar. An example might be:

- See Jim and Father.
- Tag and Jim can run.
- See Tag and Father.

The child reads all three sentences, looks at the picture to interpret its meaning, and clips a viewing window over the sentence which applies to the picture. The small card is easy to handle, and a set might contain five or six such cards. Introduce the type, but have several, or enough, for all of one group at the same level of difficulty but with varying vocabulary. Rotate these among the class members until all have had a chance to do each one.

Checking: The child may read his selected sentence to the teacher.

Reward for achievement: Coloring a square nearest the student's own name on a graph type chart.

Variations: A sample card of a supplementary workbook might be cut apart, the pages pasted onto solid backing, covered with plastic, and stored with all the class. The viewing window or arrow method of showing selection makes it possible for others to "work" the same test at another time. The mounted
workbook page may be cut apart, all pieces coded and contained in an envelope. The child may then choose a unit and show answer by matching parts as directed.

9. **Build a Story**

**Materials:** Large single picture or sequence of small pictures and set of sentence strips.

**Directions:** Print several sentences on strips of oak tag. Some of these should apply to the pictures and some should not. Place the strips in an envelope which is glued to the back of the picture base card. The child takes a unit to his desk, looks at the picture, reads all of the sentence strips, and places the strips which have meaning for that picture face up on his desk. The strips which do not apply should be held apart until the checking is done.

**Checking:** The child reads aloud to the teacher the sentences which do apply to the picture.

**Reward for achievement:** Coloring a box nearest the student's own name on the attached class list. If a set of this kind are introduced at one time the recording would be better on a graph chart. If each of a set had a different color felt pen border, the coding and recording might be by color.

**III. PRACTICE SKILLS LEARNED**

A. Devices using visual discrimination skills

1. **Arrow Multiple Choice**

**Materials:** Snap fasteners, tag strips cut like arrows, small pictures pasted onto 9" x 12" base card of oak tag.
Directions: Mark the base card into eight or ten spaces of equal size by felt pen lines. Paste a small picture high in each box or space. Print two words of similar nature, one naming the picture. An example might be cup, cap. Fasten the arrow-shaped tag strip near the picture with a snap fastener. The child looks at both words, selects the one which correctly names the picture, and manipulates the arrow so that it will show his selection.

Checking: The teacher may scan the card as it rests on the child's desk. She may say, "You did this correctly," or "You should look at the third box again, please. I'll be back to you."

Reward for achievement: Coloring a box nearest the student's own name on the attached class list.

Variations: This type of card may show three similar words in each box. A unit may be made by pasting each picture on 3" x 4" cards and stored in an envelope. If these are made to accompany a phonetic program, code them with numerals for order of presentation, or lesson to accompany.

2. Rhyming Picture-Word

Materials: Set of small pictures in pairs of rhyming sounds, pocket chart, peg board or other container for classification.

Directions: Paste small pictures on heavy 3" x 4" cards. Print the word on the card front under the picture, and also on the back. The child takes one unit of materials to his desk and places the two pictures laying the rhyming sound together in the pocket or other container.

Checking: The teacher and class should hear the child and the pairs should be practiced in pairs or the flash.
Reward for achievement: Peer and teacher recognition.

Variations: If the child feels capable, he may match the card with only the word showing. During the checking, he should name the pictures to listen for his own errors.

3. Word Endings

Materials: 9" x 12" card for drawings, circles with consonant, consonant blend or digraph contained in an envelope.

Directions: Make a 9" x 12" drawing (or use pictures from simple color book) of such as a juggler with balls, bubble pipe with bubbles, fish with air bubbles, or clown with spots on his suit. Low on the card, print an ending sound such as at, own, ing, or ack. Make a circle the size of those in the picture in front of the phonogram. On tag circles, the correct size to blend with those of the picture, print letters which, when placed in front of the ending, will make a meaningful word. The child takes a unit, practices the new words made, and places the letter circle on an outline making it part of the picture.

Checking: The child calls the word made as he places the letter cards onto the space in front of the phonogram, which was printed at the bottom of the card. This may be done as the teacher comes to the child's desk at checking time, or it may be done for the group at the class meeting.

Reward for achievement: Recording on graph if there are more than one in a set.

4. Rhyming Word Building

Materials: Three sets of 3" x 4" cards with word endings on one set, word beginnings (consonants, blends, blends) printed on another set, and pictures of objects which can be spelled by the correct combining of the first two. A pocket chart or a board.
Directions: The child takes a unit, places a picture in the pocket or on a peg, locates the word-beginning and word-ending cards which spell the picture name, and places them below the picture. If the pictures are selected for their rhyming sound in pairs, the child might place the two rhyming pictures together, and then spell them. It is wise to use what he knows about the spelling of one word in spelling a new word. Word examples are: truck with tr and uck, duck with d and uck, track with tr and ack, sack with s and ack, and ball and wall.

Checking: The teacher may go to the child's desk, or other assigned area, to check with the child by calling the words spelled aloud.

Reward for achievement: Marking an X in the box nearest the student's own name on the attached class list.

5. Picture Cross-Tie

Materials: 9" x 12" tag base card, pictures of objects for rhyming--key, braid fasteners and 12" pieces of string.

Directions: 3" from the left side of the card draw a vertical line. 2" in from right side draw a vertical line. Space the key pictures equally down the left column. Print their word name under them and place a braid fastener at their end. In the right hand column irregularly space three printed words which rhyme with each key word. A braid should be at the beginning of each of these words. Loop 3 strings around each key-braid. The child is to look at the key word and use letter clues to find its rhyming words in the right hand column. He will then connect the key word to its three rhyming words with the strings. Exx: ple: key picture--pig; possible rhyming words--big, pig, wig. Key picture--cat; possible rhyming words--fat, sat, set. Key picture--Dick; possible rhyming words--stick, slick, trick.

Checking: The teacher may scan for correct answer and take a comment to the child.
Reward for achievement: Marking an X in a box nearest the student's own name on the attached class list.

6. Rhyming Family at Home

Materials: 9" x 12" oak tag for base shaped like a house. (Shapes may vary for easy identification). Paper clips, and small letter cards.

Directions: Draw and cut out a house outline on 9" x 12" oak tag. In space called Main Wall of the House, print a word ending such as all, ill, ske, ing or ick, with a line showing a space in front to indicate there are missing letters. On this line, make two razor cuts and insert paper clips. Along the roof line make six paper cuts and insert paper clips. Under these clips should be small cards on which an initial consonant, blend or digraph is printed. The child takes one house, places the cards from the roof, one at a time, in front of the ending "family" to judge if it makes a meaningful word. If it does, he places it under the roof clip face up; if it does not, he places it face down.

Checking: The child may bring the house with which he has worked to the class meeting. At that time he may use each word he has made in an oral sentence.

Reward for achievement: Recording on graph or class sheet.

Variations: One card 12" by 18" may make an apartment house using many word families. The roof cards may be placed on the "family" paper clip to make one meaningful word.

B. Devices using phonetic skill

1. Vowels in a Pocket

Materials: Small pocket chart with five rows of pockets, set of pictures of objects
containing the five vowel sounds for practice, (one set long vowel sounds, another set, short vowel sounds), five cards showing the vowel names.

Directions: Paste pictures on 1" x 2" tags, place them into an envelope and fasten it to the pocket chart. The child takes a unit of materials to his desk, places the vowel letters in the top pockets of the holder, names each pictured object, listens for the vowel sound, and places the picture card in the row under the letter name.

Checking: The teacher may call out the picture names for the child and classmates to hear if all vowel sounds in a row are alike.

Reward for achievement: Making an X in the box nearest the student's own name on the attached class list.

2. Octopus

Materials: 12" x 18" drawing of octopus, pictures of objects having the short vowel sounds and one syllable, picture hooks and envelope.

Directions: Fasten a hook to the end of five tentacles on the octopus picture. Above the hook print each of the vowel letters. Glue pictures to 2" square cards into which a hole was punched. Put the picture cards in an envelope fastened to the back of the base card, (or into "treasure chest" envelope on front). The child names each picture, listens for the vowel sound, and turns the picture on the hook under the letter naming the sound.

Checking: The teacher removes all pictures from one hook at a time, names each so the student can copy, and listens for sounds alike. The child may re-arrange any incorrectly placed pictures.
Reward for achievement: Receiving a small paper octopus to place on chart which looks like the ocean. The child prints his own name on it. When all in class have had an opportunity to do the game, the chart is taken down and all the children have an octopus to take home.

Variations: Large picture of elephant with tubs of feed. On each tub is printed a vowel letter. The child places the picture cards into the tub which has the letter name of the vowel heard.

3. Double-Decker Bus

Materials: 12" x 18" drawing of a bus on oak tag, 1" x 2" tongue cards, pictures of objects having names with either the long sound of the vowel "u," or the short sound of "u."

Directions: On 12" x 13" tag make a drawing of a double-decker bus, outlining the windows. Make a ¼" razor slit on sill line of each window. Paste pictures having long and short sounds of the vowel "u" on 1" x 2" tongue cards. Place the cards in an envelope attached to the back of the 12" x 13" tag. The child takes the bus to his desk, quietly names each picture from the envelope, and places it in a window space on the bus by inserting tongue of picture card into the razor slit. If the word has a long "u" vowel sound the picture is put into the top deck windows, if a short sound of the vowel "u" is heard the child places the picture in a lower window.

Recking: The teacher may quickly name the objects in each row to listen for the vowel sound. Any error is heard by the child and can be easily fixed.

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Reward for achievement: Receiving a "bus ticket" facsimile to take home.

Variations: When the child is able to match printed words with pictures, the cards may be made for him to place the picture in the top window and the card showing its printed name in the window beneath it.

4. Hang It

Materials: Long tie box, picture hooks and pictures necessary for the lesson.

Directions: Fasten hooks about two inches apart in a row in lid and/or box bottom. Print the letters to be stressed above the hook. (These should be all vowels or all consonants. Choose pictures of one syllable if vowel is the lesson sound.) Paste the pictures for the lesson on 2" x 2" card into which a hole was punched. The child names the picture to himself, listens for the correct sound, and hangs the picture on the hook under the correct printed symbol.

Checking: Teacher may hold pictures from hook in hand and deal them loose as she observes if they have been placed correctly. Incorrect cards may be handed to the child to do again.

Reward for achievement: Marking an X in a square beneath the student's own name on the attached class list.

Variations: If vowel sounds are to be practiced, the long vowel sounds may be hung in the lid, and the short vowel sounds may be in the bottom. If more than one box is available at a time, the box and all of its parts should be coded with a color, or a numeral. The pictures of one set might be pasted on diamond shapes, another on triangles, circles or rectangles.

5. Race/Line

Materials: Picture counters, short shoestring, pictures for the lesson from, and etc.
Directions: Give every child in the class a paper plate of his own with his name printed on the back. The student keeps his plate in his own desk. For Vowel Lace, select pictures of objects having one syllable names in which the long or short sound of each vowel is clearly heard. Paste these pictures on 1½" squares into which a hole was punched. On each of five paper saucers, punch two holes 3" apart. Lace a shoe string down one hole and up the other. Print the vowel and the long vowel mark above one hole and the vowel with a short vowel mark above the other. Lace the pictures having the long and short sounds of the vowel "a" on the plate so marked, tie shoe string in a bow to keep them in place. Do similarly with each of the other vowels. The child takes one plate with the pictures to his desk, removes the pictures from the string, and shuffles them. He then laces the pictures having the long vowel sound on the end of shoe string near long vowel marked on plate; the short vowel pictures are laced on the other end of shoe string.

Checking: The teacher may call the names on each string so all of the student's table may help decide if the sounds are alike and correct.

Record for Achievement: Recording the vowel unit correctly completed by printing the vowel name in the center of the student's own paper plate.

Variations: For Consonant Lace, plates may have a consonant printed on them with pictures of objects beginning with that consonant laced on a single shoe string. Fincher clothes pins may hold two plates in a set. The child takes a set, shuffles the pictures, and laces them back on the plate with the letter name heard at the beginning of the object name. Record consonant plates completed by printing the letters around the outer edge of the student's plate.
6. **Ride the Train**

**Materials:** A train of colored construction paper, an envelope containing tag backed pictures of objects in which a given consonant can be heard at the beginning, the ending, or somewhere near the middle of the spoken word, such as top, bat, kitten. A shoe box to hold many such labeled envelopes, each with a different consonant or digraph stressed.

**Directions:** For each child, duplicate an outline of a train (engine, car, caboose) on a folded piece of colored construction paper. Staple at ends and between each car to make pockets in which pictures "ride." The child takes a unit or envelope from the shoe box. At his own desk he names the picture to himself, and listens for the sound of the letter which is printed on the envelope he selected. If he hears that sound at the beginning of the word as he speaks, he places the picture in the "engine" pocket. If he hears the sound last, he places the picture in the "caboose" pocket. If he hears the sound somewhere in the middle of the word, he places the picture in the middle pocket.

**Checking:** The teacher removes the pictures from one car at a time and quickly scans for any misplaced. The child should correct any mistakes at once. If there are many it indicates the child misunderstood the process or does not know sounds and needs individual teacher guidance.

**Reward for achievement:** Recording the letter from the envelope correctly finished on the back of the student's own train. When all consonants are recorded the child takes the train home.

**Variations:** A picture outline of the train may be drawn on heavy tag. A picture book is placed on each card; engine, car, and caboose. Punch holes in the pictures. The child hangs them on the correct book.
7. **Ride Together Letters**

**Materials:** Mounted pictures of objects, beginning with digraphs, such as sh, th, wh, ch. Match box for wheelbarrows, brad fasteners, heavy cardboard, and box for storing.

**Directions:** Cut wheels of 2" circles of tag or heavy cardboard and punch a hole in the centers. Glue two 9" strips on the long sides of the match box, extending them 1" beyond one end of box and meeting at the wheel in front. Fasten wheel to strips with brad fastener. Print the digraph for the lesson on the match box wheelbarrow. Mount pictures on 2" squares of tag and store in labeled envelope or box. The child takes any two wheelbarrows and the cards from the envelope labeled with the same digraphs. He shuffles the two sets of cards and places each picture card in the wheelbarrow on which was printed the letters heard at the beginning of the pictures named.

**Checking:** The teacher removes the pictures from a wheelbarrow, checks to see if they were correctly placed, and hands them to the child to be returned to the envelope or box.

**Record for achievement:** Placing on a wheelbarrow chart a small note shape on which child's name is printed.

8. **Shoestring Families**

**Materials:** Shoestrings, 4" x 6" ore tag cards, pictures of objects of one syllable which contain the family sound of the lesson, 2" square cards on which beginning consonants, consonant blends, and digraphs are printed, and in which a hole is punched, and a box for storing.

**Directions:** Upper left corner of 4" x 6" cards, upper left and run shoestring through, knotting it on under side. Paste picture on far right hand corner of card. Draw a
5" line to show where picture word is printed. Print the letter family on the line near right side, leaving open a space on the line to show a letter or two are missing. Example: paste hat, 

print at. The child is to find the card with H and lace it onto the shoe string. The box or unit should have only as many cards as can be completed in a short time.

Checking: The teacher may look at each card quickly to note correct spelling. She may say, "This is correct. You may put it away after you record that you have done it correctly."

Reward for achievement: Marking an X in box nearest the student's own name on attached class list.

C. Devices for word practice

1. Shake box

Materials: Hosiery box, small pictures for the lesson, rubber band to hold box closed.

Directions: With felt tip pen mark lid and bottom of hosiery box into six or eight sections of equal size. Mount pictures on heavy cards 2" x 2". In each of the marked sections, print the word which names the pictures. The child takes a box, reads the word in a section, and places the picture he associates with that word in the same section. If words are those to fit the phonetic lesson, the box and all its parts should be given a code numeral as a guide to time of introduction and as a aid in reducing lost pieces. Pictures from a phonetic readiness book have used."

"Getting Ready to Read" (Champaign, Illinois: Longman, 1951) pp. 15-16.)
Checking: Teacher may look at the box as it rests open on the child's desk to note any misplaced pictures. If it is correct she may close the box.

Reward for achievement: Marking an X in the box nearest the student's own name on attached class list, and shaking the box before returning it to the shelf.

Variations: On a card the size of the lined sections in the box, paste a picture and print its word name in the upper left corner of the card. Then cut the word and picture apart as in a puzzle piece. Glue the piece bearing the word onto the box lid (or bottom). The matching piece is loose in the box. In some cases this puzzle shape is a helpful clue for the student. A new word may be used and discovered by association and elimination techniques.

2. Tachistoscope

Materials: Envelope for each child and word list.

Directions: Seal a 3" x 6" envelope and cut off the 3" ends. Turn it vertically so it is open at top and bottom. Cut a window about 3/4" x 2" in the center of the front of the envelope. On strips 3" x 12", print, in a size to fit the window, words which are to be practiced for the lesson.

Checking: The child may bring his word list in the envelope to the class meeting. Directions may be, "Find the word which means tell. Each word in the list is a way of greeting. friend? Show the number word which is less than five."

Reward for achievement: Recording on the envelope the code letter for each word list practiced.

Variations: The window for viewing may be a cut out of the mouth in a drawing of the head of a clown. Make a razor slit on lip lines. Run the word strip from the back, over the mouth, and back into the slit on the lower lip.

3. Magnets

Materials: Small 1/2" magnets purchased from "Sunset House of California" $50 for $1.00, fruit jar flats @ 2" for 27" size "63" narrow mouth, and large drawing of clown with spots on his suit, band-aid can for storing flats.

Directions: With "stick-tack" fasten a magnet to each of the circles or spots on the clown suit. On the clear side of the jar flat, print the words for practice or drill. The child takes a numbered band-aid can, or unit of fruit jar flats, places on the magnet the words which are known, and practices then for speed.

Checking: The child calls the words as he pulls the lid from the magnet.

Reward for achievement: Writing the numeral of the unit practiced on a similar but smaller clown which was duplicated for each child.

Variations: a. The same practice may be achieved with spots on a giraffe.

b. Into a fish bowl place small 3" tag fish on which are printed words to be practiced. A paper clip is fastened at the mouth of the fish. Make a fish pole or aovel and magnet connected with a string. The child practices the words as the fish he catches with the magnet as it contacts the paper clip.
4. **Phonetic lesson and game coordinated**

The games for word practice described in this section were used to accompany phonetic lessons in Phonetic Keys to Reading at the Primer and First Reader level. An attempt was made to keep the materials easy to make, yet appealing to the children. Simple pictures from coloring books and enlarged drawings from valentines were the sources for the patterns used. The reward was simple and directly related to the activity. The checking is the same for each. The teacher hears the first child say the words. Anyone to do the game thereafter, asks this child to be the checker.

a. **Fish**—sound of f

**Directions:** On 12" x 18" cardboard, paste (or draw) 10 small desks with chairs. Round smiling fish wearing glasses are cut of construction paper. Words for the lesson are printed on the fish. A paper clip is inserted through a slit cut on the chair. The child puts the fish on the chair if he is able to sound the word.

**Reward for achievement:** Receiving a small fish on which those 10 words of the lesson were printed. The child takes it home and reads the words to the parent.

b. **Cookie jar**—k sound of c

**Directions:** On the back of a heavy based drawing of a cookie jar, paste a small paper sack. Cut 3" construction paper cookies or gingerbread cookies. On these cookies print the words for the lesson.

**Reward for achievement:** Receiving a small butter cookie in a baggie to be eaten at home.

c. **Allie**—sound of k

**Directions:** On the tail of a standard-sized kite fasten paper ties on which words for the lesson are printed. The child asks the checker to listen whenever he is certain or all of the words.
Reward for achievement: Each child gets a 4" x 6" kite on which the words practiced were printed.

d. Load the Truck—sound of t

Directions: Saw smooth 1/8" wood into little boards which will fit in the back of a child's toy truck. Print words beginning with tr on the boards. The child loads the truck with the words he is able to say.

Reward for achievement: Coloring a picture of a truck.

e. Feed My Dog—sound of b

Directions: Enlarge a coloring book dog to 2' and mount on masonite or plywood. Fasten an L stand on the back to help it stand alone. Words for practice are printed on bone-shaped cutouts of heavy cardboard which are placed in a dog dish.

Reward for achievement: Receiving a picture of the same dog to color at home.

f. Feed the Squirrel—sound of n

Directions: Cover one-pound coffee can with brown construction paper to simulate a tree stump. On construction paper acorns, print words to be practiced. Fasten can of acorn words to stand-up of a squirrel.

Reward for achievement: Receiving to take home, a picture of the squirrel with acorns on which the same words are written.

g. Hat Drawing—sound of h

Directions: On hat-shaped cutouts of construction paper, print the words for practice. Place them inside a child's or teen's hat.

Reward for achievement: Receiving instructions and materials for making a folded hat which may be worn home.
h. Balloons--review

Directions: Paint balloon cards from grocery store advertising. With a 1" masking tape roll, fasten cards with words for the lesson.

Reward for achievement: Receiving a balloon, which when blown up and tied with string is hung above the child until dismissal time when he may take the balloon home.

i. Help Timothy Turtle--sound of t

Directions: On 18" x 24" oak tag draw a pond, field, and path. Cut 1/2" razor slits and insert paper clips on this scene. Print the words for the lesson on 3" oak tag turtles and place them, feet up, under the paper clips. If the child knows the word, the turtle is turned upright. If not, the turtle is placed upside down under the clip.

Reward for achievement: Making a cardboard turtle-shaped base on which an English walnut half-shell is glued. The child may take it home.

j. Fill the Wagon--sound of p

Directions: On 12" x 18" cardboard, glue a drawing of a child's wagon. Make razor cut at top edge of wagon through drawing only, to form a pocket. Print words for the lesson on construction paper cut from orange construction paper. The child loads the wagon with pumpkins as he sounds the words.

Reward for achievement: Receiving materials, and tie, to make a jack-o-lantern.

k. Football--sound of all-alk

Directions: Cut two football shapes from brown construction paper and cut holes like one of oak tag. Punch holes through all shapes.
½" apart on outside edge and lace the
tag between the two brown shapes with
string. Draw other lines to make it
look more like a football. Make a
razor cut on a center line of only one
brown side, making a pocket in which
smaller football shapes are kept. Print
the words for the lesson to be practiced
on the small paper football shapes.

Reward for achievement: Receiving a small paper
football on which are printed all the
words for this lesson.

m. Go to the Moon--two sounds of oo

Directions: On a 12" x 18" oak tag draw scattered
star-shaped outlines, in the lower
left corner draw a small rocket about
to launch, and in the upper right draw
a picture of the moon. Inside each
star shape fasten a hook for hanging
star-shaped word cards into which a
hole is punched. The child practices
the words to get to the moon.

Reward for achievement: Receiving a duplicated
rocket ship to cut out and take home.

n. Checkerboard--sound of ch

Directions: On the squares of a checkerboard glue
pictures of things which begin with ch
and print words which offer practice
with the ch sound and can be sounded by
the class. If the child knows the word
he may place a checker on the square.
As a person hearing him call the words
he lifts the checker he reads the words.

Reward for achievement: A duplicated 4" x 6"
miniature checker board with the lesson words
printed in some squares.

o. Buff and quilt--sound of wh

Directions: On a 12" x 18" tag draw a birthday cake
with candles. Paste on a picture of
the wolf which was cut from a book of *The Three Pigs*. Cut razor slits at the candle tops. Into these slits place flame shapes on which are written words offering practice with the wh sound, and which can be analyzed by the class. The child "blows out" the candles by saying the words rapidly for the checker.

**Reward for achievement:** Receiving a birthday cake to color.

**p. Pirate Ship—sound of sh**

**Directions:** Draw a three-masted sailing ship on a 12" x 18" card. Fasten hooks to the rigging poles. Print words on 2" x 3" punched cards for sails. The "pirate" child may take down the sails by reading the words rapidly.

**Reward for achievement:** Receiving materials and directions to make a pirate's hat.

**q. Build the Pig's House—sound of br**

**Directions:** On a 12" x 18" oak tag, draw an outline of the pig's brick house. Razor cut inverted V's in rows on the house. Paste (or draw) near it a picture of the third "Little Pig." Fasten a construction paper wheelbarrow to make a pocket for the bricks. On 1" x 2" orange construction paper, print words which can be sounded by the class and which offer practice with the sound of the blend, br. The child helps build the house by reading the words as he places the bricks under the inverted razor V's.

**Reward for achievement:** Receiving a picture of the "Three Pigs" to color.

**r. Clock—sound of cl**

**Directions:** Cut two circles from oak tag with a diameter of 12". On one circle draw hands in the three o'clock position. Print the blend cl on the center hand, and cut a window from the blend to the
outer edge of the circle. Place this circle on top of the other circle and fasten the two together with a brad fastener. Rotate the top wheel and print word endings in the spaces on the bottom wheel. The child reads the word which shows through the window as the bottom circle is rotated.

Reward for achievement: Receiving a small tag circle with elastic band to resemble a wrist watch.

s. Bread—s sound of ce

Directions: Cut a slit lengthwise in a construction paper piece shaped like a loaf of bread. Staple this to oak tag of same shape forming a pocket. Into this pocket fits bread "slice" shapes on which words for the lesson are printed.

Reward for achievement: Receiving the words for the lesson printed on a drawing shaped like a slice of bread. Child cuts out the shape and takes it home.

t. Pig Bank—sound of nk or oi and oy

Directions: From oak tag and construction paper cut pig-bank shapes alike. Cut a razor slit in appropriate place in construction paper bank. Paste paper and tag banks together, leaving unpasted an area under the slit to form a small pocket. On oak tag circles to simulate coins, print the words for the lesson. The child practices "saving money," says the words for the checker, who is called a banker, and receives his reward.

Reward for achievement: Receiving a bill from a pack of play money.

u. Rock 'n the Toys—sound of oy and oi

Directions: Paint or cover a cigar box with wallpaper or contact paper to give it the appearance
of being a toy-box. On the back of duplicated and cut out pictures of toys, print the word for the lesson. After practice, the child scatters the toys on the desk, picks up one at a time, says the word printed on the back as the checker listens, and puts the toy into the toy-box.

Reward for achievement: Receiving from an envelope the choice of a toy on which is written, "I helped pick up the toys."

v. Seasonal—review sounds

Pick Up the Apples

Directions: On red construction paper apples print words for review. Store them in a small fruit basket.

Reward for achievement: Receiving from an envelope an apple on which was duplicated the words for the lesson.

Light the Christmas Tree

Directions: Cut a 2' pine tree outline from heavy cardboard, mesonite, or plywood. Irregularly space gummed picture hooks over it. Cut decorations of 2" oak tag. Cover one side of the decoration with paper from old holiday cards, and print the word for practice on the undecorated side of the oak tag. Punch a hole and hang the decorations on the hook. After practice, the child turns over the word baubles as he says them for the checker to hear.

Reward for achievement: Receiving materials for making the student's own replica of a Christmas tree with a duplicated list of words practiced. The student takes this home to give the parent.

Crazy Cat

Directions: Of 9" x 12" heavy cardboard, cut the head of a Halloween slant-eyed cat. Cut out eye spaces. Paste a 3" circle behind t.i.s
face with a brad fastener at the nose. Rotate the circle fastened behind, and print words for review in spaces outlined by the eye cutouts. Staple or glue to the underside of the circle, a 1" x 3" strip which, when folded, will give a gripping place for turning the circle.

D. Devices to give practice in comprehension

1. Opposites

Materials: Pocket chart, set of word cards for the lesson, numbered band-aid can for storage.

Directions: On cards, print words in pairs with opposite meanings, such as up, down, come, go, night, day, and laugh, cry. The student takes a set of materials to his desk and places the two related cards side by side in a pocket of the chart.

Checking: The teacher can scan the pocket chart as it lays on the child's desk. He should be encouraged to discuss any which the teacher may consider incorrectly placed.

Reward for achievement: Marking an X in a square nearest the student's own name or on an attached class list, or recording the set numeral on a graph chart.

Variations: a. Print any two words in end spaces of a divided 2" x 4" oak tag card. The cards may read "up, night," "happy, down," and "day, come." The child begins by placing one domino card face up and selects other cards which he arranges as in a domino game, with the two related words touching. The set should contain only as many cards as can be completed in a short time.

b. Print one set of words in a column down the left side of a 6" x 12" card. Print the word having the opposite meaning somewhere down the right hand
column. Place a brad fastener near each word in both columns. Tie a 12" string to each brad in the left hand column. The child reads the word on the left, looks for the related word on the right, and connects the two with the string.

c. These same variations may be used with words having like meaning rather than opposite meaning at an earlier stage in the child's comprehension development.

2. Lace Together

Materials: Oak tag cut into 2" x 5" and 1" x 2½" strips, pictures showing action, and shoestring.

Directions: Paste the pictures selected for this lesson in the center of the 2" x 5" card. One-half inch from bottom and 1" from each end of the 2" x 5", punch 2 sets of holes, 1" apart, in the center of the 1" x 2½" cards. Punch two holes 1" apart. Print phrases on the 1" strips which, when laced in pairs, will form a complete sentence about the picture. An example is "The funny goat" and "likes to eat grass." Staple the center of the shoestring to the center of the underside of the 2" x 5" card. Each end will lace up into the phrase card, and down to hold it securely in place.

Checking: The teacher may read silently to note the correct lacing.

Reward for achievement: Marking an X in the box nearest the student's own name on the attached class list.

Variation: The 1" strips may be 5" in length and have printed sentences which describe the picture. There should be two sentences which describe each picture by using different phrasing. An example is "The cow likes to stand in the shade," and "The tree made a cool shade for the cow." The child laces the two similar sentences to the appropriate picture.
3. Sequence Selection

Materials: Base card with pictures mounted to show a sequential development of action, sentence strips, clips, hooks, or inverted V razor cuts.

Directions: Print sentence strips which, when placed under the sequence pictures, tell a story in logical order. Print at least three sentences which are obviously unrelated. The child reads the sentences, fastens the related ones under the appropriate pictures and returns the unrelated sentences to an envelope glued to the base card. Give each sentence strip of a unit a code letter or color mark.

Checking: The teacher scans silently and quickly to observe the correct placement.

Reward for achievement: Marking an X in a square nearest the student's own name on the attached class list.

Variations: Use only one picture with many sentences to form a simple story. The child should place the sentences in a logical order of showing sequential development of the action.

4. Weekly Reader

Materials: Old Weekly Readers, 3" x 3" oak tag, heavy paper for book pages.

Directions: Fold a 6" x 9" heavy paper in half to form a size 3" x 9". On the open 9" edge fold up a 1" pocket on both sides. Staple the pocket at center and on each end. This will form a two-page leaf in a book. Take a small book of no more than five pages of this construction. Fasten an envelope to the back. Cut the section called "Sunny Good Citizen" from old Weekly Readers. Of each section, paste the letter from Sunny on a page of the book and the picture which
accompanies it on a 3" x 3" card. The pictures are stored in the envelope.
The child takes a book unit to his desk, looks at the picture cards from the envelope, and begins to read the book.
As he reads a letter from Buddy, he selects the picture which he believes accompanies the letter, and places the picture in the pocket created by the stapled 1" fold.

Checking: The teacher looks quickly at each page to note picture placing. In the case of error the teacher should ask the student to read each letter. They should take time to discuss ways of making relationships to the pictures.

Reward for achievement: Receiving a small envelope with a duplicated letter from Buddy inside it.

IV. STIMULATIVE CREATIVE EXPRESSION

A. Devices to increase spelling skills

1. Missing Letter

Materials: Painted cigar box, pictures mounted on 3" x 3" cards, 3/4" squares on which letters are printed.

Directions: Mount ten simple pictures of objects with names of one syllable. On a line below the picture, print the word naming it. Leave one letter out, but indicate the absence by making an inverted V over it in its place. The child takes the pictures from the box, looks at one word at a time, names the picture, and listens for the sound which is not shown. When he finds the 3/4" square with the letter name for this sound, the child places it under the inverted V to make the spelling complete. Note: In a word of two vowels, when one is silent, the silent letter must never be the missing letter.
Checking: The teacher scans the picture cards quickly to note child's completion of the activity.

Reward for achievement: Using a crayon the color of the cigar box to color a square opposite student's own name on a graph chart.

Variations: a. Below each picture, cut inverted V razor cuts for all of the letters of a simple word. The child spells the entire word with 1" letter cards.

b. Print words on 1" strips, then cut them apart into letters as a puzzle. The shape of the cut can help as a clue to the correct spelling.

2. Spell It (Crossword)

Materials: Base card 9" x 12", pictures of easily spelled objects, 1" squares on which letters are printed, envelope for storing letter cards.

Directions: On the base card, draw 1" squares as here directed: three in vertical position, two to the right of the lowest square, two below the farthest right, two to the right of the lowest, and continue the pattern as long as space and picture supply make it possible. Select pictures which follow this pattern: each succeeding word must begin with the letter with which the previous word ended. Paste the picture near the row of squares where it is to be spelled. An example of word pictures is: bed, dog, gun, net, top, and pen. Paste an envelope to the back of the base card, and print all the necessary letters on 1" cards. The child uses the cards placed in the outlined squares to spell the names of the pictures pasted near.

Checking: Teacher can report to the child after a quick glance as the card rests on the student's desk.
Reward for achievement: Coloring a box nearest the student's own name on the attached class list.

Variations: a. Prepare several sets of riddles so that the answers to the riddles form this pattern: each succeeding word begins with the same letter as the one with which the previous word ended.

b. The sentence or phrase clues may be on a base card with an outline of a boat, a cowboy, or some other simple picture. The squares for spelling may be arranged to form a part of this picture.

3. Compound Words

a. Suitcases

Materials: Small suitcases, oak tag.

Directions: On 2" x 3" oak tag, print desired compound words. Cut them apart at the correct dividing place. Put the parts of one set into a suitcase. (Three colored plastic 1" x 2" x 3" suitcases were purchased for 49 cents at a toy department.) A set of words were printed with the same color as each suitcase. The child takes a suitcase and arranges the word cards on his desk to form compound words.

Checking: The child reads for the checker, the compound words he has made.

Reward for achievement: Receiving a colored construction paper suitcase. The child prints his own name on it and places it on a train-chart.

b. Mailbox

Materials: Folded mailbox unit, 3 small envelopes, each with two slips of paper containing words, which when placed together, form a compound word, drawn in. Bag 3" x 6".

Directions: Fashion a mailbox on the same principle of folded lines as a box with a lid. Staple it so it will stand alone. Make envelopes from a pattern of note stationery envelope. On small pieces of paper, print words which, when placed together, form a meaningful compound word. Place these inside the drawstring bag. The child helps the postman sort the "mail" by putting the two correct pieces of paper into an envelope, forming a compound word.

Checking: The teacher "opens the mail" to check for meaningful words.

Reward for achievement: Receiving a miniature of the mailbox to cut out and take home.

c. Folder

Materials: 9" x 11" manila folder, pictures for the lesson, 1" oak tag strips, envelope.

Directions: Select pictures which, when named, are compound words. They may be such as pinwheels, cowboy, mailbox, bandstand, sandbox, and fireplace. Uniformly space and glue the pictures on the inside of the folder. Two inches below each picture draw a line to indicate the location of words which name the picture. On the 1" strip, print the words which make up the compound word naming the picture. Make two inverted V razor cuts at the line in the folder to secure the words. The word cards are kept in an envelope glued to the folder. The child takes a folder to his desk, reads the word cards from the envelope, and secures the cards which combine to make a picture.

Checking: Teacher may scan the open folder on the child's desk and make a comment concerning the correct operation.

Reward for achievement: Coloring a box nearest the student's own name on the attached class list.
d. **See-Saw**

**Materials:** 12" x 12" oak tag base card, tongued word cards, and envelope.

**Directions:** Make six or eight drawings of a see-saw (or teeter-totter) on the base card. Background may be crayoned in to make it look like a playground. Make a razor slit at each end of the board. On tongued cards print simple words which, when joined with another word in the set, will form a compound word. Store the tongued word cards in the envelope fastened to the back of the base cards. The child reads the words, combines two of them to make a meaningful compound word, and inserts the tongue of the two cards into the slits of a see-saw.

**Checking:** As the teacher "walks her fingers" about the pictured playground, the child says the compound word he has made, and removes them from the slit.

**Reward for achievement:** Materials and directions to make a see-saw of tongue depressor and small triangle wood scrap.

e. **Car and Trailer**

**Materials:** 12" x 24" oak tag base card, 2" x 3" tongued oak tag, envelope

**Directions:** On the base card, draw a scene with a roadway in the foreground. On this road draw the outline of automobiles. They must all be traveling toward the left of the picture. Cut a perpendicular razor slit at the back bumper of each car. Make a trailer shape of the 2" x 3" tongued oak tag, with the tongue in a position to fit the razor slit on the auto bumper. Print the first half of a compound word on the automobile and the second part of the word on a trailer. Store all the trailers in the envelope which is fastened to the base card. The child reads the word on the automobile, selects the trailer with the word which makes a meaningful compound word, and connects them by placing the tongue in the razor slit.
Checking: The teacher may ask the child to read the compound words he has made, or scan to see if it is correctly arranged.

Reward for achievement: Receiving a picture of a car and trailer on which are written the words from the game.

Variation: The "Lace Together" procedure described in Section III - D will lend itself well for compound words. Paste a picture on the base cards. The two smaller words which combine to make the compound word naming the picture may be laced on the shoestring. Store all the parts of a set in a labeled hosiery box.

4. Root Word Tree

Materials: Hosiery box, 7" x 9" heavy paper for book pages, 2" oak tag cut in apple shapes, dress hooks.

Directions: On each paper which will become book page, draw a tree shape. Staple five dress hooks on the crown or branches of each tree. Print a root word below each tree. Fasten the pages together to form a book. On the apple shapes print the root word with a suffix or prefix. An example for one page is: root word long, apple words, longer, longest, along, and belong. The child takes a book and the accompanying box of apples to his desk. As he turns the pages of the book, he reads the root word on a page, and selects the apples bearing the variation of the root word on the page. He hangs the apples on the hooks and turns to the next page.

Checking: The teacher turns the pages of the book and "picks the apples" as the child names the words.

Reward for achievement: Coloring an apple on the tree drawn on the front of the book, and marking an X in the box nearest the student's own name on the attached class list.
5. **Syllable Link**

**Materials:** 3" x 5" oak tag cards, pictures for the lesson, 1" x 2" tongued syllable strips, and box for storing.

**Directions:** In the center of the 3" x 5" card, paste a picture of something whose name has two syllables. The pictures for a set may be monkey, table, mitten, candy, puzzle, and puppy. On a line below the pictures make two razor slits. On the 1" tongued strips print the syllables which make up the picture words. The cards for the sample set include mon, key, ta, bile, mit, ten, can, dy, puzz, zle, pup, and py. The child takes the set, names the picture card to himself, and selects the two syllable cards which spell the word. He places the tongue of these cards into the razor slits below the picture.

**Checking:** The teacher scans the cards to note correct spelling.

**Reward for achievement:** Coloring a box nearest the student's own name on the attached class list.

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B. **Devices to exercise creative writing**

1. **Cut and Paste Jumble**

**Materials:** Mounted picture, duplicated list of words for lesson, paste, paper, manila folder, scissors.

**Directions:** Write an interesting picture on a folder front. Duplicated list and plain paper should be kept inside the folder. Make up a simple story about the picture. Print the words (or jumbles) for the story in 1" outline boxes, and out of sequence, for duplication. The child takes scissors, paste, a jumbled sheet, a jumble boxes and arranges them in an order to spell a story. He proof reads his story and then pastes the boxes in order on the 3" by 5" sheet.
Checking: The class listens while the child reads his story aloud.

Reward for achievement: Receiving peer recognition.

Variations: See *Let's Play a Game*, pp. 21 and 22.¹

2. **Picture Starter**

**Materials:** Pictures mounted to show sequence, list of words which might be used in a story about this picture and which may be difficult for the student to spell, paper, and pencil.

**Directions:** Assemble a number of mounted pictures. On the back, print words which a story writer may need help in spelling. The child selects a picture, takes it to an interest area set up for writing, and writes his own story.

**Checking:** The child reads his story for the teacher and the class to hear. A prescribed time each day may be set aside for sharing original stories.

**Reward for achievement:** Making his own picture to accompany his story.

3. **Starter Strips**

**Materials:** Cards or oak tag strips, some container such as sack, kangaroo pouch, box, or envelope.

**Directions:** Print a good introductory sentence or two on a sturdy card. The child selects one by chance. He copies this on his own paper and continues to develop this thought in an individual way.

**Checking:** The child reads his story aloud. Teacher helps the class evaluate it by thinking, "What did we like about the story?"

¹Ibid., p. 21-22.
Reward for achievement: Receiving recognition from the class.

Variation: Small jewelry boxes may hold word cards which cause a visual picture to form in the child's mind and give him an "idea" for a story.

4. Sack Snatch

Materials: Three small sacks containing cards on which are printed (1) story characters, (2) action phrases, and (3) phrases describing a place.

Directions: The child is to take one card from each sack, read them, and use the idea formed to develop a "make-believe" or "impossible" story.

Checking: The child reads his own story for positive class evaluation.

Reward for achievement: Receiving praise and recognition.

Variations: Words or phrases may be made available in any containers or coded by color for selection. The Rolling Reader, of the linguistic block Series printed by Scott, Foresman, is also good to stimulate thoughts for a nonsense story.