A JOURNAL OF CORRELATED ACTIVITIES USED WITH SCOTT,
FORESMAN READING SERIES MANUALS TO STRENGTHEN
THE PHONIC PROGRAM IN GRADE TWO

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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August 1958
A JOURNAL OF CORRELATED ACTIVITIES USED WITH SCOTT, FORESMAN READING SERIES MANUALS TO STRENGTHEN THE PHONIC PROGRAM IN GRADE TWO

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CHAPTER I

THE PROBLEM, DEFINITIONS, AND PROCEDURE

The teaching of phonics, or the association of sound of letters and words, as they are related to reading, has been for many years a much-disputed issue. "Much of the disapproval of phonics was due to a misconception of their purpose, and the ways in which teachers had handled them." When used as the only approach to the teaching of reading, the elements taught were isolated, unrelated, and over-emphasized in importance. Educators of today recognize the teaching of phonics as one method which may be employed in strengthening reading independence.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to illustrate, in journal form, the use the investigator made of the phonic guides found in the Scott Foresman Reading Series Manuals, Second Grade level, as a basis for the teaching of phonics to a second grade classroom. At that point in which


the guides completed a lesson presentation, the writer supplemented additional correlated activities. These activities were considered necessary to enable the student to strengthen the understanding of word relations, word formations, and the meanings of words, as related to the daily reading program.

**Importance of the study.** Phonics instruction is now recognized to be an important aid in an effective reading program. Independent recognition of words is of prime importance in reading success and one of the most effective means of word recognition is the application of phonics.¹

The skills of better understanding in word attack are not a substitute for the other functions involved in effective reading instruction. Enrichment of vocabulary, adjustment of learning rate, and motivation of instruction are of highest importance with word building powers, used as a part of and supplement to the regular instructional procedure. Recognizing the need for an effective word attack method, through the use of phonics in attacking words of a phonetic character, McKee believed certain principles should be kept in mind.

1. Phonics is only one tool for use in attacking strange words. Other tools, such as analogy, are important and need to be taught to the child.
2. Phonetic analysis is not a method of teaching

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children to read. It is merely a tool to be used in recognizing strange words, and should be treated as such by the teacher and pupils.

3. Drill in phonetic analysis must not be emphasized to the point that the child fails to read for meaning. Such intensive training defeats its own purpose and probably destroys proper reading attitudes and interest.

4. Phonic training is only one of the several activities to be pursued in the first grade relative to the reading program.

5. Phonic training is not an end in itself... merely a means to gathering thought from printed expressions.

6. The phonetic training provided must be that which the child needs most in actual reading situations.

7. Training in phonics should occur outside the so-called regular reading period in which reading should be taught as a thought-getting process.¹

**Limitations of the study.** The limitations of the study were: (1) high pupil turnover, (2) high teacher turnover, (3) large pupil-teacher ratio, (4) contributions recorded in journal were those contributed by one person drawing from references available in the classroom and from own experiences, (5) insufficient test data available to show gains or losses made by the student in word attack skills, (6) insufficient commercial sources of supplies available to promote more individualized work, and (7) no data were available for comparison with progress made by users of other basal reading series.

It is felt a word of explanation is necessary to clarify the items which are listed among the limitations.

1. The study was conducted in an American Dependent School overseas. The high turnover of children was due to

the mass movement which occurs among the military personnel and has direct bearing upon the classroom enrollment. In a class of thirty-one students entering second grade in September, eleven remained in June. Total entry in the room for the year was forty-nine students. In February, when a new section opened, twelve students were transferred to the new section. The remainder entered and were dropped as the fathers were assigned other military command areas.

2. High teacher turnover was primarily due to the fact that teachers came to Germany with the idea of traveling throughout Europe as much as possible. When the resources of one area were felt scenically exhausted, a request for a transfer was made to a new area. The inaccessibility of commercial travel made this area a particularly desirable one from which to transfer. The first year the investigator was there, the entire faculty of fifteen was new to the school. The second year faculty, totaling seventeen teachers, included only four from the first year group. The third year faculty, totaling eighteen teachers, included none from the second year group.

3. Large pupil-teacher ratio was the result of a miscalculation of projected enrollment. The student body of a new incoming military unit was considerably larger than the one it was to have replaced. This necessarily resulted in the formation of an additional section of the second grade by drawing a designated number of students from the existing
second grade classes. Most overseas primary classrooms were of thirty-five students or fewer in student enrollment, and when over forty students were in attendance in both second grade rooms, the new section was formed.

4. Contributions recorded in journal are those contributed by one person and are of a subjective personal preference. Many very excellent ideas may have been unintentionally omitted because the nature of the study prohibited extensive research on a day-to-day basis. Reference selections were made from sources available to the classroom teacher from books she possessed.

5. Insufficient test data were available for showing validity of methods used, and as a basis of comparison from the beginning of the school year to the end of the year. Two tests were given to the second grade students—one an intelligence quotient test and the other an achievement test—during the school year, but it was felt that these were insufficient as a basis for comparison. As a result of high pupil transition, some students were enrolled for both tests, some were enrolled for one, and several were not tested at all.

6. Insufficient commercial sources of supplies available to promote more individualized work through the use of phonic devices was an ever-constant handicap. Every item used was either made by students or by the instructor. The school system supplied only basic books. Supplementary games and
materials which are available to the stateside instructor from commercial sources were not available overseas. With small children as the craftsmen, these individual devices often took many minutes to complete.

7. No data were available for comparison with results obtained from users of other reading series.

II. DEFINITIONS OF THE TERMS

Auditory discrimination. Auditory discrimination is the ability to hear the basic sounds of words, including rhyme words, and likenesses and differences of words.¹

Visual discrimination. Visual discrimination is the ability to see the forms, similarities, and differences between words which rhyme and have like and unlike parts.²

Sight vocabulary. The sight vocabulary is composed of those words which the child is shown simultaneously as its spoken counterpart is used in meaningful context. It is identified by the child associating meaning and sound with the whole, as the teacher says the word.³ These words are recognized


²Ibid.

in the printed form from words which the child already understands and uses orally. "Thus, the first time he (the child) sees the printed word symbol, he can associate sound and meaning directly with the visual form of the word."¹

**Attack vocabulary.** The attack vocabulary is composed of those words which the child identifies the first time he sees them through an analysis of their parts.² The analysis may be through the use of context clues, word-form clues, and/or phonic and structural analysis.

**Structural analysis.** Structural analysis, at grade two level, is the "means by which the child identifies the root word as a meaning unit in inflected, derived, or compounded forms. This type of analysis in word attack is based on visual scrutiny of the total word form, and precedes phonic analysis."³ "Children are taught to look first for meaning units—root words, prefixes, and suffixes—in words as a basis

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for unlocking them."¹

**Phonic analysis.** Phonic analysis is the ability "to identify the specific sounds that we use in spoken language and associate them with letter symbols in printed words."² Through phonic analysis in word attack, children are able to "unlock many words by associating sounds with appropriate letter symbols and by blending the series of sounds into a word whole."³

**Meaning or context clues.** Meaning or context clues, as an aid in identifying words, "often enables a reader to unlock an unfamiliar word from the context—both picture and verbal—that surrounds it."⁴ Making inferences and anticipating outcomes from pictures and text help the child verify recognition of sight words. If the word "makes sense" in a given passage, it will help the child attack new words at later levels.

**Word-form clues.** Word-form clues as a help in identi-


³Gray, Developing Children's Word-Perception Power, loc. cit.

⁴Ibid.
fying and sounding words, are employing the efficient use of visual discrimination. The ability to remember word forms by scrutinizing forms of words from left to right, noting likenesses and differences, and observing details of the printed form, are skills necessary to attacking words through phonetic or structural analysis.¹

Basic reading. Basic reading involves those daily activities in which the children read, discuss, and react to the stories in the basic reader series.² The study was not primarily interested in this phase of the reading program, but with the structural and phonetic attack skills as presented in conjunction with each story. Basic reading, as such, will be mentioned only incidentally as is felt necessary to present an idea more clearly in the word attack program.

Extension reading. Extension reading, or that reading which extends interests, ideas, or concepts initiated by central themes of the basic reader series was not mentioned except incidentally as the study progressed.³

¹Gray, Developing Children’s Word-Perception Power, op. cit., p. 6.
Free reading. Free reading or reading selections and books chosen individually by the students for personal interest or entertainment was not mentioned except incidentally as the study progressed.¹

III. PROCEDURE

The procedure followed the steps listed below.

1. A survey was made of existing literature. This enabled the investigator to obtain a general background of the history of the role of phonics in the curriculum through to the present.

2. Preceding from the general background study, a specific study was made of the Scott, Foresman and Company Basic Reading Guide Series,² grade levels one and two, with concentrated interest on grade level two phonics guides.

3. To strengthen the phonic lessons found in the basic reading phonics guide series, a survey was made of correlated activities which could be used in conjunction with the basic series.

4. The correlated activities chosen were taught to the class.

¹Ibid.

5. Selected highlights of the year's basic reading series phonie lessons and the correlated activities were recorded to form the journal.
CHAPTER II

REVIEW OF THE LITERATURE

In previous years, there existed three prominent methods of teaching beginning reading. These consisted of (1) the alphabetic method, (2) the phonetic method, and (3) the phonic method. Time proved these methods to be mechanical and insufficient in scope and later led to newer methods referred to as (1) the word method, and (2) the sentence method. These later were considered "thought methods" and were in common use in America late in the nineteenth century.

A brief history of these methods enables the reader to follow the development of reading techniques as they have evolved in the modern program of beginning reading.

The approach to the teaching of reading in the earliest schools known in America were quite different from the approach of today.

I. HISTORY OF PHONICS IN READING

The alphabet method. During the years the alphabet method was in use, *The New England Primer* was thought to be one of the greatest books ever published. As the forward of a twentieth century reprint of *The New England Primer* by Ginn and Company stated,

It reflected in a marvelous way the spirit of the age that produced it, and contributed perhaps
more than any other book except the Bible to
the moulding of those sturdy generations that
gave to America its liberty and its institutions.¹

In this book, reading was taught as the alphabet.

First the letters of the alphabet were taught,
memorized, then individual letters were put together
to form syllables of two and three letter combinations,
such as sa, ba, ab, etc. Having learned the alphabetic
name units, the child was then able theoretically to
obtain a very crude indication of the pronunciation or
sound of the word as a unit. This was supposed to give
him the meaning of the printed word. The assumption
here being that the ability to name the letters of a
word led to correct pronunciation of a word.²

The phonetic method. Here, emphasis was placed upon mem-
orizing elementary sounds of the letters rather than their
names. The child was taught to blend sounds of individual
letters together in the attempt to arrive at the correct sound
or pronunciation of a given word. The assumption here being
the blending of letters would yield the correct sound of the
word as a unit which, in turn, would arouse meaning for the
pupil. Since many letters have different sounds and the same
letter groups may have different sounds, this was an unsuccess-
ful method.³

¹The New England Primer, a Twentieth Century Reprint
(Boston: Ginn and Company), p. 2 forward. (Facsimile of an
original by E. Draper Company, 1785-1790).

²Paul McKee, Reading and Literature in the Elementary
School (Boston: Houghton Mifflin and Company, 1934), pp. 141-
142.

³Ibid., p. 142.
The phonetic method. The phonetic plan recognized that forty-four sounds existed in twenty-six letters of the alphabet. By slight alterations in the printed form of the twenty-six letter characters, additional printed characters were invented for the sounds, but cared for by the elementary sounds of the twenty-six letters. With the use of this plan, the child was required to learn the sound of each of the forty-four characters and to work out the sound of a given word by blending.

A second plan utilized was the use of diacritical marks. These marks indicated the sound to be accredited to a given letter in different settings. The child then had to learn the alphabet and the sound to be employed when a given letter was accompanied by a given diacritical mark. Again, recognizing that a given mark and letter did not always represent the same sound, further confusion resulted.1

These methods had three characteristics in common:

1. They were all synthetic in their procedure. They proceeded from the simplest to more complex symbols.
2. They sought first to develop effective oral reading through pronunciation drill, which is part of a desirable reading program.
3. Reading was not introduced as a thought-getting process; it was not based on background experiences of the child; it was composed of meaningless names and sounds of letters and finally it had nothing to do with concepts and ideas familiar to the child.2

1Ibid., pp. 142-143.  
2Ibid., pp. 143-144.
The word method. This method recognized a word as a natural unit of thought, and that learning to read words is a simpler procedure than those outlined by the mechanical methods.

The word method proceeded to teach words as units. Sight vocabulary was then established upon words closely related to the experiences or objects familiar to the child with the printed word that represents them. The sound of the whole word was associated closely with the word's total printed symbol.¹

The sentence method. The sentence method supported the belief that the sentence rather than the word, or the names and sounds of letter, was the natural unit of thought and the natural manner of expressing a thought. This approach became an analytical and thoughtful process. A child with some interesting experience or story to tell related his thoughts in sentences. The story, recorded by the teacher, then expressed a story full of meaning to the child . . . because it was based on the ideas developed by the child.²

II. DEVELOPMENT OF MODERN READING TECHNIQUES AND THE ROLE OF PHONICS IN TODAY'S PROGRAM

Modern systems of beginning reading are a combination

¹Ibid., p. 144. ²Ibid., pp. 144-145.
of the sentence method, the word method, and the phonetic or phonics method. McKee, in *Reading and Literature in the Elementary School*, expressed the modern systems in these words:

Usually such systems are distinctly analytical in their procedure and center intensely upon reading as a thought-getting process. They frequently employ the sentence approach in various lessons. In addition, they make use of word lessons which seek to develop a sight vocabulary of important words. Later, when the need arises, familiar words are analyzed into their phonetic sounds and important phonograms, syllables, vowels, and consonants are then taught. With this training, the pupil is equipped with essential abilities required in working out the pronunciation of new words.\(^1\)

The teaching of reading as it is recognized today is based upon the background experiences, familiar concepts and ideas, and the known spoken vocabulary of the child. It is not until the child possesses a large spoken vocabulary and a vocabulary of many sight words that training is begun phonetically in hearing likenesses and differences between words. The instructors of reading recognize the need for, and a method of, word attack which will enable the child to attack words independently, and towards meeting this need, phonics has been recognized as one good tool. It must be relegated to its proper place in the class activities program, however, neither over or under-emphasizing its importance.

Reading, as a thought-getting process, has three broad objectives, as established by the *National Committee on Reading*

\(^1\)Ibid., p. 145.
of the National Society for the Study of Education. They are: (1) reading should extend one's experiences, (2) reading instruction should develop strong motives for and a permanent interest in reading, and (3) reading instruction should develop desirable attitudes and effective habits and skills.1

McKee felt that teaching the fundamentals of reading in the second grade consisted of carrying on certain definite teaching and learning activities which he referred to as instructional jobs. The most important were these:

1. Teaching selections in the reader.
2. Providing for miscellaneous reading in connection with various school activities.
3. Developing independence in the identification of strange printed words.
4. Improving reading through skillful teaching of the content subjects.
5. Developing independence in coping with meaning difficulties.
6. Providing for seat work.
7. Providing practice in reading for various purposes.
8. Locating and removing pupils' reading deficiencies.
9. Measuring pupil achievement.2

The utilization of phonics is a skill technique which, when mastered, enables a child to approach unknown words independently. Phonetic and attack skills have a place and a purpose in the modern curriculum only when certain methods of


approach are kept in mind. Paul McKee listed these:

1. The most modern approach to phonics is analytic rather than synthetic in character. That is, the sounds to be taught are derived and illustrated through the analysis of familiar sight words. Later, these sounds are used in unlocking strange words.
2. Familiar sight words rather than unknown words should serve as the material to be analyzed in discovering the sounds of phonetic elements.
3. The easy sounds should be taught first.
4. The most useful sounds should be taught first.
5. A well-organized commercial system should be used by most grade teachers. The system must teach the most important phonetic elements.
6. The functional aspects of phonics must be stressed always. The phonetic training must be closely related to the reading to be done, and it must not interfere with thought-getting.
7. The attempt should be made to develop the habit of analyzing unfamiliar words when other clues of a simple character do not work.
8. Ear training in phonics should precede eye training.
9. Training periods in phonics should be kept separate from regular reading periods.

Success or failure in a phonetic program may depend upon the ear training children received before and during formal work in sound recognition. A child who has learned to listen effectively can be expected to receive the greatest benefit when the formal work is initiated in word and phonetic attack. Listening effectively can be developed, and might proceed in a manner using some of the following ideas:

1. Make listening an integral part of the curriculum in the language arts, social studies, science, music and other areas.
2. Provide a classroom environment which is conducive

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to good listening by attending to temperature, seating, and the elimination of noises.

3. Develop listening readiness by relating the material to previous experiences of pupils, teaching the meaning of new words needed, and stimulating questions.

4. Help pupils develop a purpose for listening, such as listening for enjoyment, to find answers to questions, or to find flaws in an argument.

5. Suit the material to the maturity level, attention span, and previous experiences of children.

6. Provide guidance for pupils in reproducing, summarizing, and explaining what they have heard.

7. Help pupils evaluate the programs to which they listen, to detect malicious propaganda, half-truths, and false claims.

8. Teach pupils the importance of courteous listening for effective group relationships.

9. Make radio listening a valuable part of the curriculum by selecting programs carefully, using programs to motivate regularly scheduled lessons, and planning follow-up activities.

10. Plan for school-home carryover by encouraging children and parents to discuss and evaluate radio programs to which they listen.¹

A good ear for sounds in words—good auditory perception—does not insure success in learning words if other phases of the program are not equally considered. The mental maturity of the child at the time when word analysis is introduced is another factor which influenced the success or failure children encountered in a phonetic program.

Experimentation word attack and word analysis should not be introduced until (1) pupils show a genuine interest in reading, (2) they have a reasonable stock of sight words, (3) they have been exposed to planned exercises in ear training, or (4) they have

begun to notice similarities and differences in word forms.¹

Studies conducted by several educators found that children with a mental age below seven years cannot be expected to use phonics.² For most children, if at the first year level pre-reading instruction, ear training and the building of a sight vocabulary have been accomplished, phonics work may be begun soon after the beginning of the second school year.

In The New Basic Readers of the Curriculum Foundation Series by Scott, Foresman and Company, word attack has been broken down into three main areas. They are: (1) building word-attack power, (2) phonetic analysis, and (3) structural analysis. A summary of these areas are presented level by level from pre-primer through second grade level.

I. Pre-primer level (three pre-primers)

   The New We Look and See
   The New We Work and Play
   The New We Come and Go

A. Building word-attack power

   1. Sight words—56 introduced
   2. Attack words—none

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B. Phonetic analysis
   1. Rhyme—auditory perception only
   2. Consonants—auditory perception of d, j, s, p, t
   3. Auditory perception of f, l, m, b, r
   4. Auditory perception of c (the k sound, w, g, n, h, v
C. Structural analysis
   1. Building from root words—words formed by adding s to known root words
   2. Compounds and contractions—none at this level

II. Primer level The New Fun With Dick and Jane
A. Building word-attack power
   1. Sight words—100 introduced
   2. Attack words—none
B. Phonetic analysis
   1. Rhyme—visual-auditory perception
   2. Consonants—visual-auditory perception of
      initial consonants f, b, m, c, w, s, h, t, r, g, y, n, k, l, p, d, j
   3. Auditory perception of f, l, m, b, r

C. Structural analysis
   1. Building from root words—words formed by adding s and 's to known root words
   2. Compounds and contractions—compounds made up of two known words

III. Grade 1, Book 1 level The New Our New Friends
A. Building word-attack power
   1. Sight words—125 introduced
   2. Attack words—52
B. Phonetic analysis
   1. Rhyme—visual-auditory perception
   2. Consonants—visual-auditory perception of
      initial and final consonants s, n, p, t, d, m, l, ch, sh
   3. Using consonant substitution—substitution of
      initial and final consonants
   4. Auditory perception of f, l, m, b, r
C. Structural analysis
   1. Building from root words—words formed by adding s, 's, d, ed, ing
   2. Compounds and contractions—compounds with two known words; contractions of two known words

IV. Grade 2, Book 2, Level 1 The New Friends and Neighbors
A. Building word-attack power
   1. Sight words—137 introduced
   2. Attack words—92
B. Phonetic analysis
1. Rhyme--maintenance
2. Consonants--visual-auditory perception of
   br, cr, dr, fr, gr, tr, st, bl, cl, fl, gl, pl, sl, sm, sn, sp, st, sw, ng, nk,
   silent consonants
3. Using consonant substitution--substitution
   of initial and final consonants and con-
   sonant blends
4. Vowels--auditory and visual-auditory percep-
   tion of long and short i and a, i and a
   followed by r, a followed by l or w, y,
   silent vowels

C. Structural analysis
1. Building from root words--words formed by
   adding es, y, doubling final consonant or
   changing y to i before adding ending
2. Compounds and contractions--maintenance

V. Grade 2, Book 2, Level 2 The New More Friends and
Neighbors

A. Building word attack power
1. Sight words--134 introduced
2. Attack words--181

B. Phonetic analysis
1. Rhyme--maintenance
2. Consonants--visual-auditory perception of
   squ, str, scr, thr, v; hard and soft sounds
   of c and g
3. Using consonant substitution--maintenance
4. Vowels--auditory and visual-auditory perception
   of variant sounds of i, a, e, o, u, ow, ou,
   oo, and ol, and oy

C. Structural analysis
1. Building from root words--words formed by
   dropping e before adding ending; adding -er
   of agent; -er, -est of comparison; -ly or
   -en
2. Compounds and contractions--compounds made
   up of one known and one unknown root word.1

The above synopsis constitutes the foundation upon
which the phonetic program was laid. Supplementary activities

1"What Does the New Basic Reading Program Do About
Phonics and Other Aids to Word Attack?", a Scott, Foresman and
Company Bulletin for The New Basic Readers Curriculum Founda-
used were based on the skill techniques introduced in the
guides of the basic reader series.

III. ADDITIONAL CORRELATED ACTIVITIES

Additional correlated activities chosen to be recorded
as the journal were to be used in conjunction with the basic
reading phonic guide series. These activities were chosen to
strengthen the students' understanding of the phonic skills
which were to be presented in the series.

These activities recorded in sequence will be visual
aids, word wheels, booklets, bulletin boards, slide movie,
sit-up squirrel and commercial film, mural, tachistoscope,
picture sound, dictionary, blackboard, miniature books, "Treasure
Hunt" game, bird clocks, word card game, "Old Maid" game,
"Airplane" game, index cards, dominoes, "Fish" game, and
match opposites.

These illustrated examples to be given were chosen
for a young-age group, for simplicity of detail, for a practi-
cal time limit, and where financial costs were involved, for
a minimum of expense.

The activities recorded required, in most cases, paper,
paste, scissors, pencils, crayons and magazines. Occasionally
films, library books, and small toys were used, but on-hand
materials were given first choice.
Chapter III

Journal of the Study

Grade two as a division name is thought of as the second year of a child's formal education. Every teacher knows, however, that promotion to grade two is not the magic key for beginning grade two level of work. Many weeks of the school year must be spent in getting to know the capabilities of the individual class members and personality traits. As this study progressed, this same period of time was necessarily spent in getting to know individual class members. Through a series of informal evaluations, personalities and scholastic ability-levels became known.

The steps used as aids in identifying abilities of the children were informal—and later formal—testing; review of grade one, level one subject matter area; observation; and evaluations from the instructor. Particular emphasis was placed upon the language arts, which at this level, emphasizes reading.

The first month of the school year was spent in evaluating the best scholastic level in which the child could be expected to succeed. As the month ended, the reading group division fell into three ability groups. Group one was a very small group consisting of children capable of grade one level of reading; group two was a large group consisting of children capable of doing average grade two level of reading;
and group three was a small group consisting of children capable of doing accelerated grade two level of reading.

As room enrollment continued to increase, in December the large middle group was divided into two groups. This four-group reading division continued throughout the remaining months of the school year.

The study was indicative of some of the attack-skill correlated activities as used to stimulate reading growth. These activities were representative of one of the reading group's activities. For each reading group, the phonetic program paralleled the reading growth. The illustrations were drawn from activities used with an average-ability group in reading. Modifications adjusted to the needs of other groups were frequently made, using the same basic ideas, but fitting vocabulary or work to the level of the group. These modifications were not presented in the study.

**Forming visual images. (Riddles)** Following the discussion, as presented in the basic reader series, two examples of riddles, and others composed by the class, were written on the blackboard. As a written assignment, the class wrote one of the riddles. On a sheet of manila coloring paper, twelve inches by eighteen inches, the riddles were pasted by the students.

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onto the lower half of the paper. At the top half of the paper, children illustrated the riddle they had written. These finished papers were then used to form a border design around the room, to be taken home later by the students. As additional attention was devoted to riddles, the illustrations were shown and students had to guess which riddle it represented.

**Structural analysis.** (Word endings or suffixes)\(^1\) The root words and their endings were left on the blackboard after completion of the basic book suggestions. From the list of fourteen root words, a word wheel was constructed. This wheel consisted of a circular piece of oak tag, twelve inches in diameter. The children wrote the root words around its circumference. At the center, each child affixed with a brad, four long strips of oak tag, each shaped like the large hand of a clock. Each of these hands, near its point, bore an ending--s, 's, ed, and ing. The teacher pointed to a word on the blackboard and asked the child to select one of the endings on the pointer (or hands) which could be added to the word and make the correct word. Later, the word was given orally and the child had to form the correct word. This was a good activity for individual seat work.

In a succeeding lesson, the sentences from the book were written with the root form of the verb and the child had

\(^1\)Ibid., p. 50.
to correctly form the word with his wheel, and then on paper fill in the correct form of the verb. Where several correct forms were possible, either form was permissible.

Meeting individual needs. (Review of compounds)\(^1\) To review compound words and make them more meaningful through their construction, a booklet was made in which compounds were formed individually by the students. Individual word units were written on paper in columns. These word units were from the basic guide series with additional words contributed by the class. To construct the booklet, a sheet of colored drawing paper nine inches by twelve inches was given each child to be folded through the middle to form a book, nine by six inches. With the book and word list put aside, a third sheet of paper was given each child. The width of the paper was four inches and was to be cut into strips across on the lines one inch wide. These strips were then pasted inside the booklet on the right side to form pockets down the page. While the paste was drying, the word list was then cut into individual word blocks with a blank line attached at the bottom of each word. A combination of two words could then be inserted to form a compound word. Each child was given opportunity to experiment with his words and these were then read to the class for correction. The unused portion of words were then

\(^1\)Ibid., p. 51.
stored in a large pocket which was pasted inside on the left side of the booklet. These, too, provided free-time individual seat work activities.

**Phonetic analysis.** (Visual-auditory perception of consonant blends)¹ Using the examples in the guidebook, the large bulletin board was divided into six columns. At the top of each column was a blend sound. These were br, cr, dr, fr, gr, and tr. From magazines children cut words, known or unknown to them, and pictures of things which they felt were beginning with the desired blend of consonants. These were placed in large envelopes attached to the bulletin board at the base. When several slips of paper were in each envelope, the instructor took them out and called upon the contributor for identification. The item, if correct, was then attached under its proper blend, and another paper selected. If the identification was wrong, the paper was put into a new pile. (When identification became stronger, the incorrect items were put onto the board and the children were called upon to hunt the incorrect articles.) These articles were then labeled by the teacher for vocabulary building purposes.²

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¹ _Ibid._, pp. 90-91.

Memory of word form. (Observation and visual imagery of word forms)\(^1\) Using the examples offered in the guide, slide movies were made. These movies consisted of a sheet of manila coloring paper, nine inches by six inches. In the center of the paper about one inch long and two inches wide were cut parallel lines (drawing along the top edge of the ruler and the bottom edge of the ruler was satisfactory). Two slits were carefully cut. At both sides of the slits, the beginning and final letters of the word being used were written. On a second sheet of paper, two inches by nine inches, near the center, were written the vowels which differed in the two words. From the back the narrow sheet was inserted in the top and out the bottom of the parallel lines to form a movable window with a possible center letter change. From this movable letter in the center, two of the difficult word forms could be learned.

Later this same technique was used to study phrases by enlarging the sizes of the two sheets of paper and widening the window width.\(^2\)

Strengthening awareness of correct language structure. (Size comparisons)\(^3\) When children had concrete items to deal

\(^{1}\) Gray, The New Friends and Neighbors, op. cit., p. 95.


with, this procedure seemed to firmly and soundly establish certain leanings. In conjunction with comparisons presented in the basic book, a sit-up squirrel was made by the class. This squirrel pattern was mimeographed onto oak tag paper and colored by the students. The three pieces, when cut out and mounted together, formed a squirrel, life-size. With these squirrels, children formed their own comparisons. The relation of sizes became more meaningful to them from examples given by the children and recorded by the teacher. When not in use, the squirrels formed clever decorations in the window sills.

At this same time, the film "Gray Squirrel" was shown much to the delight of the class who thought it coincidental that the two should come so close together.

**Enjoying literature.** Children enjoyed being read to as much as they enjoyed reading to the teacher and to each other. Whenever possible, a story was read to the class by another student or the instructor. Upon this occasion, the old favorite, *Make Way for Ducklings* by Robert McCloskey was read to the class. After discussing and expressing preferences for different parts of the story, each child was permitted to illustrate his favorite part of the story. When duplication

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occurred, both were used. These were drawn on brown wrapping paper in the form of a mural. As the child expressed the part he wished to illustrate, space was assigned him on the mural. The mural progressed with each child contributing a portion. Captions were given by the children to the instructor, who recorded them, with a flow-master felt-tipped pen onto the mural. The mural was then adhered to the wall across the back of the classroom. When the mural was dismounted, the illustration and its caption was taken home by each of the artists.

**Phonetic analysis. (Visual-auditory perception of blends)**

Upon completion of the guide book, a list of words beginning with bl, cl, fl, gl, pl, and sl was written on the blackboard by the instructor and contributed by the class. With these words, the class made a simple tachistoscope. A piece of oak tag paper measuring seven inches by seven inches was given each child. Two sides of the paper, opposite each other, were folded about one inch on each side. This served as a tray to hold the printed materials. An opening was cut in the center wide enough to allow the usual size of written work to show. On the side opposite to the shelf-side, attached near the window, was a pointer of oak tag to serve as a shutter or shade, which could swing away from the opening to expose the material in the window.

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The class was given an index card five inches by eight inches for each word on the blackboard. The child then took a card, placed it behind the window and in the open space, on the index card, wrote the first word on the blackboard. The first card was removed and a second one put in, the second word was written on it, and so on until a word was written on each card. These were then placed in the shelf area and as the shutter was raised, a word card was read and removed, the shutter lowered after reading until the next one was ready for reading. The shutter was raised and the new card identified. This continued with all the words identified and the blend combinations identified.¹

**Phonetic analysis.** (Visual-auditory perception of long and short vowel "i" sound)² Beginning with the "i" sound of vowels, the first pages of a series was begun. These vowel sounds in pictures, pasted on paper, were placed in a folder and referred to as a sound dictionary. With known vocabulary words written across the top of the paper, and help from the teacher to get the class started, words and pictures containing specific vowel sounds of short "i" and long "i" were begun. Children would cut from magazines pictures and words which they felt contained the desired vowel sound. These were pasted

¹Russell and Karp, op. cit., p. 29, par. 62.

on the sheet of long "i" or short "i" pages and were later checked by the instructor for correctness and neatness. As new sounds or vowel combinations were introduced, new pages were begun in the dictionary.1

**Structural analysis.** (Suffix to root words)2 This lesson was used as a writing lesson. The sentences in the book were copied onto the board for the class to write. From the discussion, the child had to mark the words in the sentences containing the suffix "y".

**Phonetic analysis.** (Strengthen "s" sound as a consonant blender)3 To strengthen "s" blends in substitutions, all the words presented in the guidebook were put on the blackboard. After completion of lessons in the guidebook, all words were erased with the exception of those beginning with "s" blends. These words were then the basis for the construction of a word-rotating wheel. Two circles of oak tag paper, one smaller than the other, were fastened together through their centers in order to rotate freely. The centers were fastened with a brad fastener. Initial consonant blends were written on the large circle, and the phonograms were placed around the edge of the smaller circle so that different words were formed. By rotating the larger circle, initial consonant blends could be combined with the same phonogram. Such combinations as sp,

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3Ibid.
sl, sn, sw, and sm were written on the outer circle and such combinations as ark, ish, it, ell, and eep were written on the edge of the smaller wheel.¹

Enjoying literature. In conjunction with the story, "Little Bear and the Honey,"² one of the students read the book, Bear Twins, by Inez Hogan.³ Oral reading was done by the students to the class whenever possible. The room had a reading club, and daily after lunch a child would read to the class a selection or story of their choice. Miniature copies were made and glued to a chart recording the individual contributions of the students.

Structural analysis. (Inflected form by doubling final consonant)⁴ To strengthen the child's ability to recognize the inflected form, a game called "Treasure Hunt" was chosen. The instructor placed before the children a large box filled with word cards. These cards were root words. The printed form of the word with its ending was placed along the chalk tray. The child drawing a word from the box had to match the root word from the inflected form. A point was given for each correct pair made.⁵

¹Russell and Karp, op. cit., p. 36, par. 86.
³Inez Hogan, Bear Twins (New York: E.P. Dutton & Co. Inc.).
⁵Russell and Karp, op. cit., p. 27, par. 52.
Perceiving relationships. Time and the passing of time played such an important part in the story, "Mrs. Goose Has a Party," that it was felt the children would also like to have a part in a time study project. (This led into an arithmetical study of time.) The children had materials available to draw the profile shape of a standing bird silhouette, but only the body. Onto the back was pasted a circular disk to form the face of the clock. A second disk, the same color of the bird's body, was cut and halved. The hands of the clock were attached with a brad fastener into the center of the face area. The two halves were then attached at right angles with the face to the base of the face, forming legs.

Structural analysis. (Review the formation of contractions) As a form of review, half the class was given word cards with words in the contraction form; the remaining half was given word cards with the two words of non-contracted form. Each card holder had to find his partner. For quicker separation of the contracted and non-contracted forms, paper of two different colors was used.


3 Russell and Karp, op. cit., p. 39, par. 96.
Phonetic analysis. (Review of blend sounds)¹ From the list of fifty-four words presented in the guide series, individual word cards were made. This game had a similarity to "Old Maid" in that each of the four players was given a designated number of cards. The remainder were placed in the center, face down. A child to the right of the dealer could call upon anyone in the circle. The request might be for a rhyme word to one named from his hand, or might begin with a blend like one he held in his hand. If the caller got what he asked for, he called again—if not, he drew from the center pile. Two cards formed a book worth one point. The object of the game was to see who could get the highest number of points.²

Vocabulary perception. (Vocabulary strengthening)³ Upon completion of the first unit of the basic reader child's edition, vocabulary review was performed in the following manner. A spiral path was drawn on a sheet of oak tag paper. At the end was a hanger formed by taping a sheet of paper over the path to form an arch. The path was divided into sections on which were printed vocabulary words. Two players had an object (small plastic airplane) and a duplicate set of cards,

¹Gray, The New More Friends and Neighbors, op. cit., p. 46.
²Russell and Karp, op. cit., p. 42, par. 112.
one inch by two inches, with the same words on them which were on the path. The game began with both airplanes in the lower left space, with each player's cards face up. The first player read the word on his top card. If the word was the same as the one in the first space on the path, his plane moved to that space. If not, he might not move. His card was placed on the bottom of his deck and the other player took his turn. The winner was the person whose airplane reached the hangar first.1

**Phonetic analysis.** (Consonant substitution)2 The words in italics in the teacher's guide were written on five inch by eight inch index cards. A group of children were lined up across the room with the teacher holding up the words which were visible to the class. As a child correctly pronounced, he remained stationary. As the words were pronounced correctly by the child, he moved forward towards the instructor. The first one to reach the line where the teacher stood, won the game.3 On a floor covered with large square rubber tiles, movement forward was controlled by the squares--one tile representing one step.

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Strengthening meaning association. (Phrases)\(^1\) To review phrases, dominoes with phrases on them in place of dots were used. Children played the game as if playing dominoes, matching like phrases.\(^2\)

Vocabulary drill. (Vocabulary review)\(^3\) For this review, children made word cards in the shape of fish, with one vocabulary word on each card. A paper clip was attached at the nose or mouth area and a magnet tied onto a string at the end of a pole, and a child "fished" for a word. If he correctly identified the word, he kept the fish, if not, the fish was put back into the pond and another child was allowed a turn to fish.\(^4\)

Strengthening meaning associations. (Opposites)\(^5\) To review opposites, two pictures of opposites such as boy-girl or black-white were cut from magazines by the class. The pairs were then pasted to oak tag paper, with one picture on the left side and the other picture on the right side. At

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\(^4\)Russell and Karp, \textit{op. cit.}, p. 27, par. 51.

the end of each left-side picture, a brad fastener was placed with a string attached. At the beginning of the other column of pictures, a second row of brad fasteners was attached. When a child correctly identified the picture representing the opposite word, the string was wound around the second column of brads. When correctly paired off, all strings were used and, for fun, occasionally an extra picture was placed in the right hand column.
CHAPTER IV

SUMMARY

I. THE PROBLEM

The purpose of the study was to illustrate, in a journal, the use the investigator made of the phonic guides found in the Scott, Foresman Reading Series Manual, second grade level, as a bases for the teaching of phonics to a second grade classroom. At that point in which the guides completed a lesson presentation, the investigator supplemented additional correlated activities. These activities were considered necessary to enable the student to strengthen the understanding of word relations, word formations, and the meaning of words as related to the daily reading program.

II. PROCEDURE

A survey was made of existing literature to enable the investigator to obtain a general background of the history of the role of phonics in the curriculum through to the present.

A specific study was made of the Scott, Foresman and Company Basic Reading Phonic Guide Series, grade levels one

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and two, with concentrated interest on grade level two phonic series.

To strengthen the phonic lessons found in the basic reading phonic guide series, a survey was made of the correlated activities which could be used in conjunction with the basic series.

The correlated activities chosen were taught to the class.

Selected highlights of the year's basic reading series phonic lessons and the correlated activities were recorded to form the journal. The abilities of the children were identified by formal and informal testing, review of grade one subject matter and observation. The first month of the school year was spent in evaluation. Three groups were determined: group one, a small group, was capable of grade one reading; group two, a large group, was capable of average grade two reading; and group three, a small group, was capable of accelerated grade two reading.

In December, the large middle group was divided into two groups, making a total of four in all.

The general subject titles referred to in the basic reading phonic guide series, the specific skill referred to in the basic reading phonic guide series, and the correlated activities recorded in the journal are as follows:
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<th>Correlated Activities</th>
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