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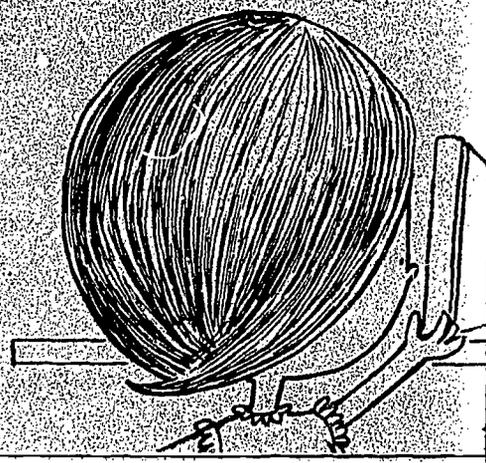
ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This document is the appendix of supplemental resources for use with the Kindergarten Reading Guide (SP 007 233). It has the following contents: Stage I which includes motor development, identification of self and surroundings, hand-eye and small muscle coordination, ability to put events in logical sequence, visual discrimination, visual memory, language usage, auditory discrimination, and listening skills; Stage II which includes listening for initial sounds, distinguishing letter forms, associating letter sounds and forms, and developing of a recognition vocabulary; and Stage III which includes word recognition, recognition of punctuation marks, ability to read for deeper meaning, adaptation of reading method to purpose and content, ability to study independently. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The appendix is devoted to a detailed presentation of objectives and activities for the program. INSTRUCTIONAL MATERIALS: Materials required are specified in the various activities, and there is also a bibliography. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

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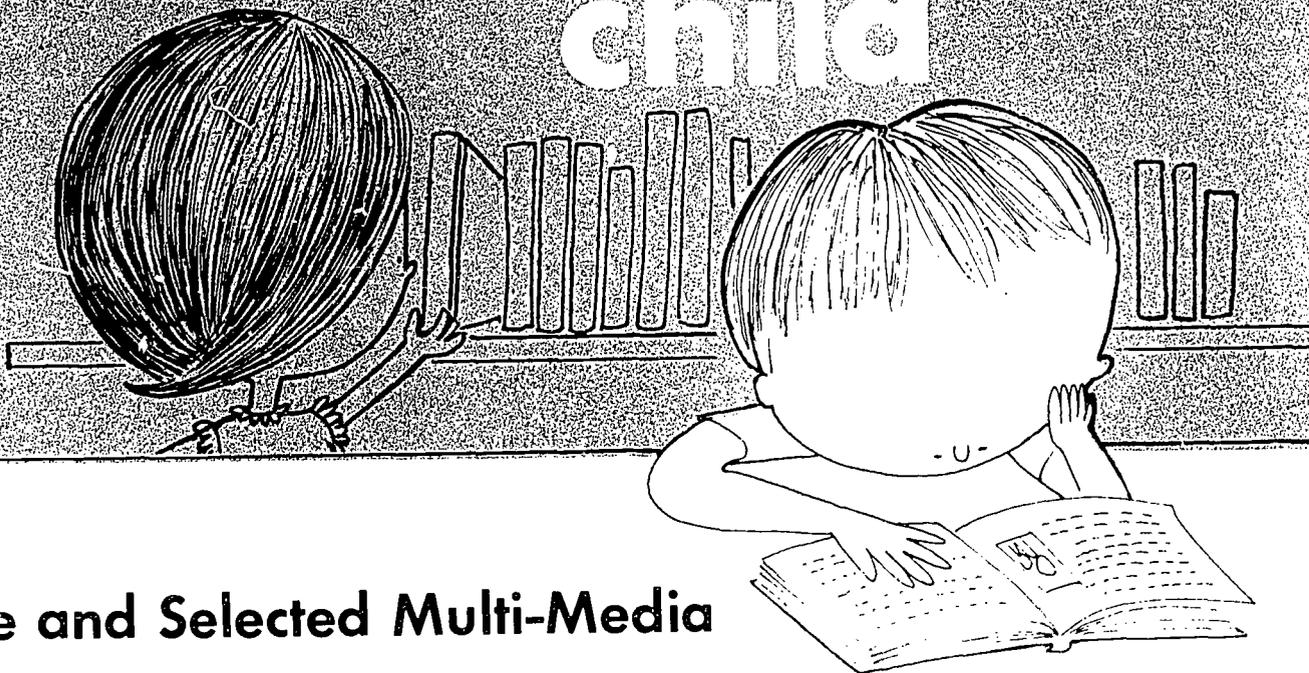
# Kindergarten Reading Guide and Selected Mu

## APPENDIX

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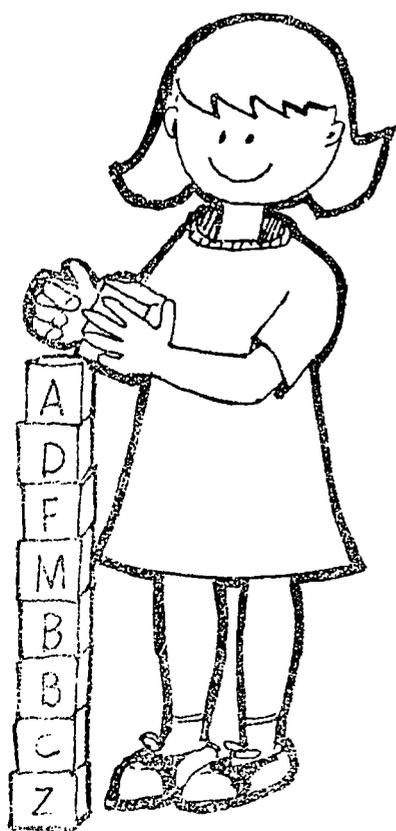
# reading and the kindergarten child



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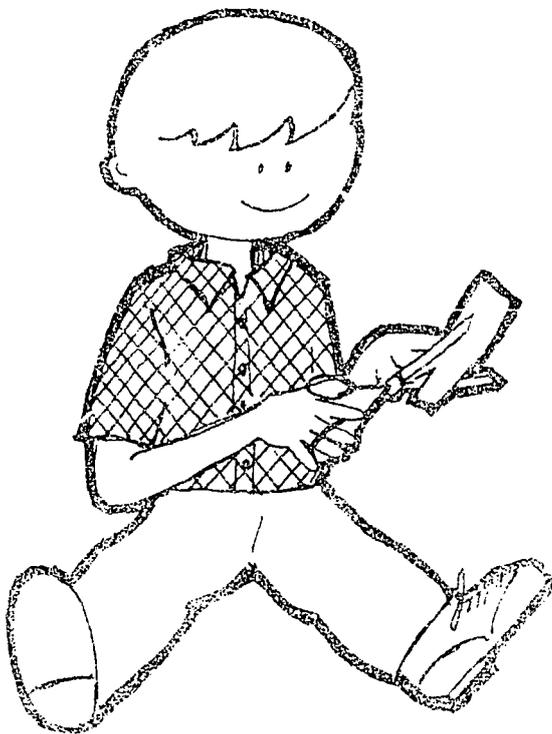
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# Supplemental Resources for Implementing the Kindergarten Guide

## APPENDIX SECTION FOR STAGE I

### What Pre-Reading Skills Should be Developed ? <sup>1</sup>

The check list which is included here provides a means of making a rough estimate of the individual child's strengths and weaknesses in the area of some of the skills important to reading readiness. From this diagnosis it is possible to plan learning experiences, beginning with the present level of the child's success, which will increase the skills he needs for reading. Many of these skills may be observed informally in a group situation.

### CHECK LIST OF SKILLS IMPORTANT TO READING READINESS

SKILL	Satisfactory	Needs Attention
1. Motor Development (large & small muscle) Can the child --		
. Hop ?		
. Skip ?		
. Jump with both feet?		
. Catch a ball ?		
. Throw a ball directly at a target?		
. Walk a straight line without losing balance ?		
. Tie shoes ?		
. Cut with scissors ?		
. Use a pencil ?		
2. Identification of Self and Surroundings		
3. Ability to Put Events in Logical Sequence		
4. Establishment of Left to Right Eye Movement		
5. Visual Perception --		
. Ability to recognize stimuli and relate them to previous experiences.		
. Hand-Eye coordination -ability to make hands and eyes work together .		
. Figure-ground perception - recognition of relevant stimuli		

	Satisfactory	Needs Attention
6. <u>Visual Discrimination - can the child see likenesses and differences in objects and pictures ?</u>		
7. <u>Visual Memory - can the child remember what he sees ?</u>		
8. <u>Language Usage</u>		
. <u>Articulation - which sounds cause difficulty ?</u>		
. <u>Ability to: verbalize picture content.</u>		
. <u>understand verbal directions.</u>		
. <u>interpret relationships between ideas presented visually.</u>		
. <u>use adequate oral vocabulary.</u>		
9. <u>Auditory Discrimination - can the child hear likenesses and differences ?</u>		
10. <u>Listening Skills - can the child remember what he hears ?</u>		

## SUGGESTED ACTIVITIES TO ACHIEVE INSTRUCTIONAL OBJECTIVES

### A. MOTOR DEVELOPMENT

#### What is a Child's Level of Motor Development?

"There is evidence that the efficiency of the higher thought processes can be improved upon which they are based."

D.H. Radler and Newell C. Kephart<sup>2</sup>  
Success Through Play

#### LARGE MUSCLE

1. Develop an awareness of rhythm.
2. Respond to rhythm with body movements.
3. Reproduce rhythms (drums made of tin cans or paper containers are suggested).
4. Provide opportunity for creative rhythms.
5. Provide opportunity for the fundamental rhythms of walking, running, and jumping.
6. Encourage the child to express rhythms of bodily movement in response to music.
7. As skill is developed, gradually vary these rhythms and increase the complexity.

#### Examples:

1. Provide opportunities for participating in games which involve changes in speed at various speeds. The use of an obstacle course is helpful. Varying speed and direction.
2. Provide opportunities for participating in games which require changing speeds with varying means of locomotion.

## VE INSTRUCTIONAL OBJECTIVES FOR STAGE I

ment?

the higher thought processes can be no better than the basic motor abilities

. Radler and Newell C. Kephart <sup>2</sup>

ess Through Play

vements.

of tin cans or paper containers are suitable teaching devices).

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hythms of bodily movement in response to music.

vary these rhythms and increase their complexity.

for participating in games which involve walking, running, and jumping  
se of an obstacle course is helpful. Vary the obstacles, method of mobility,

for participating in games which require moving through the room at vary-  
means of locomotion.

### Give the Child Ample Opportunity to Be Physically Active

1. Encourage the parents to dress their children in clothes which they are permitted to soil or to provide protective coverings for clothes which must be kept clean.
2. Provide a variety of activities on a level of coordination low enough that the child can be successful in the activities.
3. Provide tools for construction: 7 ounce hammer, 6 inch saws, back-saws, miter box (at least three inches wide inside), 4 inch C clamps, low-build sawhorses, box of nails (flat-headed), and smooth, soft pine cut to appropriate widths and to easily handled lengths.
4. Provide tools for gardening: spade, shovel, rake, hoe.
5. Provide large movable toys and other devices for transportation: tricycles, scooters, wagons, wheel barrows.
6. Provide opportunities for experimentation with mud and water.
7. Teach many simple games that will help the child to develop the fundamental body controls of balancing, standing, walking, running, squatting, stretching, swimming, dodging, stopping, turning, and jumping.
8. Help the child to develop certain fundamental skills, such as catching, throwing, and bouncing large rubber balls; rolling hoop and jumping rope.
9. Provide an environment in which the children will develop large muscle control through experimentation with the following materials and toys: horizontal bars, parallel ladders, large packing boxes, hollow blocks, climbing apparatus, fire engine, tractor, airplane, boat, road roller, derrick, train, truck, bus, car, dolls, doll clothes, doll furniture, large ball, large beads, and singing tops.
10. Supply brushes, cold water paint, and sheets of blank newsprint to encourage painting activities.
11. Discuss with the children ways of holding and carrying objects carefully. Give the children ample opportunity for manipulating, experimenting, modeling with clay, and working with finger paint.

## B. IDENTIFICATION OF SELF AND SURROUNDINGS

The child first determines the shape and limits of the world within his forms of the world around him. It is important that he have an accurate

### CAN THE CHILD IDENTIFY BODY PARTS?

Draw a person:

Ask the child to draw the very best person he can. Note incorrect to head.

Ask the child to identify body parts:

Touch your shoulders

Touch your ankles

Touch your feet

Touch your ears

Use a picture of a person. Ask the child to show:

The head

The neck

### ACTIVITIES 3

Creeping:

Accuracy of performance is important in this activity. Supervise the as slowly and as accurately as they can. The child should creep with the floor at the same time. As the child progresses in this skill encourage look at his hand as it strikes the floor. As skill is noted, encourage with his foot dragging. This gives more emphasis to the movement. ahead as the child moves. Be sure that the hands are flat on the floor hand-knee combination strikes the floor.



## OF SELF AND SURROUNDINGS

shape and limits of the world within his own person and then relates this learning to the . It is important that he have an accurate body concept.

### BODY PARTS?

every best person he can. Note incorrect concepts such as arms and legs attached

body parts:

Touch your eyes  
Touch your nose  
Touch your head  
Touch your mouth

Ask the child to show:

The arms  
The fingers, etc.

important in this activity. Supervise the children closely, urging them to move as they can. The child should creep with the opposite hand and knee striking the floor. As the child progresses in this skill encourage him to turn his head slightly to the floor. As skill is noted, encourage the child to lift his knee from the ground gives more emphasis to the movement. Hands and knees should point straight be sure that the hands are flat on the floor and that the head turns to view as each es the floor.



### Walking:

Provide the children with experience in walking in bare or stocking feet. As each child walks, have him point the index finger of his left hand at his right foot as it hits the floor. Then as he takes the next step have him point the index finger of his right hand at his left foot, etc. Encouraging the child to "shoot" his big toe will stimulate interest.



When some skill is apparent encourage the child to toe out slightly and to move his legs in parallel lines. Have the child rotate his head, neck, and eyes to fixate on the hand and foot to which he is pointing. Vary the speed of walking.

Provide activities which require the use of the preferred hand, whether left or right, such as:

- Throwing a ball
- Ring Toss
- Playing Bean Bag
- Rolling a hoop
- Reaching
- Picking up small objects

### Stationary Crawling:

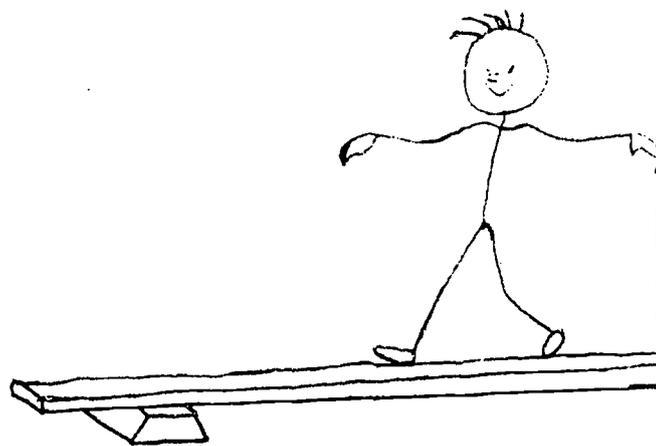
A simple, easily - conducted, yet fruitful activity is that of crawling in place. The child lies on his stomach with his head turned to the right and his right arm flexed with his hand at eye level. His right leg should be flexed so that the knee is level with the hip. The child's left arm and left leg should be extended. The child then reverses this arrangement alternately in a rhythmic manner for a short period of exercise.



### Walking Beam:

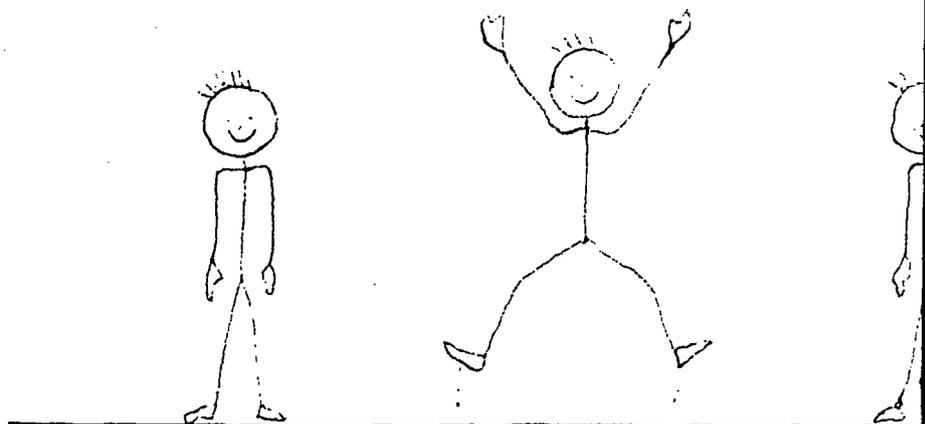
Provide a 2" x 4" eight to ten feet in length which can be mounted on two blocks to be used as a path for walking. Some children may need to be introduced to the beam by a line painted on the floor.

As the child walks the beam, his arms should be stretched out horizontally to the sides. Steps should be encouraged with the child sighting on the end of the walking beam. As the child develops some skill walking forward, he can experiment walking backward. The child can measure off distances to walk to  $1/4$  of the way,  $1/2$  of the way across the beam. As a further elaboration the child can be encouraged to walk the beam while counting to 10 at eye level.



### Jumping Jacks:

Have the children stand with their hands at their sides. On command (in cooperation with another child) they can jump to spread their feet apart while raising their arms in an arc to clap their hands. They return to the original position on the second count.

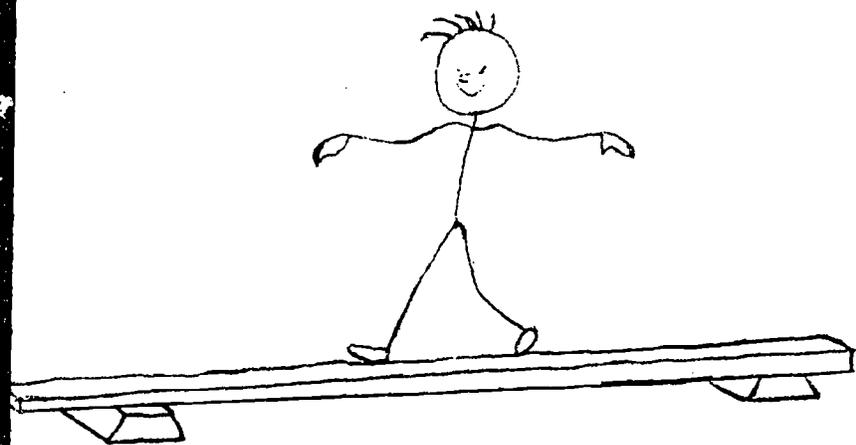


et in length which can be mounted on two bridges so that either surface can  
ome children may need to be introduced to this activity by first walking a broad

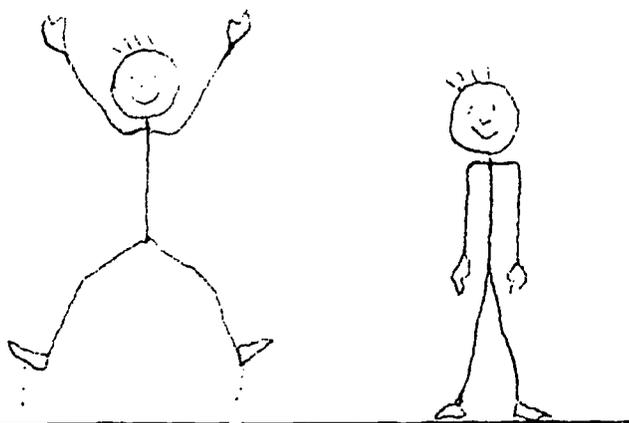
arms should be stretched out horizontally from his sides to provide balance. Short  
the child sighting on the end of the walking beam.

walking forward, he can experiment walking backwards. As skill is developed, the  
o walk to  $1/4$  of the way,  $1/2$  of the way and  $3/4$  of the way along the beam.

d can be encouraged to walk the beam while sighting at a distant target slightly below

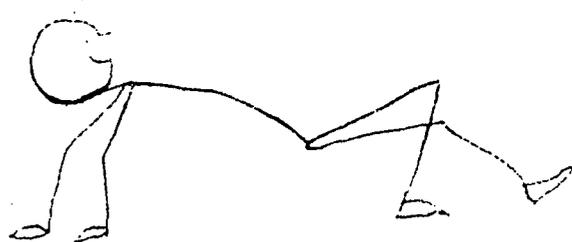


their hands at their sides. On command (in cadence, if practical) have them  
while raising their arms in an arc to clap their hands above their heads, and  
in the second count.



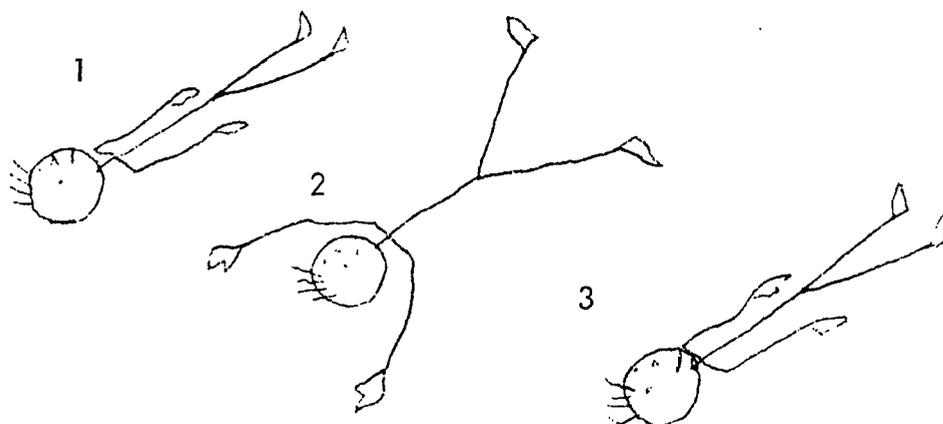
### Crab Walk:

The sketch below illustrates this exercise. The children can move in either direction on command. Encourage them to keep only their hands and feet on the floor.



### Angels in the Snow:

The children lie on their backs with their hands at their sides. In cadence, if possible, ask the children to extend their legs and to move their hands together above their heads. At first it will be well to have the children drag their feet and hands on the floor as they arc out. Return to the original position. Encourage the children to slap their sides as they return to the original position. The activity can be varied by requiring the arm and leg on one side only to be moved or by requiring the arm on one side to move with the leg on the other side.



## C. HAND - EYE AND SMALL MUSCLE COORDINATION

IF A CHILD IS LEFT-HANDED DO NOT FORCE HIM TO USE HIS RIGHT HAND!

### 1. Hand-Eye Coordination

Has the child developed sufficient control of hands and eyes so that he can make them work together? The child who can cut proficiently can better understand relative lengths and better control a pencil or crayon. Cutting is a tangible demonstration of mastery in hand-eye coordination.

"Cutting, a Kinesthetic Tool for Learning,"  
C.E.C. Journal, March, 1965 4

Scissors have a potential as a tool and as a motivating device. Such purposes are served especially when scissors are employed with supplementary workbooks that teachers use to reinforce concrete experiences. When using a workbook, children generally use a pencil or crayon to circle, mark, color, trace over dotted lines, or otherwise indicate their answers. There is no need to limit the workbook to just marking activities. A pair of scissors could serve as an aid to retention or as a tracking tool and they could provide the child with visible and tactile answers. These uses are discussed in the paragraphs that follow:

#### Scissors as an Aid to Retention

While using scissors a child is cutting rather than coloring or marking a picture or a shape. It may be that marking of a picture with a pencil does not involve as many muscles or as much organization of thought as would the use of scissors. The child must control and coordinate his hands and eyes to a much higher degree in the cutting process. Perhaps this degree of mental and physical participation, as it involves the senses, will also serve as an aid to retention.

#### Scissors as a Tracking Tool

Tracking is the following of an indicated path. A pencil and crayon can track a dotted line or trace over a printed form. Shapes, letters, and numbers can be cut instead of traced. Scissors thus used become an additional tracking tool and provide a more tangible kinesthetic experience involving hand-eye coordination.

### Scissors Provide Visible and Tactile Answers

When an item is cut, the tangibility of the answer is evident. For example, when a child cuts out a triangle, he experiences the motor sensation of cutting its shape. He feels the three angles and sees the result of his work more clearly. To him it is distinct as a whole unit. Scissors are effective reinforcement tools, but the teacher must be aware that prolonged small muscle use can produce fatigue in young children. Just as the teacher would not direct the pupils to overuse pencils or crayons, she would not direct them to use scissors excessively.

### Readiness and Mastery of Cutting

There are children who come to school never having used scissors. Those who have poor coordination may have had little success and have been afraid to try again. Some children have not been permitted to use scissors because of the potential danger. Others have been told that to tear or cut makes a mess and is naughty. Fearful children show restraint and concern over cutting projects in the classroom. It may be useful to such a child to present him with unusual scissors (unlike the ordinary scissors that he associated with failure.) Some examples are left-handed scissors, electric scissors, novelty shaped scissors that appear on the market from time to time, and training scissors. Whatever the reason for a child's failure to cut successfully, his need is for a simplified, structured series of programmed lessons.

The child who has mastered cutting can use this skill to master certain coordinations. An example of this refinement is the coordinated use of both eyes in near-point activity. In cutting as in reading, a child holds the paper about 12 inches from his eyes. Such activity is helpful in developing and controlling eye muscles. Further practice in the use of eyes in coordination with hands occurs when the child cuts along a dotted line. He is tracking this line with both hand and eye muscles. Such activity refines skills necessary in writing. Refinement of skills that develop perception and meaningful concepts is also possible through the use of scissors.

Educators are concerned with readiness. When a child is ready to advance to the next step he is learning easily and comfortably. Being aware of this, teachers are alert to new materials which can lead the child to this ideal state.

## Learning to Handle Scissors

When children have had preschool experience in cutting, they may hold the scissors with either two fingers or three. The two finger grip employs the thumb and index finger. When three fingers are used, the thumb and middle finger are in the handles and the index finger is used for leverage or as a steadying guide. If either grip is effective, comfortable, awkward, frustrating or bizarre, then the child must be taught the more conventional grip with three fingers. Sometimes a child seems unable to learn to hold and use the scissors. In such cases the use of training scissors often solves the problem.

The training scissors were adapted by Beulah Hogg, Occupational Therapist, Vicksburg, Michigan. Such scissors may be made by cutting off handles of one pair of scissors and brazing them to the handles of the other scissors. The child is encouraged to place his fingers in the two inner holes; the teacher's are placed in the outer holes. In this way, the child's hand can be guided. At first the teacher moves the scissors (passive participation of the child). This step may have to be taken without paper - just a rhythmic practice to develop muscle skills. Later the child learns to open, shut, and snip actively. When the teacher feels the child taking over, she may loosen her grip and eventually may remove her hand. At this point, regular scissors should be introduced.

If training scissors are not available, the teacher can use regular blunted scissors. This method, however, takes longer and it is more difficult for the teacher to know when the child is able to cut alone. When using blunted scissors, the teacher should hold her hand over the child's simultaneously applying pressure to the blades and verbalizing that they open and shut. The finger play song, "Open, Shut them," becomes a practical exercise when used with scissors for muscle practice. Contact guidance such as this may be needed for some time until the cutting motion is well established. Holding the paper with one hand and cutting with the other may need supervision for a time while the child adjusts to two hands working together. A stiff paper such as construction paper is necessary during this stage. This lessens the frustration of tearing.

## Sequential Steps for Beginners

The following sequence in teaching cutting skills is suggested after the child has mastered the basic fine muscle operations in handling scissors.

- a. Random fringing: The child is given a six-inch square of construction paper to discover for himself the combined muscle sensations of cutting.

- b. The one-snip strip: The child is given a three-quarter inch narrow strip with cutting guide lines at three-inch intervals by thick lines. Only one snip of the scissors is needed to cut the strip. Narrow strips have thinner lines and smaller sections. This skill is used in a creative craft activity such as mosaic paper designs.
- c. Practice strip for straight line cutting: In this step the teacher provides a strip with cutting guide lines at three-inch intervals with thin lines that require several strokes to cut. Examples of sections would be name tags and labels around the room.
- d. Half-snip strip: The cutting guide lines on this strip extend only halfway down the strip. When the child begins to develop control of the length of the line.
- e. Long and short lines: A wide strip with alternating long and short cutting guide lines. The child practices control of his cutting stroke. The long line goes completely across the strip and the short line goes half-way. These units, when cut off, can be interlocked for use in room projects.
- f. Cutting curves: Procedures used in cutting straight lines are used to cut curves. When curves are mastered, children are able to cut out such objects as hearts and stars.
- g. Zig-zag strips: Changes of direction are practiced through use of strips with cutting guide lines in cutting such forms as crowns, mountain peaks, Christmas trees, and other shapes.
- h. Diagnostic test: At this stage, a diagnostic test is presented to determine if the child has mastered all the preceding steps. The child is instructed to cut out a square, a circle, a triangular shape, and a few directional figures. The teacher observes the child's performance when a change of direction in cutting is needed; (b) accuracy in cutting; (c) use of verbal directions and concepts such as corner, middle, and end. However, children are ranked (good, fair, poor) to facilitate placement in the next step.
- i. Geometric forms: This last step develops skill in changing direction and shape discrimination. Squares, rectangles, circles, ovals, triangles, and other shapes, presented in two sizes, printed separately on squares of paper. When a teacher prepared pattern, they may be used to develop spatial awareness.

child is given a three-quarter inch narrow strip of paper sectioned at one-inch intervals. Only one snip of the scissors is needed to cut off each section. Subsequent sections are made of varying widths and smaller sections. This skill can be applied at once by the child in such activities as mosaic paper designs.

**Free cutting:** In this step the teacher presents wider strips (two inches) crossed by thin lines that require several strokes of the scissors. A practical use for these strips is to make signs and labels around the room.

**Controlled cutting:** Cutting guide lines on this strip extend only half the width and with this step the child gains control of the length of the line.

**Interlocking strips:** A wide strip with alternating long and short lines helps the child to further refine cutting skills. The long line goes completely across the strip, while the short one only goes part way. When cut off, they can be interlocked and used in many creative ways in class-

**Curved cutting:** Skills used in cutting straight lines are used again in cutting curves in both directions. Children are able to cut out such objects as leaves, feathers, fish, etc.

**Directional cutting:** Cutting in both directions are practiced through use of these strips. This skill may be applied to make cutouts of clouds, mountain peaks, Christmas trees, etc.

**Diagnostic test:** At this stage, a diagnostic test is presented to the child to discern to what extent the child has mastered the preceding steps. The child is instructed to cut lines of varying lengths, a curve, a square, and a few directional figures. The teacher observes the child's (a) hand coordination, (b) how much control is needed in cutting; (c) accuracy in following the pattern; and (d) understanding of directional concepts such as corner, middle, and across. The test does not involve scores. The results are ranked (good, fair, poor) to facilitate placement within a group for further instruction.

**Shape recognition:** This step develops skill in changing direction as well as form perception and recognition. Rectangles, circles, ovals, triangles, hexagons, pentagons, and diamonds are drawn separately on squares of paper. When these forms are combined to match the shapes, they may be used to develop spatial relationship perception.

## 2. Hand-Eye Training Activities<sup>5</sup>

- a. Ask the child to string six large primary beads. (Provide a string with a long tip and a knot in one end).
- b. Ask the child to draw a straight line between two dots. (Teachers make dots on chalkboard or on a piece of paper.)
- c. Copy large forms and figures on the chalkboard, starting with letters and figures 6" or 8" high and gradually reducing the size of the letters to 2" before moving to the use of paper.
- d. Use templates of the common forms (circle, triangle, square, rectangle) to guide pencils in drawing the forms before moving to freehand drawing of the same forms.
- e. Show the child a circle, square, or triangle. Ask him to draw a figure that look like it.
- f. Have students copy designs on duplicated materials (simple to complex.)
- g. Have students begin with a basic form (circle, triangle, square, rectangle) and elaborate on it with a crayon or pencil to make a picture of a common object.
- h. Ask students to select common forms (circle, triangle, square, rectangle) in a picture or design.
- i. Prepare large flash cards suitable for group use with simple designs or figures on them. Provide the children with sheets of duplicated material upon which these designs appear with a space next to the design so that the child can reproduce it.
- j. Have students use manipulative toys:  
peg boards                      form boards                      jigsaw puzzles
- k. Have students use varied handwork materials:  
pasting      coloring      painting      wood construction      clay      cutting

- l. These activities will help to coordinate the sensory channels and to develop small muscle control:
  1. Allow children to touch articles such as sandpaper, cotton, a stone, a smooth mirror, a piece of velvet, etc.
  2. Ask: What else is hard? (smooth, soft, rough)
  3. Use nuts and bolts: screw on nuts and screw them off again. (use plastic bottles and screw tops.)
  
- m. Visual motor coordination will be strengthened through these hand-eye activities:
  1. Catch and throw beanbags.
  2. Roll and catch a hoop.
  3. Throwing a ball.
  4. Ring Toss
  5. Reaching.
  6. Picking up small objects.

D. ABILITY TO PUT EVENTS IN LOGICAL SEQUENCE

1. Tell the child a story, providing pictures and letting the child place them in sequence.
2. Provide pictures of a child's day. Ask him to place them in sequence, i. e. getting up in the morning, getting dressed, brushing teeth, eating breakfast, going to school.
3. Have the child act out a story in proper sequence through dramatics.
4. The child may draw a story in sequential order.
5. Allow the children to dictate an experience chart, in logical order.

ESTABLISHMENT OF LEFT TO RIGHT EYE MOVEMENT

1. Use simple exercises to determine which children are having difficulty.
  - a. Show me your right hand, etc.
  - b. Distinguish one hand and/or one foot with a marking and play game.
  - c. Finger play and action rhymes.
2. Ask the child to name pictures, noting the order he uses.
3. Place 10 blocks in a row. Ask the child to count them noting whether he or from right to left.
4. Dates on a calendar could be used for additional experience.
5. Allow the child to "read" from an experience chart.

## SEQUENCE

g pictures and letting the child place them in logical order to retell a story.

y. Ask him to place them in sequence, i.e.

in proper sequence through dramatics.

sequential order.

an experience chart, in logical order.

## MOVEMENT

ine which children are having difficulty.

nd, etc.

and/or one foot with a marking and play game, e.g., Looby Loo or Hokey Pokey.

rhymes.

s, noting the order he uses.

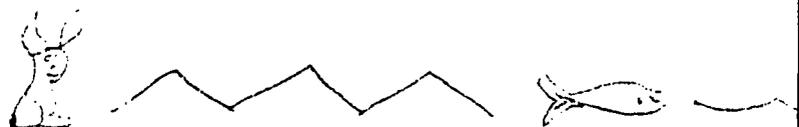
k the child to count them noting whether he goes from left to right

used for additional experience.

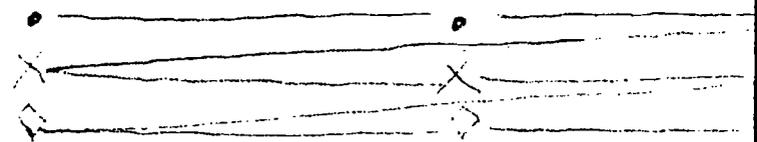
m an experience chart.

6. Eye movement Drills - for example:

a. Child traces the pattern of the hopping bunny and the sw



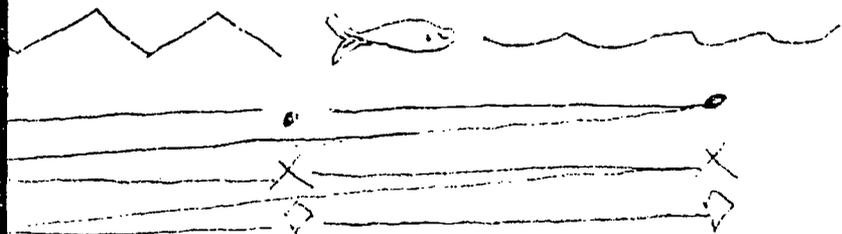
b. Child traces:



- 7. Trace child's right hand on paper. Draw on finger nails. "This
- 8. Give child simple sequence to follow in matching: "Left hand,
- 9. Ask the child to name some objects on his left then on his right
- 10. Play Simon Says: "Touch your right foot, touch your left ear, et

example:

pattern of the hopping bunny and the swimming fish:



on paper. Draw on finger nails. "This is your right hand." Do same with left hand.

ance to follow in matching: "Left hand, right hand," etc.

ome objects on his left then on his right - have him turn around and do the same thing.

h your right foot, touch your left ear, etc."

## E. VISUAL DISCRIMINATION <sup>6</sup>

Can the child discriminate differences in curves, straight lines, diagonals and combinations that

1. Make a simple design on one peg board and ask the child to duplicate the design on another.
2. Ask the child to find all the same beads, blocks, sticks, etc., in a box of assorted items.
3. Superimpose the outline of a triangle upon a square. Ask the child to outline the triangle.
4. Superimpose the outline of a house upon the outline of a tree. Ask the child to outline the house.
5. Point out various categories of objects such as round things, wooden things, red things, etc.
6. Work sheets could be provided to give a basic understanding of big, little, short, long, etc.
7. Pantomime games such as the Bear Hunt, the Lion Hunt.
8. Cut on a heavy straight black line.
9. Cut outlined geometric figures.
10. Cut fringe on a placemat or cut Chinese Lanterns.
11. Sit in the middle of a circle. Call a child's name and roll a ball toward him. Have the children watch the ball roll each time.
12. Ask the child to match geometric forms and/or letter forms. A large card with many forms drawn is given to the child. Matching forms are drawn on individual cards. (circle, square, triangle, letter forms.)
13. Have students sort objects, colors, etc., and place items which are alike in individual boxes.
14. Provide for experiences in assembling blocks to duplicate patterns models or pictures.
15. Provide simple puzzles of common objects and forms.

lines, diagonals and combinations that make up shapes and forms?

Ask the child to duplicate the design on another peg board.

Blocks, sticks, etc., in a box of assorted items.

Circle a square. Ask the child to outline the triangle with a crayon.

Outline of a tree. Ask the child to outline the tree with a crayon.

Group round things, wooden things, red things in the room.

Develop understanding of big, little, short, long, back, front, top, bottom.

Color Hunt.

Patterns.

Call a name and roll a ball toward him. Have the child roll the ball back.  
Repeat at a later time.

Sort by color or letter forms. A large card with many geometric forms and/or letter forms  
are drawn on individual cards. (circle, square, triangle, rectangle, and

Sort and place items which are alike in individual boxes.

Ask the child to duplicate patterns models or pictures.

Sort by color and forms.

F. VISUAL MEMORY

1. Display three objects. Cover one and ask the child which one you hid. Repeat.
2. Show the child a picture. Remove it and ask him to tell all he remembers about it.
3. Show a circle, square, triangle, one at a time. Allow the child to look for 5 seconds, then cover the geometric form and ask the child to draw it from memory.
4. Play the game, "What is Missing?" The teacher shows a picture with a missing part for five seconds. The child then tells what is missing.
5. Make a bead chain design; remove it and ask the children to reproduce it from memory.
6. A cumulative group game may develop visual memory. The first child touches an object and one more. The next child touches both previous objects and one more. Continue until all that were touched before adding one more each time.
7. Show the child abstract forms and ask him to reproduce them from memory.

child which one you hid. Repeat, using a greater number of objects.

Ask him to tell all he remembers about the picture.

Allow the child to look for 5 seconds. Remove the objects from memory.

The teacher shows a picture with a missing part, such as a cow with an ear missing, a nose missing.

Ask the children to reproduce it from memory.

Repeat the exercise from memory. The first child touches an object; the next child touches that object and one more. Continue with each child touching one more object each time.

Ask the children to reproduce them from memory.

## G. LANGUAGE USAGE

Provide an environment rich in opportunity for all children to communicate their ideas.

### Articulation Activities

1. Provide many listening experiences:
  - a. records
  - b. stories read by teacher
  - c. nursery rhymes and finger plays--to listen to and recite.
2. Provide opportunities for the child to participate with the group in choric verse.
3. Use paper bag and stick puppets to add interest to dramatizing nursery rhymes and stories.
4. Encourage rhythmical activity.
5. Speak slowly and distinctly to children.
6. Encourage the child to take his time.
7. Speech sounds causing difficulty may be presented in a group situation: i.e., if some children have difficulty pronouncing "r", the teacher might put several objects beginning with "r" on a table. The children are asked to name all the objects. Then one child might say, "I am thinking of something on this table." Another child might say, "Are you thinking of a rabbit?" The first child responds, "Yes, I'm thinking of a rabbit," or "No, I'm not thinking of a rabbit."

### Activities which help develop a meaningful vocabulary:

1. Pictures may be used for introducing new concepts.
2. Acting games develop meanings for words; i.e., the teacher says a sentence, the children take turns acting it out.
3. Children can act out:
  - nouns (animals, people, etc.)
  - verbs (walk, jump, run, hop)
  - adverbs (quickly, quietly)
  - prepositions (under, behind, in)

4. Visits to school, stores, fire station, etc. enable child to develop new concepts and vocabulary through experience and discussion.
5. Puppets and simple costumes provide avenues through which the child may lose his self-consciousness.
6. Activities such as telephone conversations, radio broadcasts, dramatizations, and composing group stories provide opportunities for growth in language ability.
7. Encourage the growth of vocabulary through questions about familiar objects and pictures; i.e.,
  - What is the boy doing?
  - What will he do next?
  - Where is he?
  - What does he feel?
8. Help children develop a descriptive vocabulary through the visual experience of comparing and examining small details:
 

large	to the left
small	to the right
round	straight
square	above
pointed	below

## H. AUDITORY DISCRIMINATION

"Poor auditory discrimination is prevalent among poor readers. Until two spoken words he cannot learn to associate each of them consistently can be improved by listening. <sup>7</sup>

Children who have difficulty hearing similarities and differences in phonics skill in reading. They may profit from a strengthened visual perception skills are developing.

1. Can the child hear likenesses and differences?
  - . Ring two bells as child listens and watches.
  - . Blindfold the child.
  - . Ring one of the bells.
  - . Ask, "Which bell did you hear?"
2. Activities which may improve auditory discrimination:
  - a. The teacher provides various sounds and ask children to guess without looking to identify the sound they hear after:
    - . someone sharpens a pencil, turns on a light, knocks over a chair
    - . a ball is bounced several times, the child counts the bounces
  - b. The teacher reads jingles and rhymes, then asks the children to identify the sounds.
3. Activities which may be used to increase children's awareness of sound patterns:
  - . Listen for rhyming words in couplets.
  - . Finish rhymes by adding the last words of the second line.
  - . Read poetry frequently and stop and let the children fill in the missing words.
4. Activities which develop in understanding the concept of same and different:
  - a. Listen to sounds on instruments which are the same and different:
    - . two big drums
    - . two small drums
    - . one big drum and one small drum
    - . notes on the piano; high-low, same, etc.
  - b. Listen to a rhythmic pattern on sticks and then ask the children to identify the pattern.

equivalent among poor readers. Unless a child can hear the difference between  
to associate each of them consistently with the printed symbol. This skill

ing similarities and differences in words are likely to have difficulty using  
y profit from a strengthened visual approach to learning while auditory

nd differences?  
s and watches.

ear?"

auditory discrimination:

ous sounds and ask children to guess what they are hearing. The children listen  
fy the sound they hear after:

pencil, turns on a light, knocks on a door, closes the window, etc.  
several times, the child counts the bounces.

s and rhymes, then asks the children to listen for rhyming words.

o increase children's awareness of sounds and rhyming words:  
in couplets.

the last words of the second line.

nd stop and let the children fill in the last words in rhyme.

Understanding the concept of same or different:

uments which are the same and different, i.e.

small drum

n-low, same, etc.

tern on sticks and then ask the child to duplicate the pattern.

5. Pairs of words may be read to the children. Ask: Are these the same or different?

pick-tick	bad-bed	map-nap
cape-cake	pit-pick	sick-thick
rug-rug	thin-shin	hop-hot
bug-bud	gun-bun	turn-burn
bun-pun	boy-girl	hub-hug
pot-cot	bad-dad	sell-shell
cut-cup	come-come	pin-pen
sell-shell	lot-lock	pig-peg
bet-bit	run-ran	barn-ban
hop-hop	him-hum	bam-bar
bet-pet	sock-suck	

6. Barnyard Frolic

Assemble two sets of word cards with the name of one animal commonly found on a farm on each, e.g., dog, duck, goat, chick, cat, bee, sheep, donkey. Print the word, "barnyard," on one of the cards. When the leader holds up a card with the name of an animal on it, the child who holds the matching card must respond with the typical sound made by the animal named on his card. When the leader holds up the word, "barnyard", each child must respond with the appropriate sound made by the animal named on his card.

## 1. LISTENING SKILLS

1. The teacher may repeat several numerals and ask a child to repeat.
2. Give a child a series of commands to remember and do in sequence and bring me a pencil.
3. Clap several times using different patterns and then ask a child to repeat.
4. After listening to a story, the children are asked to re-tell as much as possible.
5. The teacher reads a story when the children first arrive at school. Later in the day an opportunity is provided for the children to retell the story.
6. Play the game: "I went to a farm; I saw a horse, a pig, a sheep, and a cow. What of the animals I saw."
7. Have students listen to songs and poems for memorization.
8. While sitting in a circle, a child is asked to name a child and describe what he or she is doing.
9. Children are asked to name all the children in the room.
10. Children listen to story and activity records and tapes.

Many additional activities which will add to the child's listening skills are presented in the following pages.

numerals and ask a child to repeat from memory.

ands to remember and do in sequence, i.e., put the book on the table

ent patterns and then ask a child to reproduce the pattern.

children are asked to re-tell as much of it as they can remember.

n the children first arrive at school, emphasizing that they must remember it.  
y is provided for the children to recall the story orally or on worksheets.

farm; I saw a horse, a pig, a sheep, and a goat. Now tell me the names

and poems for memorization.

child is asked to name a child and then roll a ball to him.

ll the children in the room.

ctivity records and tapes.

child's listening skills are presented in Listening Aids through the Grades.<sup>8</sup>

## APPENDIX STAGE II

### A. USING SPOKEN CONTEXT

Throughout a school day occasions arise when the children may think of clues. "Now is the time to go to the \_\_\_\_\_." "It is ten o'clock; time \_\_\_\_\_." In this skill the child needs to think, take turns, and express his thought.

The context must be given so that the child may have a choice of two or more. Caution: Never use the word "blank;" merely pause for the child to supply the answer. This skill should be a part of the daily schedule.

#### Additional Context Sentences and Riddles

1. The sky is \_\_\_\_\_. (blue, high, dark)
2. In spring a tree is \_\_\_\_\_. (green, full of leaves)
3. In winter a tree is \_\_\_\_\_. (bare, brown, without leaves)
4. When it snows, the ground is \_\_\_\_\_. (white, full of snow)
5. For my lunch I will eat \_\_\_\_\_. (soup, sandwiches)
6. Dog Jack went hunting with Little Old Man. Dog Jack saw something. Little Old Man. "You will scare away the \_\_\_\_\_." (dog)
7. Mr. Brown Bear was walking through the woods. He smelled something because he was a bear. It was \_\_\_\_\_. (honey, flowers)
8. February was here. The days were cold and snowy. Little red bird will be \_\_\_\_\_. (spring, warm)
9. Little Elizabeth lived all alone with her Granny, way back in the woods. She said, "Today I will go to \_\_\_\_\_." (town, school, the woods)
10. One day Red Hen was scratching in the leaves under an old oak tree. kerplunk on her \_\_\_\_\_. (head, foot, back)
11. Mike had a new pet. He could not wait to tell his friend, Honk. He went to his house to show Hank the \_\_\_\_\_. (dog, cat, mouse)
12. One afternoon Jim was in the back yard playing with his two best friends. They were playing \_\_\_\_\_. (cowboys, Indians, tag)
13. Jenny planted a seed. The seed began to grow. It got taller and taller. It was a \_\_\_\_\_. (flower, rose, tulip)

APPENDIX STAGE II

When the children may think of clues for activities such as, \_\_\_\_\_." "It is ten o'clock; time to go to \_\_\_\_\_." turns, and express his thought.

Child may have a choice of two or more words that make sense.  
Teacher may pause for the child to supply the missing word. Remember this

\_\_\_\_\_. (blue, high, dark)

\_\_\_\_\_. (green, full of leaves)

\_\_\_\_\_. (bare, brown, without leaves)

\_\_\_\_\_. (white, full of snow)

\_\_\_\_\_. (soup, sandwiches)

The Old Man. Dog Jack saw something move. "Hush," said

away the \_\_\_\_\_." (bear, tiger, lion)

through the woods. He smelled something. It smelled good to him

\_\_\_\_\_. (honey, flowers)

There were cold and snowy. Little red bird said, "Don't worry, soon it

will be warm)

She lives with her Granny, way back in the woods, far up in the mountains.

\_\_\_\_\_. (town, school, the store)

He was sitting in the leaves under an old oak tree. Suddenly an acorn fell

\_\_\_\_\_. (head, foot, back)

He did not wait to tell his friend, Hank. He ran all the way to Hank's

\_\_\_\_\_. (dog, cat, mouse)

Back yard playing with his two best friends. They were having fun

with cowboys, Indians, tag)

It began to grow. It got taller and taller. It was a \_\_\_\_\_.

14. One day before school started, Alfred's mother bought him a beautiful rain coat with a hat to match. She also got him beautiful new red \_\_\_\_\_. (boots, gloves, sunglasses)
15. I have four feet and a tail. I make a nice pet. I am a \_\_\_\_\_. (cat, dog, rabbit)
16. I have numerals and hands on my face. I tell time. I am a \_\_\_\_\_. (clock, watch)
17. I am a good drink for breakfast. You can pour me into a glass. I am \_\_\_\_\_. (milk, orange juice)
18. I am very fierce, I growl and live in a zoo. I am a \_\_\_\_\_. (lion, tiger, gorilla)
19. I have two arms, a collar, and a zipper. I like to go outside. I am a \_\_\_\_\_. (jacket, coat)
20. I grow in summer and get very green leaves. I am a \_\_\_\_\_. (tree, plant, flower, bush)

## B. LISTENING FOR INITIAL SOUNDS

1. **Beginning Sound Lotto**  
Paste six pictures on 8" x 11" tagboard. Pictures on smaller cards are matched to beginning sound.
2. **Fish**  
Dealer gives five cards to each player and lays the remainder in a center pile; then asks a player, "Do you have a picture card that begins like \_\_\_\_\_?" (names a word from hand) If a pair is made, he places it in front of him and asks another player for a pair. If a pair is not made, he draws from the pile and the player next to him has his turn.
3. **Concentration**  
All picture cards are placed face up on the table and players take turns matching pairs that begin with the same sound. Players having most pairs are the winners.
4. **Listening for words that begin alike**  
Children may be directed to clap or stand and name the word which begins with the sound as teacher says each series of words.

some, so, same, sit, till	shop, share, she, show, rock
barn, big, berry, far, bet	wig, were, barn, with, wag
caught, carry, cave, down, cart	gone, gate, did, got, gold
dig, dot, sand, dust, do	how, make, here, hat, have
fat, how, for, five, fun	lake, let, live, five, light
now, no, top, nest, never	sat, sore, sad, pan, sick
rag, cow, row, red, rock	pot, pan, pin, ten, pig
me, my, more, so, much	tin, tear, tap, tug, ted
5. **Racing Game**  
Divide class into two teams. Place two letter boxes on piano bench in front of each. Scatter objects from both boxes in center of circle. One team finds objects with the same sound as key picture on one box; other team finds objects that begin with the picture on other box. First team to finish is not necessarily the winner. The team with most correct items in box is the winner.

11" tagboard. Pictures on smaller cards are matched to large card by

each player and lays the remainder in a center pile; then asks another  
picture card that begins like \_\_\_\_\_? (names a picture card in his  
he places it in front of him and asks another player for a card. If a  
ws from the pile and the player next to him has his turn.

aced face up on the table and players take turns matching pairs of pictures  
e sound. Players having most pairs are the winners.

begin alike  
d to clap or stand and name the word which begins with a different sound  
es of words.

shop, share, she, show, rock  
wig, were, barn, with, wag  
gone, gate, did, got, gold  
how, make, here, hat, have  
lake, let, live, five, light  
sat, sore, sad, pan, sick  
pot, pan, pin, ten, pig  
tin, tear, tap, tug, led

ams. Place two letter boxes on piano bench in front of room with a key picture  
ts from both boxes in center of circle. One team finds all objects that begin  
key picture on one box; other team finds objects that begin with same sound as  
es. First team to finish is not necessarily the winner. The team with the most  
the winner.

6. Sound or letter relay game  
Put cards on the floor with pictures of several different beginning consonants up in three or more rows as in relay games. Say, "I'm looking for a card with the same sound as (or start like) \_\_\_\_\_". First child in row gets card for his row. The row that gets the most cards wins the game.
7. Magic sound - magic letter and variations  
Pass pictures of various initial consonants to each child in the group. Children can do actions like ball, button, etc. All the children may skip, hop, gallop, etc. with words mentioned. Continue using all sounds represented in pictures to guess words.
8. Magic castle (variation to musical chairs)  
Pass pictures around the circle as fast as possible while the music is playing. Say, "If you have a picture that begins like \_\_\_\_\_, you may be a magic person."
9. Spread pictures on the floor (one for each child) and say, "Go find a picture that has the same sound as your name."
10. Have students find or point to things in the room that start with the same sound.
11. Ask students to choose for "show and tell" something that begins with the same sound.
12. Guessing games  
"I'm thinking of something in this room (on the desk-on the playground) or "Go to the window and see something that starts like \_\_\_\_\_"  
"Breakfast that begins like \_\_\_\_\_."
13. Little Tommy Tittlemouse  
"Little Tommy Tittlemouse  
Lives in a little house  
Someone's knocking at your door."  
Tommy hides his eyes. A child stands behind his chair and says the rhyme. "Who is it?" The child replies, "My name begins like doll." If Tommy guesses correctly, it's his turn. If he is incorrect, the other child becomes Little Tommy Tittlemouse.

pictures of several different beginning consonants. The children are lined up in relay games. Say, "I'm looking for a card (or picture) that begins with a sound that starts like \_\_\_\_\_". First child in each row runs to get the card that gets the most cards wins the game.

and variations

Call out initial consonants to each child in the group. Call for a picture that begins with a certain consonant. All the children may skip, hop, gallop, etc. whose picture begins like the consonant. Use using all sounds represented in pictures to give all a turn.

(musical chairs)

Circle as fast as possible while the music is playing. When the music stops, the child whose name begins like \_\_\_\_\_, you may come to my magic castle, and

Give each child a card (one for each child) and say, "Go find a picture that begins with the

child's name. Go to things in the room that start with the same sound as their name.

Then have each child "show and tell" something that begins with the same sound as their name.

Ask each child to find something in this room (on the desk-on the playground) that starts like \_\_\_\_\_." Then ask each child to find and see something that starts like \_\_\_\_\_." "I ate something for \_\_\_\_\_."

at our door."

The child stands behind his chair and says the rhyme. The child (or Tommy) asks, "What's your name?" The child replies, "My name begins like doll." If Tommy guesses, he may have another turn. If not, the other child becomes Little Tommy Tittlemouse.

14. **Magnetic Fishing Game**  
Staple pictures on paper fish. Tie a magnet to a pole. As each child catches a fish that begins like \_\_\_\_\_, it is a \_\_\_\_\_ and is thrown back.
15. Pass out big pictures of objects with the same beginning sound. Each child finds a picture that begins with the same sound as theirs.
16. **Train Ride**  
"If you can tell me a word that begins like \_\_\_\_\_ (beginning sound), you can ride the train."
17. **Mix-up or Scramble**  
Pass out picture cards, several of which have the same beginning sound. Children find pictures that begin with the same sound as mine (hold up card).

#### Additional Suggestions

1. Paste a "key" picture for a sound in the center of a large sheet of paper. Children bring pictures that start like the key picture.
2. Pass out picture cards of several sets of a sound -- this may be a sound from a period, play, getting wraps. As the teacher calls for cards with a certain sound, children proceed to their group.

#### Independent Activities

1. Children draw a picture to complete each sentence. Something begins with \_\_\_\_\_.  
Baby sleeps in a little \_\_\_\_\_.  
Bob has a red \_\_\_\_\_.  
I will look at my \_\_\_\_\_.
2. During work period time have magazines and scissors on each table. Children find the most pictures beginning with a certain sound. They can play sorting and other games.
3. Children may draw pictures after they have listened to the cassette.  
a. "Draw all the things that Carol got at the grocery store."  
b. "Draw things in a house that begin like, 'dog'."

### ing Game

in paper fish. Tie a magnet to a pole. As each fish is caught, the child says, "I  
at begins like \_\_\_\_\_. It is a \_\_\_\_\_." If incorrect, the fish

tures of objects with the same beginning sound. Have students find a partner with a  
gins with the same sound as theirs.

me a word that begins like \_\_\_\_\_ (ball, bat, baby) you may take a chair and

### mble

cards, several of which have the same beginning sound. The teacher says, "Those having  
egin with the same sound as mine (hold up card) change seats." An "extra" child will try to get a seat.

icture for a sound in the center of a large sheet. Children may cut out, draw, or  
that start like the key picture.

cards of several sets of a sound -- this may be used for grouping children for work  
getting wraps. As the teacher calls for cards which begin with the same sound, these  
ed to their group.

a picture to complete each sentence. Something that starts with the same sound as BIG.  
sleeps in a little \_\_\_\_\_.  
as a red \_\_\_\_\_.  
look at my \_\_\_\_\_.

period time have magazines and scissors on each table. The children see which group at  
the most pictures beginning with a certain sound. Later these may be used for charts,  
ner games.

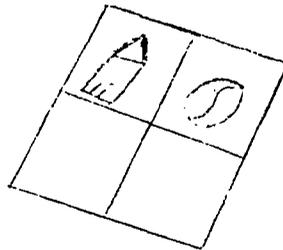
draw pictures after they have listened to the context sentences.

ew all the things that Carol got at the grocery store that begin like her name.  
ew things in a house that begin like, 'dog'."

4. Children may like to use
- Individual pocket charts--match cards to the picture.
  - Individual flannel boards may be used with a key picture.
  - Boards assembled with three hooks used as fasteners. Child sorts and hangs pictures of like sound on correct hook.
  - A curtain rod hook with a toy or an object fastened to it may be used. Have children find and slip on the hook the pictures that begin with the same sound.
  - Use a thin sheet of sponge, styrofoam or cardboard with an object fastened to the corner as the key sound, match pictures.

5. Sorting "begin alike"
- Use line to divide a shallow box into four squares. Place a key picture in each of the two top squares. Students are to sort a group of pictures by placing them in the square beneath the picture with the same beginning sound.

Small objects may be used for variation.



6. Mount large magazine pictures which represent consonant sounds. Arrange them in a circle about the room. Have students walk by the pictures while music plays. When the music stops, have the child give a word with a "begin alike" sound that is like the beginning sound for the picture he is standing by.

### C. DISTINGUISHING LETTER FORMS

1. Print pupils' names on tag cards. Place cards on chairs. Have one activity of recognition.
2. Have children make their names by cutting letters from magazine in correct order.

#### GROUP GAMES FOR DISTINGUISHING LETTER FORMS ONE ANOTHER

1. **Hide letter card**  
Put four letters on the chalkboard. One child is "IT", and s/he come to the board and look at the letters and then turn away. "IT" removes a letter and says "ready". The four children turn. The letter is "IT". Four new children come to play.
2. **Race**  
The teacher holds a letter pack. Two children stand side by side. The letter shown by the teacher takes one step toward the teacher. The child who wins.
3. **Matching Capital and Small Letters**  
Capital or small letters are printed on both sides of a sheet of paper. A letter is attached to the left hand side. On the right hand side. The child faces the card from left to right by matching the capital and small letters.

B	i	Same as other side
J	k	
K	b	
M	a	
A	m	

4. **Letter matching**  
The group is seated in a circle. Each child has a letter card. The teacher plays a record. The children pass their letter card to the child whose card matches the record.

## LETTER FORMS

names on tag cards. Place cards on chairs. Have children find their chairs. This is of recognition.

can make their names by cutting letters from magazines or newspapers and arranging them in order.

## DISTINGUISHING LETTER FORMS ONE ANOTHER

card

letters on the chalkboard. One child is "IT", and stands near the letters. Four children are on the board and look at the letters and then turn away from the letters. The child that is holding a letter and says "ready". The four children turn. The first one to say the missing letter is "I". Four new children come to play.

child holds a letter pack. Two children stand side by side. The first child to say the new letter by the teacher takes one step toward the teacher. The first one to reach the teacher

## Capital and Small Letters

Capital and small letters are printed on both sides of a sheet of stiff cardboard. A shoestring for each letter is attached to the left hand side. On the right hand side are holes (protected by gum labels). Children pass the card from left to right by matching the capital with the small letter.

B	i	Same as other side
J	k	
K	b	
M	a	
A	m	

Matching

Children are seated in a circle. Each child has a letter card. Someone in the circle has a matching letter. The teacher plays a record. The children pass the cards in rhythm. When the music stops,

the teacher calls one child at a time to stand, show card, and tell the letter. The child who has the same letter will also stand, but does not need to say the name of the letter. If some child misses, he sits in the center of the circle. If someone else misses, the child may enter the circle again by naming the missed letter.

5. Letter march (or skip or walk)
  1. With letter cards:  
Hand letter to all children; say, "All those having the letter B, march now, etc."
  2. Without letter cards:  
Say, "Children whose name begins with letter B, march now." Or, "Children whose name begins the same as boy, ball, etc., march now."
6. Variation of letter march  
Known letters are held by children in circle. Other children stand in larger circle around them. While music plays children with letters march. When music stops, children with letters must stop in front of children without letters and ask, "What letter do I have?" If a child answers correctly, it is his turn to march. When his march turn is over the child sits down.
7. Variation of letter march  
Place large pieces of paper in a circle on the floor. Print one letter on each piece of paper. Some of the children march, skip, or walk to music in the circle. Then the music stops. The child tells the name of the letter on the piece of paper where he is standing, then chooses someone to take his place.
8. Ten pins  
Put letters on bowling pins or blocks. One child rolls a ball toward the pins or blocks. He must name the letters on the pins or blocks he knocks down. The score is the numbers of letters he names.
9. Fishing  
Make two letter cards for each letter. Each player is given five cards. Remainder of cards are put in center of table. For a matching letter card, e.g., if he holds an 'A' card, he asks, "Do you have a capital 'A'?" If he does not have the card, the child fishes for it from the center pile. When a pair is made he places the pair on the table in front of him. The player with the most pairs wins. (This may be played with small or capital letters.)



an)  
the Letter Man, the Letter Man, the Letter Man, Do you know the Letter Man,  
One child has a card with a letter on it and skips around to find his partner. One  
all letter. When the child finds a partner, both skip around the circle to:  
etc. Child with small letter then calls out a letter to take his place and game

their legs folded. Each child has a letter card clipped or pinned on his or her  
middle of the circle and is "it". This person calls out the name of one  
child who has the letter called. If "it" is correct, he may take that child's  
named becomes "it". If he doesn't guess correctly another child helps him with  
to the "Castle of Remembering" where he tries to remember the letter he missed.

smile, the other one with a sad face. In the happy box, the child drops the  
alphabet he knows and in the sad box the letter: he does not know. This assists  
letters the child needs help.

the child stands in the middle of the circle. Each child has a card with one letter,  
ate letters are used for this game. The child in the center of the circle calls  
children having these letters change chairs. The leader tries to get a seat  
the next letter.

One girl stands behind first chair. Teacher holds up letter card. If girl standing  
es to stand behind the girl sitting in second chair. However, if girl on chair  
n turns to the child standing; and the other girl sits in her chair. When one  
vering first without making a mistake, she is queen. This, of course, is done with

ounds and giving words or letter names and supplying words.

the floor. The teacher or the child chosen to be the leader passes out three or  
of children. (As the children learn this game, you may increase the number of  
to remember to whom he has given each letter and ask for it to be returned.

16. **The Ball Goes Round**  
 The children sit in a circle on the floor. They pass the ball around.  
 Round and round the ball does go;  
 Not too fast and not too slow.  
 Round and round just like a top;  
 Now it's time for it to stop.  
 When they say "stop", the child holding the ball is OUT, and must  
 tell the name of the letter the teacher is holding. If the child is
17. **Choosing Partners**  
 Make letters on hearts, pumpkins, etc. Have the children find their  
 letter. Then you may play a game or have rhythms using these letters.
18. **Postman**  
 One child may be the postman and carry a box with a slot around the  
 circle have two or three cards. If the child reads his letter correctly  
 know the letter, the leader may help him.
19. **Hide and Seek**  
 Hide several known capital letters around room. Give children  
 Variations: 1. capital matching capital  
 2. small matching small  
 3. capital matching small
20. **Individual home-made pocket charts**  
 (see illustration)  
 Packets of small letter cards  
 (made from oak-tag)  
 Put capital letters in one row in pocket chart. Find or match small



A	B	R

Direct the pupil to match all the small letters to the capitals on  
 cut small a's, b's, and r's from magazines and paste on the above

on the floor. They pass the ball around the circle, repeating this verse:  
 The ball does go;  
 Not too slow.  
 Just like a top;  
 Not to stop.

Child holding the ball is OUT, and must go to the center of the circle, if he cannot  
 the teacher is holding. If the child knows the letter, he may continue to play the game.

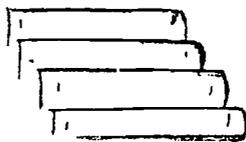
mpkins, etc. Have the children find their partner by finding another child with the same  
 a game or have rhythms using these partners.

man and carry a box with a slot around the circle. All of the children sitting in the  
 ards. If the child reads his letter correctly, he may mail it in the box. If he doesn't  
 he may help him.

l letters around room. Give children individual letters to match.

capital matching capital  
 small matching small  
 capital matching small

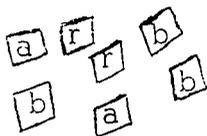
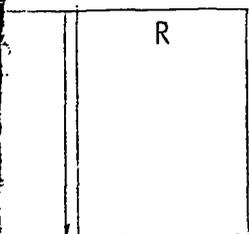
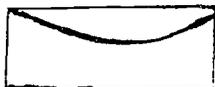
cket charts



(Staple along edges to hold folds)

ds

ow in pocket chart. Find or match small letters.



all the small letters to the capitals on the sheets. Similarly, pupils could be told to  
 om magazines and paste on the above sheets.

- 21. Shape letter forms with clay.
- 22. Feel and identify sandpaper letter forms.

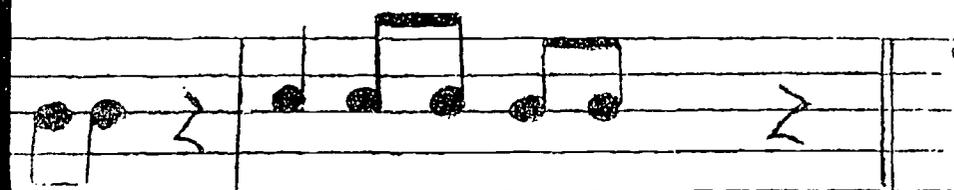
23.

I have a riddle I have a riddle  
I know your riddle I know your riddle

Do you know what letter I am.....?  
It's the letter capi - tal \_\_\_\_\_.  
small \_\_\_\_\_.

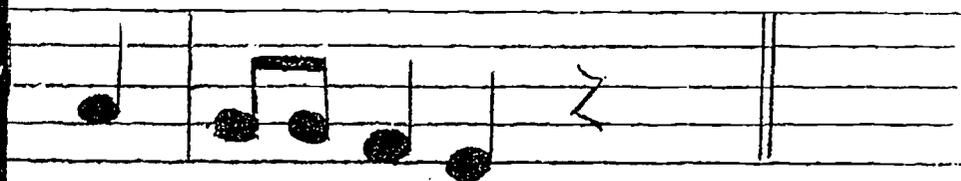
One child selects a letter card and stands in front of children so all may see the letter. another child and repeat the verse.

ms.



I have a riddle

I know your riddle



letter I am.....?

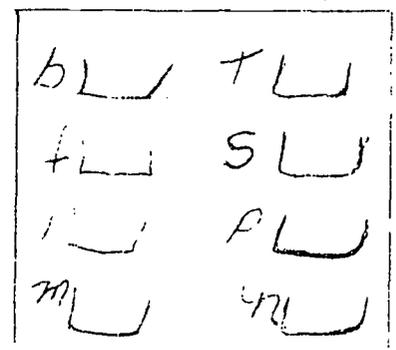
- tal \_\_\_\_\_  
\_\_\_\_\_

of children so all may see the letter. The teacher or child may choose

## D. ASSOCIATING LETTER SOUNDS AND FORMS

### Independent Activities

1. Display an attractive box with objects taped to the inside. Cards with letters that begin with the same sound as the objects are to be placed over the objects.
2. Peek Charts may be made. One could have letters revealed with a picture as the letter under a flap at the side. The other chart could have the picture revealed with the letter under the flap at the side. These charts can be an excellent review of letter sounds individually or by small groups.



3. Tagboard rectangles 10" x 12" with a letter at one side may be "laced" with string with the same sound on the opposite side. Bright red discs or paper squares with the same sound as the letter instead of "lacing" string to it.
4. A shallow box approximately 10" x 12" could have pictures in it and the letters on the side with the same sound upon the object pictured. Also, letters could be pasted on the side to match the pictures to the letters.
5. Large 9 x 12 letters on tagboard can be made and placed on the floor for children to match pictures to the letters.

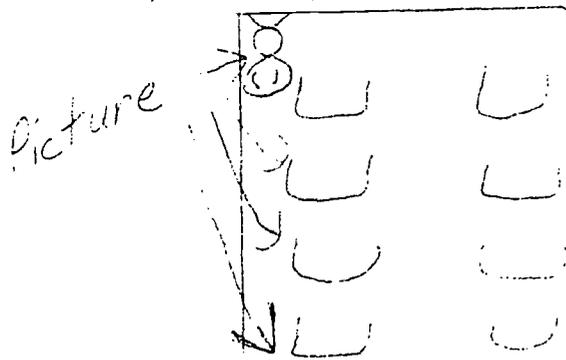
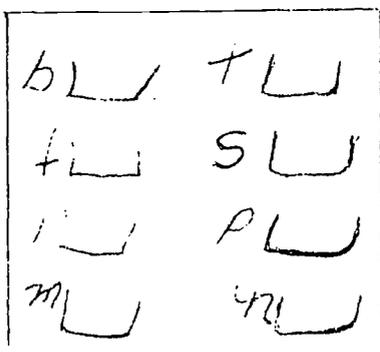
### Group games

1. Letter Call  
Spread letter cards on table. Leader says, "I see a letter with which the word \_\_\_\_\_ begins." Child who answers correctly gets letter. Winner is child with most letters.

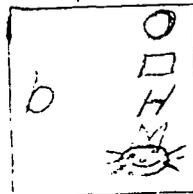
BOXES AND FORMS

Box with objects taped to the inside. Cards with letters representing the sounds these objects make to be placed over the objects.

One could have letters revealed with a picture having the same beginning sound on one side. The other chart could have the picture revealed with the corresponding letter on the other side. These charts can be an excellent review and may be used by the children in small groups.



A 10" x 12" box with a letter at one side may be "laced" with a string to a picture that begins with the same sound on the opposite side. Bright red discs or paper squares may be placed on the picture that begins with the same sound as the letter instead of "lacing" string to it.

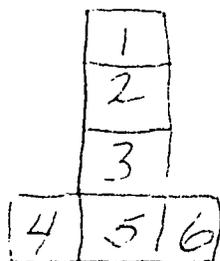


A 10" x 12" box could have pictures in it and the child could place a letter that begins with the same sound as the picture. Also, letters could be pasted in the box and the child could place pictures that begin with the same sound as the letters.

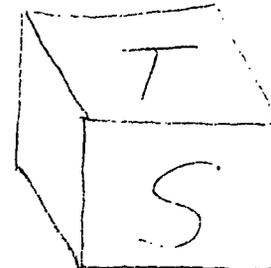
A tagboard can be made and placed on the floor for the children seated in a circle to play with letters.

Game. Leader says, "I see a letter with which the word dog begins. What letter is it?" The child who first gets the letter. Winner is child with most letters.

2. **Calling cards**  
Have two picture cards for each beginning letter sound. Deal out several cards to each child. On their turns calling for picture cards that match beginning sound in their hand. Say, "I need a picture that begins with the letter 'B'?" Winner is one with most pairs.
3. **Mailbox**  
Teacher has cards made from cut up picture dictionaries which she uses as letters (in shoebox envelopes). Then the children mail the letters into the respective shoebox mailbox according to some beginning sound, or according to letter.
4. **Race**  
Print twelve letters on the chalkboard. Have the children make a circle and call out a letter. Two children at a time race to the chalkboard and point to the letter which was called.
5. **Picture Hunt**  
Children bring five pictures from home starting with the letter introduced the previous day. They have given opportunity to name his pictures and tell the beginning letter. Then he chooses one picture to be pasted on the class chart.
6. **Toss the Block**  
"Toss the Block" is a phonics game which a small group of children can play individually or in a classroom or as a group. For it, you may use regular alphabet blocks or a small block made of cardboard. Have painted the initial consonants the children are working on. Youngsters take turns tossing the block which letter comes up on top, then giving a word beginning with that consonant's sound.



Cube may be of masking tape and tagboard



Make 1" squares. Fold on lines drawn. The numbers on the paper are facing the outside when the cube is folded. The other squares are folded inside.

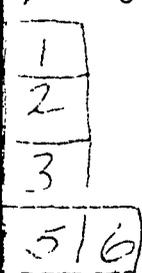
each beginning letter sound. Deal out several cards to each player. Players take cards that match beginning sound in their hand. Say, "Do you have a picture card with the letter T?" Winner is one with most pairs.

cut up picture dictionaries which she uses as letters (these may be pasted on index cards) and mail the letters into the respective shoebox mailboxes, either according to the beginning sound or according to letter.

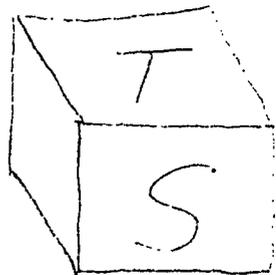
chalkboard. Have the children make a circle and call words in turn. Taking turns, a child goes to the chalkboard and point to the letter which was the beginning sound of the word.

from home starting with the letter introduced the preceeding day. Each child is to bring pictures and tell the beginning letter. Then he chooses one of his pictures to be the beginning letter.

is game which a small group of children can play independently in a corner of the room. For it, you may use regular alphabet blocks or a small building block on which you have written consonants the children are working on. Youngsters take turns tossing the block, noting the consonant that comes up, then giving a word beginning with that consonant's sound.

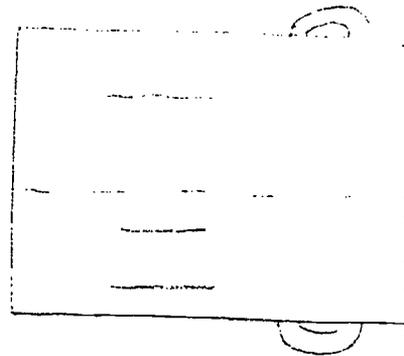


Cube may be of masking tape and tagboard



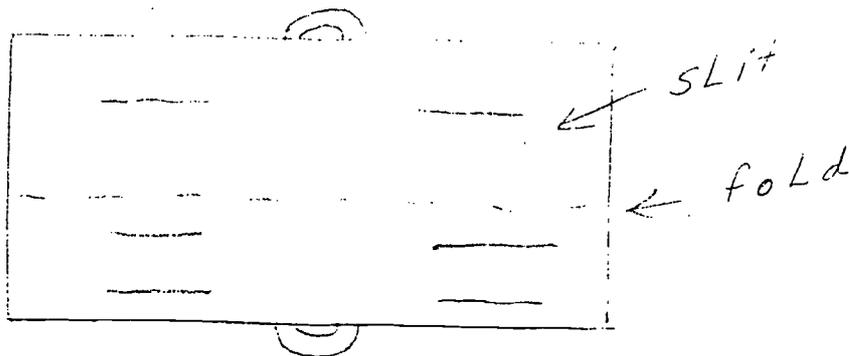
Lines drawn. The numbers on the paper are facing the outside of the block when the paper is folded inside.

7. To play the suitcase game the boys and girls each have a suitcase (see diagram). A girl takes a turn. "I will put a dress in the suitcase." She takes the letter "C" and puts it in the slot in the suitcase. Then a boy has a turn. The child wins who finds the letter first.



8. A child may hide a letter card behind his back and say, "I have a letter. Can you guess what letter it is?" The answer, "it is C."
9. Education in the Kindergarten, by Foster and Headley, contains the story of "Miss M." When the story is presented, the game begins. "Something fell out of his car that began with the letter C."

The boys and girls each have a suitcase (see diagram). Each suitcase has six slots. She put a dress in the suitcase." She takes the letter "d" out of the pocket chart and suitcase. Then a boy has a turn. The child wins who fills the suitcase first.



card behind his back and say, "I have a letter. CAT starts with the sound of my name?" The answer, "it is C."

Children, by Foster and Headley, contains the story of "Mr. Bradley and his car." After the game begins. "Something fell out of his car that begins with s." 9

## E. DEVELOPMENT OF A RECOGNITION VOCABULARY

The fourteen words listed below with their repetitions make up more than one-fourth of the words you were to teach these words to your kindergarten pupils, they would then possess the capital they will need for reading easily the preprimer, primer, first readers, and second readers expected to read.

to	at	on	of	it
the	I	are	and	an
this	in	a	is	

You can make the teaching of the words a step in your program of instruction in phonics. That teaching will consist of (1) introducing each of the words to your pupils, and (2) with practice that will help them learn to recognize the words instantly.

### 1. Introducing the Words

You may introduce each word by presenting it on the board in context. For each word that you have printed on the board except the word you are introducing, use that word by using together the context you read aloud and the beginning of the word.

The sections that follow give detailed suggestions for introducing some of the words. In each case, context for you to print on the board is provided, but feel free to change to a sentence or sentences which you think are better. Each underlined word is for you to read to the pupils. All statements and questions not underlined are for you to read to the pupils. Dots are used to indicate that you should pause there to give pupils time to think or to answer verbally.

### 2. To

Print the following lines on the board:  
This is my new bicycle. Would you like to ride it?

Then say: "You can help me read these lines." Point to to: "I will read all the words except this one. With what letter does this word begin? ... You know the sound for. Now I will read all the other words. When I stop, think of a word that the sound stands for and makes sense here. Listen: This is my new bicycle. Would you like to ride it? What is the word?" ...

## IN VOCABULARY

with their repetitions make up more than one-fourth of all printed English. If your kindergarten pupils, they would then possess an important part of the words easily the preprimer, primer, first readers, and trade books that they will be

it  
an

words a step in your program of instruction in preparing pupils for reading. (1) introducing each of the words to your pupils, and (2) providing the pupils with the words to learn to recognize the words instantly.

teach each word by presenting it on the board in context. Read to the pupils all the words on the board except the word you are introducing and ask them to unlock the word by putting together the context you read aloud and the beginning sound of the word.

Below are given detailed suggestions for introducing some of the words. In each case a sentence to print on the board is provided, but feel free to change that material to suit your own sentences which you think are better. Each underlined statement is a direction to the teacher and statements and questions not underlined are for you to use in talking to pupils. Three asterisks indicate that you should pause there to give pupils time to think or to respond.

Write the following lines on the board:  
I have a new bicycle. Would you like to ride it?

Ask the pupils to help me read these lines." Point to to: "I will read aloud all the words in the sentence. With what letter does this word begin? ... You know the sound that t stands for. Now I will read all the other words. When I stop, think of a word that begins with the same sound and makes sense here. Listen: This is my new bicycle. Would you like to ride it? What is the word?" ...

3. The  
Print the following line on the board:  
Tom can throw this ball high in the air.

Then say: "You can help me read this line." Point to the: "I will read aloud and  
With what two letters does this word begin?... You know one sound that the letter  
stands for a sound that is just a little different. It is the sound you hear at the be  
I will read all the other words. When I stop, think of a word that begins like thi  
Listen: Tom can throw this ball high in \_\_\_\_\_ air... What is the word?"

4. This  
Print the following line on the board:  
I have to give away some of these new kittens. Would you like to have this one?

Then say: "You can help me read these lines." Point to this: "I will read aloud  
what letter does this word begin?... You know the sound th stands for here. Wh  
... You know the sound s stands for. Now I will read all the other words. When  
with a sound th stands for and makes sense here. Use the sound at the end of the  
I have to give away some of these new kittens. Would you like to have \_\_\_\_\_

The same would follow for these sentences listed below:

The skates are lost. Do you have a pair? (a)  
I have never taken a trip on an airplane. (an)  
Uncle Bill gave a bicycle to Mary and me. (and)  
I cannot find my new shoes. Do you know where they are? (are)  
Do you know where Dick is? He is not at home. (at)  
Jimmy is taller than I am. (I)  
The puppy was outside. Did you let him in? (in)  
I cannot find my ball. Do you know where it is? (is)  
I don't want this candy. Do you want it? (it)  
Where is that old bat of mine? (of)  
It is cold outside. Get your jacket and put it on. (on)

the board:  
high in the air.

read this line." Point to the: "I will read aloud all the words except this one.  
this word begin?... You know one sound that the letters th stand for. In this word, th  
is a little different. It is the sound you hear at the beginning of this and them. Now  
listen. When I stop, think of a word that begins like this and them and makes sense here.  
What is the word? ... What is the word?"

the board:  
one of these new kittens. Would you like to have this one?

read these lines." Point to this: "I will read aloud all the words except this one. With  
this word begin?... You know the sound th stands for here. What letter is at the end of the word?  
What does it stand for. Now I will read all the other words. When I stop, think of a word that begins  
with th and makes sense here. Use the sound at the end of the word if you need to. Listen:  
one of these new kittens. Would you like to have \_\_\_\_\_ one? What is the word?"

Prepositions listed below:

Have a pair? (a)

On an airplane. (on)

Between Mary and me. (and)

Do you know where they are? (are)

He is not at home. (at)

Can you let him in? (in)

Do you know where it is? (is)

Do you want it? (it)

Is it of? (of)

Put on the jacket and put it on. (on)

### Providing Practice in Recognizing the Words

The following numbered paragraphs describe exercises you can use to help your pupils recognize words instantly:

1. As soon as three or more of the words have been introduced, print them on the board. Ask pupils to name words which you point at and to point at words you are adding to and checking with this list on the board as you introduce each new word.
2. Print sentences on the board, each of which contain one of the words you are practicing. Ask pupils to help you read each sentence, with you reading orally all the words except the one word on which you are giving practice.

#### 3. GO AROUND THE BOARD

Purpose:

To provide practice with sight word recognition skills.

Players:

Two to four

Materials:

A rectangular piece of heavy paper with a 2-inch margin. The words to be practiced are written in the margin. Some words are written on cards or ties or rewards. A spinner for moving the marker and a colored marker.

move 3 ahead	to	move 3 back	the	this	a
was					an
on					are
of					move 3 ahead
it					and
Home Base	in	is	move 2 back	I	at

the Words

describe exercises you can use to help your pupils to recognize the fourteen

more of the words have been introduced, print those words in column form on the board to name words which you point at and to point at words which you name. Keep using with this list on the board as you introduce additional words.

the board, each of which contain one of the words you have introduced. Have the teacher read each sentence, with you reading orally all the other words and the pupils reading the words which you are giving practice.

BOARD

To provide practice with sight vocabulary and further develop word recognition skills.

Two to four

A rectangular piece of heavy paper, about one foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written. Some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved and a colored marker for each player.

move 3 back	the	this	a
			an
			are
			move 3 ahead
			and
move 2 back	I	at	

Directions:

Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base." He reads the word that he "lands on." If he doesn't know the word, he returns to the original space until his next turn. The child first going all the way around to "Home Base" wins.

## APPENDIX STAGE III

### A. WORD RECOGNITION <sup>10</sup>

#### 1. In Context

- a. Name of the story appears as first line. (When time for reading from the book the story and page number in the table of contents.)
- b. New words in the story are used in context, either directly from the book or pictures. (Place below title on chart or on chalkboard.)

Use a variety of ways of presenting phrases

- a. Find a sentence you know.
- b. Who can read number 4?
- c. Another child says the sentence; children give the number and repeat the line.
- d. Teacher gives the meaning; children locate and read.
- e. Children find a line that can be dramatized.

Each child is given an opportunity to pronounce at least 1 sentence. (Come back to

Use games occasionally to stimulate interest and provide additional practice ("Guess the beginning of a sentence, can you guess which one?")

#### 2. Review of Sounds (use activities from "In Context")

#### 3. Ending Sounds

- a. Substituting ending consonants in words:

Exercises in consonant substitution can help youngsters develop skills that lead to reading. To make a booklet that provides practice in consonant substitution, fold several 4" x 4" sheets of tagboard into a booklet and staple them together. Then staple a strip of tagboard with a letter of a known word (the N in can, for example) on the first booklet page at the top of the tagboard strip, as the drawing shows. On each of the following pages write a letter with the word beginning to make a new word (can). As children turn the booklet, they can read the words by substituting ending consonants.

C A T

## APPENDIX STAGE III

appears as first line. (When time for reading from the book comes, children will find number in the table of contents.)

story are used in context, either directly from the book or placed in different content. on chart or on chalkboard.)

f presenting phrases

u know.

er 4?

the sentence; children give the number and repeat the line.

meaning; children locate and read.

e that can be dramatized.

opportunity to pronounce at least 1 sentence. (Come back to any child that misses.)

to stimulate interest and provide additional practice ("Giant" game; "I am thinking guess which one?")

activities from "In Context")

e consonants in words:

gant substitution can help youngsters develop skills that lead to independence in reading.

that provides practice in consonant substitution, fold several slips of paper, perhaps 3"

et and staple them together. Then staple a strip of tagboard, about 3" x 6", to the last

word (the N in can, for example) on the first booklet page and the rest of the word on

as the drawing shows. On each of the following pages write a different consonant that

inning to make a new word (can). As children turn the booklet pages, they attack these

ng ending consonants.

C A T

b. Rhyming Endings

The leader says, "I end with ook. Can you guess what I am?" The player may take one guess in turn and say, "Are you look?" "No, I am not look," answers the leader, if his word is, e.g., book. The player who guesses correctly becomes the next leader.

Encourage the use of the full sentence for question and answer.

c. Rhyming Riddles

The teacher opens the game with this riddle; "I rhyme with sled, you sleep in me. What am I?" The child who answers correctly may make up the next riddle.

d. Phonogram Riddles

Prepare a set of cards with words with the same phonogram: pan, fan, man, Dan, can, etc.

On heavy paper prepare a list of riddles similar to the following:

My word is can. Change one letter and get something we use on a hot day. (fan)

Again change one letter and get something we cook in. (pan)

The child looks for the correct word card to answer the riddle.

e. Rhyming

Collect several sets of large pictures of objects (about three to a set), the names of which rhyme. The teacher places two or three sets on the chalk ledge or on a flannel board and says, "Some of these things have names that rhyme." She may ask other questions like, "Who can find pictures of two things that rhyme? Are there any others that rhyme too? Can you think of any other things that you know that would also rhyme?"

f. Sound-Alikes

Collect a set of small pictures of words that rhyme, e.g., man, fan, can, cat, hat, bat, etc. Paint an egg carton an attractive color. A child can then sort the pictures and put the rhyming cards into the separate sections. This exercise may be adapted for beginning and ending sounds.

4.

a. Match Me<sup>11</sup>

Purpose: To listen carefully in order to recognize words

Players: Small group

Materials: Set of flash cards

Directions: Prepare a number of one-word flash cards using

st	ck	er
best	black	teacher
last	neck	player
rust	trick	father
fast	stick	mother

Give each child two cards. The players listen to the words and call out the words that end like one of the groups of cards; for example, a card with the ending "ck" which ends with ck must stand before the group,

Adaptations: (1) Consonants or blends in the initial position of words.  
(2) Words with other endings could be used, e.g.

Cautions: When children "call" the words they should be sure to call out all they may hear. For instance, be sure the t in fast is clearly articulated. This is a good drill for children's "lazy lips."

b. "r" Combination Drill

Find pictures to illustrate the blends: "tr," "pr," "br," "kr," "r"  
Tray, try, tree; trains  
Pray, pry, pree; prese  
Bray, bry, bree; bridg  
Kray, kry, kree; crick  
Dray, dry, dree; drum  
Gray, gry, gree; grap

<sup>11</sup> "Reprinted from Reading Games by permission of the publishers."

To listen carefully in order to recognize words that end alike

Small group

Set of flash cards

Prepare a number of one-word flash cards using words similar to the following:

st	ck	er
best	black	teacher
last	neck	player
rust	trick	father
fast	stick	mother

Give each child two cards. The players listen carefully as the teacher says a word which ends like one of the groups of cards; for example track. Then each player who has a word which ends with ck must stand before the group, show his card, and say the word.

(1) Consonants or blends in the initial position could also be used.

(2) Words with other endings could be used, e.g., ay, is, en.

When children "call" the words they should be encouraged to speak distinctly so that all may hear. For instance, be sure the t in fast is sounded clearly. Here is a case where articulation is extremely important. This is a good chance to make more mobile the children's "lazy lips."

ion Drill

To illustrate the blends: "tr," "pr," "br," "kr," "dr," "fr," and "gr,"

Tray, try, tree; trains I can see.

Pray, pry, pree; presents I can see.

Bray, bry, bree; bridges I can see.

Kray, kry, kree; crickets I can see.

Dray, dry, dree; drums I can see.

Gray, gry, gree; grapes I can see.

Reading Games by permission of the publishers."

- c. The "dr" blend is used in this poem. Children say the refrain each time, using hands to imitate rain falling.

### THE RAIN

Quietly, so quietly, drift in from the sea,  
Dark clouds, gray clouds, heavy as can be.

Rain, rain, rain.

Drip, drip, drop.

Over city, over hill, over farm and plain,  
Over highway straight and smooth, over moving train.

Rain, rain, rain

Drip, drip, drop.

The happy day grows very dim, the sunshine disappears,  
When suddenly the sky above begins to shed its tears.

Rain, rain, rain,

Drip, drip, drop.

The rain is fresh, the air is sweet, the patter all around  
Makes noises on the roof tops and drips slowly to the ground.

Rain, rain, rain,

Drip, drip, drop.

And as we listen to the rain, it makes us wonder why  
The heavens hide behind dark clouds and then begin to cry.

Rain, rain, rain,

Drip, drip, drop.

- d. The "st" blend is emphasized in this poem. Let the children choose different methods of transportation and select a color. Clapping will accentuate the rhythm.

#### STOP FOR ME

Streetcar, streetcar,  
Red as can be!  
Streetcar, streetcar,  
Stop for me!

Engine, engine,  
Black as can be!  
Engine, engine,  
Stop for me!

Bicycle, bicycle,  
Silver as can be!  
Bicycle, bicycle,  
Stop for me!

Pony, pony,  
Brown as can be!  
Pony, pony,  
Stop for me!

- e. "skw" or "sq" is one of the most difficult blends for children to make. Be sure that each child can make a "q", which is a combination of "k" and "w", before attempting this blend.

#### NEW SHOES

I have a brand new pair of shoes,  
Squeaky, squeaky, squeak.  
Listen closely, they will speak,  
Squeaky, squeaky, squeak.

r.

#### EXERCISE FOR BLENDS

"s-s-sm-sm" - smile, smile, smile.

"s-s-sw-sw" - sweep, sweep, sweep.

"s-s-sp-sp" - spin, spin, spin.

"s-s-sn-sn" - sniff, sniff, sniff.

"s-s-sk-sk" - skip, skip, skip.

"s-s-sl-sl" - slide, slide, slide.

"s-s-skw-skw" - squeak, squeak, squeak.

"s-s-st-st" -

Still...

Still...

Still...

Note that the sq blend in line 7 of the poem has been spelled as it is pronounced, "skw." Flash cards on which the words have been printed may be used. The children may also think of different words for each blend which can be dramatized. This exercise is for all "s" blends since a child will sometimes lisp on one blend and yet make the others correctly.

- g. Circle the words that begin with the same beginning consonant digraphs as ship.

shall

dish

she

5.

## Vowels 11

### a. Vowel-O

Purpose: To provide practice in identifying vowel sounds

Players: Small group

Materials: Word cards, each of which contains one word

Directions: To teach the sound of *i*, for example, write each of the words below on word cards. Give two cards to each child, one word card containing a short *i* and the other a long *i*. The teacher now says a word, such as pine. In this case each child is to hold up his word card that has the long *i*. Some words to use are: time, tiny, tip, file, ring, ride, Dick, rich, bib, mind, find, ill, Jill.

Adaptations: (1) The short and long sounds of the other vowels can also be used.  
(2) The game could be played without word cards by writing the list of words on the chalkboard.

### b. Matching Vowel Sounds

Purpose: To strengthen auditory discrimination of vowel sounds

Players: Two to four

Materials: Forty cards, each of which contains a one-syllable word; there must be at least two cards with the same vowel sound

Directions: Deal four cards to each player and place the rest face down in a pile in the middle of the table. The first player reads clearly any one of his cards aloud. Any player who has a card with the same vowel sound pronounces his word and the first player must give him his card. The second player then lays these two cards in front of him. The first player draws a card from the pile to replace the card he has lost and the next player calls a card. If no one has a card with the same vowel sound the next player calls a card. The player with the most cards in front of him when the pile in the center is gone is the winner.

c. Look Alike - Sound Alike

- Purpose: To strengthen children's auditory and visual recognition of digraphs  
Players: Reading group or a small group  
Materials: Word cards containing several words with the same digraph  
Directions: Distribute a word card to each player, such as:

where, which, white, wheat

they, then, this, there

chop, children, cherry, chair

ship, shoe, shut, sharp

Have each child read his card aloud. The teacher writes shine, cheese, those, and what on the chalkboard. She frames cheese and says, "Those who have words which begin like this word, stand." Ask, "How is your word like cheese?" The child would indicate that his word begins with ch, so it looks like cheese at the beginning and sounds like it too. Use the same procedure for the sh, wh, and th words. End the game by having each child place his card on the chalk ledge just under the word on the chalkboard that begins with the same sounds as the words on his card.

- Adaptations: Similar games using "long vowel" words, endings, etc., could be used.  
Cautions: Working with small groups is more desirable than with large groups.

d. Vowel Similarities.

Four players may play this vowel game. Prepare a set of about forty word cards. The words should each have only one vowel sound but include words with many different sounds such as snow, bee, sit, etc. Deal four cards to each player and put the rest of the cards in a pile in the middle. The first player reads any one of his cards aloud. Any player who holds a card with a similar vowel sound must give it to the caller. If no one has such a card or if the caller cannot read his card, then the card must be discarded, and the caller draws another from the pile. In this event, he must wait for his next turn to call for cards.

## B. RECOGNITION OF PUNCTUATION MARKS

1. Read a poem to the children; interpret punctuation marks such as: period, question mark, exclamation mark, comma. Discuss and reread poem for the understanding of the punctuation.
2. Interpretation of punctuation marks through dramatization of stories such as: The Three Bears, The Three Pigs, The Three Billy Goats.
3. Take a field trip. Record the experiences in the childrens' own languages. Use punctuation marks to show the children how they are used.
4. Learning the concept of (?) for "I don't know." 12  
Draw three boxes on the board. Put Yes in one box, No in the middle box and a Picture of a child with his hand up in the last box. In one of the boxes the child doesn't know what to say. Draw a line under the picture of the child who doesn't know what to say. Encourage each child to raise his hand for help if he does not know how to respond to any question. Point out that the question mark stands for "I don't know" or "I need help."

C. ABILITY TO READ FOR DEEPER MEANING

"New Word" Games Related to Personal Experiences

1. Selecting a word which best describes a picture or an object--as, matching the pictures of members of a family with their names: mother, father, brother, baby.
2. Selecting descriptive sentences and phrases--as, matching pictures with labels, choosing the picture which a riddle describes.
3. Choosing subtopics which are placed under the main topics in an outline.
4. Classifying and identifying--as, selecting from a group of word cards those which are related, then classifying them according to kind:

animal	mineral	vegetable	reindeer
			tomato
			copper

5. Determining the purpose or function of things--as selecting from a group of word cards those which have like function:

things we eat	things we wear	
		hat
		milk

6. Arranging single pictures in story sequence--as, pictures describing each of the following:
  1. Getting ready for school
  2. Riding on the school bus
  3. Activities in the school room
  4. Eating lunch
  5. Resting

D. ADAPTATION OF READING METHOD TO PURPOSE AND CONTENT  
1. SILENT READING 10

Teacher uses questions to guide the silent reading. Always read sile

Questions may express thought, fact, or judgement.

Read 3 lines and tell two things Bobby saw.

Read 4 lines and tell how you know Bobby was happy.

Read 2 lines and see which you think was larger.

After reading the part of the story indicated - discuss --

Can you tell \_\_\_\_\_

Find \_\_\_\_\_

How do you know \_\_\_\_\_

Where did \_\_\_\_\_

How did \_\_\_\_\_

Why did \_\_\_\_\_

All children read silently. When approximately 3/4 of the group in  
stop. Then ask a child to give the answer to a question in his own w

At the conclusion of the silent reading and question period, discuss  
question raised at the beginning.

TEACHING METHOD TO PURPOSE AND CONTENT  
PAGE 10

Teacher uses questions to guide the silent reading. Always read silently first.

Questions may express thought, fact, or judgement.

Read 3 lines and tell two things Bobby saw.

Read 4 lines and tell how you know Bobby was happy.

Read 2 lines and see which you think was larger.

After reading the part of the story indicated - discuss --

When you tell \_\_\_\_\_

and \_\_\_\_\_

how do you know \_\_\_\_\_

where did \_\_\_\_\_

how did \_\_\_\_\_

why did \_\_\_\_\_

Children read silently. When approximately 3/4 of the group indicate readiness to answer,

Then ask a child to give the answer to a question in his own words.

At the conclusion of the silent reading and question period, discuss the answer to the motivating question raised at the beginning.

## 2. ORAL READING

Use oral reading in a variety of ways.

One child reads orally the lines that were read silently. There should be a purpose for oral reading. Read the line that:

made you laugh  
told what mother said  
has conversation or dialogue  
told the answer to a joke

Read by parts. One child is the narrator, reading the parts not in quotes. Other children are chosen for as many parts as there are characters speaking.

Each child should have the opportunity to participate every day.

Develop fluency; discourage word calling.  
Develop expressive oral reading.

## E. ABILITY TO STUDY INDEPENDENTLY 10

### 1. Classification

Exercises where child collects all words or phrases pertinent to given topics. Example:  
List all the phrases (or words) from this list that tell about people, work, play, home, animals,  
travel, food, action, names, places, descriptions, etc..

Directions: From any story select certain phrases or words. Put them on a chart, on the board,  
or on duplicated sheets from which the children may work. Have the children fold papers into  
halves or fourths or whatever size is suitable for the classification assignment, and head each part.  
Phrases or words are then classified according to headings. (The following heading are suggestions;  
however, titles should be used only after the children have had the words used in their reading.)

- a. Classify words and phrases by placing in proper column.

Sample headings: Who What Where

Sample phrases from which child selects:

grandmother	a white suit	a green bench
in the city	a long hill	in the woods
some rolls	in a street	a house
Dick	a red bicycle	went to bed

Variation of above:

Sample headings: People Buildings Food Things

Sample phrases from which child selects:

a chicken	a fire house	ice cream	toys
a fireman	Mr. Gray	a present	grandmother
a letter	a basket	milk	bicycle

b. Place the words and phrases below under the proper heading.

Sample headings: Animals   People   Places   Time

Sample phrases from which child selects:

Juan	the woods	supper time	twinkle
a barber	bed time	T.V. time	up the street
one morning	Rodney	the city	Carl
a long hill	mother	the store	a squirrel

c. From the context of any story select phrases that pertain to any two or three characters in the story. Classify phrases under the proper heading.

Sample headings: Mr. Squirrel   Mr. Rabbit

Sample phrases from which child selects:

opened his door	looked out of his house
began to cry	went to the squirrel
hopped and hopped	went to the rabbit

d. From context of any story select phrases that tell what a person or animal does. Classify phrases according to proper heading.

Sample headings: Beavers   Squirrels   Kittens

Sample phrases from which child selects:

work very hard	do not play	like to play
do not play	like milk	eat wood
have to be clean	live in water	eat nuts
have to find nuts	play in trees	live in a house

2. Matching

a. Matching two columns of work. This kind of list can be used in several ways:

The children can copy the list at the left and then write the phrase from the list at right that matches or tells about the first one opposite it.

The children can number their papers and then write the phrases in the second column in the order necessary to match the phrases in the first column.

two children  
the big surprise  
a fire house  
something to eat  
a place to go  
a green bench  
an airport  
suit  
the fireman's bicycle

a fire station  
a red and green stripe  
Jim and Lisa  
made green stripes  
two new bicycles  
new and white  
cake and milk  
in the city  
many airplanes

b. Matching the phrases with the names. The phrases tell something about the person or animal names in the first column.

Baby Elephant  
the clown  
the black dog  
big brown bear  
Monte  
baby bear  
Mr. Brown  
Jim and Lisa

told a circus story  
had a walking stick  
went to the circus  
wanted a red cap  
pulled the wagon  
met Jim and Lisa  
had a blue coat  
was a monkey

c. The children may also copy from a chart, putting phrases together to make complete sentences.

Example:       Baby Elephant wanted a red cap.

3. Question and Answers

The children number their papers and write the correct answers from either of the following types of questions:

- a. Questions which require a specific answer. (yes - no questions may also be considered in this category.)
- b. Questions which require use of judgment in answer.
- c. Questions whose answers may be chosen from a variety suggested.

Questions:

Why would Lassie stay home?  
When did the boys go back to the house?  
How did they help the men?  
Where did Father take them?  
What did they get at the lumber yard?  
What did they buy at the store?  
How many boys worked?  
How did Lisa help?  
What color did they paint the house?

Answers:

Lisa painted one side of the house.  
He would go on the roof.  
Wood, four windows and a door.  
They went back in the afternoon.  
The house was white.  
They got a saw, hammer and nails.  
Four boys worked on the house.  
He took them to the lumber yard.  
They got water for them.

Children may make up questions after reading a story. They could be asked to begin questions with these words: how, why, where, who, what, will, etc.

#### 4. Selection

- a. Students may write the phrases that tell something about the story, "Why the Bear Sleeps All Winter."

the nuts were gone  
Mr. Rabbit and Mr. Squirrel  
a bear in a log  
some bees  
closed the log

a baby elephant  
the snow came  
pushed the mud away  
spring time  
Carl and Lisa

- b. After completing the last story in the book, select questions taken from all the stories. The children may write just the answer.

1. Who had a big surprise?  
2. Who wanted to be a beaver?  
3. Who was the farm boy?  
4. Who was Monte?

Baby Elephant  
a monkey  
David  
Mr. Gray

#### 5. Drawing

- a. Have students draw objects named in the story to test comprehension of the words.

Draw:

a bicycle  
a green bench  
a brown rabbit

an airplane  
ice cream

- b. Have students draw pictures to interpret parts of the story. A series of pictures may result in a "movie."

- c. Request illustrations for specific sentences which will show whether a child has interpreted what he has read. Example:

Draw a picture of what Mother, Lisa, and Carla rode on.

Draw a picture of what Father was painting.

6. Completion

- a. Completion at the end of a sentence. Children may either write only the part that is left out or the entire sentence. Words from which children may make the correct selection:

hungry                  puppy                  white                  tail

- . Tykey was a \_\_\_\_\_.
- . He was black and \_\_\_\_\_.
- . His tail was \_\_\_\_\_.
- . Tykey was always \_\_\_\_\_.

- b. Completion in the middle of the sentence. Children are to make a selection from the following words:

help                  from                  monkey                  lived

- . A monkey \_\_\_\_\_ in the woods.
- . He jumped \_\_\_\_\_ tree to tree.
- . He had a long tail to \_\_\_\_\_ him.

7. Multiple Choice

- a. Two choices

- . Mr. Hall had a \_\_\_\_\_ . store squirrel
- . The store was in the \_\_\_\_\_ . village farm

- b. Three choices:

- . Beavers live in \_\_\_\_\_ . trees                  water                  houses
- . Puppies like red \_\_\_\_\_ . meat                  nuts                  rolls

c. Phrases to choose:

. Lisa said, "We have \_\_\_\_\_." some little kittens  
work and play  
up and down

8. Statements

a. Yes - No

(Yes - No example)

b. True - False

c. Right - Wrong

- . Do you see any snow on the big tree?
- . Do you see five nuts?
- . Can this snowman eat food?

9. Sequence

Provide students with sentences in disarranged order. Have them read a story for meaning and rearrange the sentences in correct sequential order.

10. Write a different ending to the story or write a different title.

11. Title

Provide exercises which require child to quote, read orally, or indicate page and paragraph number in proving or disproving the teacher's statements concerning parts of the story or questions that might be asked.

## ACKNOWLEDGMENTS

A wealth of the material in the appendix has been extracted from textbooks, workbooks, bulletins, and other published materials. Also, a portion of the resources was donated by local teachers who had collected them over the years after finding them beneficial to the learning process of our kindergarten children.

We, therefore, wish to extend a meaningful thank-you to the educators and educational concerns who have helped make the appendix a useful resource tool in the development and success of the kindergarten reading program.

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