Objectives
(2) Selects stories from basal readers, trade books, etc. that are suitable for teaching this skill.
(3) Confers with master teacher for ideas.

Additional Activities:

Postassessment

The student will implement one lesson that teaches pupils to predict outcomes in literary material.

Specific Objective

4. The student will help pupils to identify the following types of organizational patterns found in written material:

- comparison-contrast
- cause-effect
- time relationships
- classification & categorization

Learning Activities

(1) Sourcebooks:

Fenderson, "Comprehension Skills," Card CS 10

Greff, pp. 98-102

Herr, Chapter 32, "Perceiving Relationships"
Objectives in Assigned Classroom

Objectives Attainable Outside of Assigned Classroom

Dates of Attainment

Forms of Assessment

Mallett, *Interpretive Comprehension*

McGuire, *Skillpacks A-3, B-2*

Pierros, "Word Power" (classifying & categorizing words)

Schubert (Book V), Games 31-33

Wisconsin Design: Comprehension, Level C-Skill 3

(2) Observe master teacher implement demonstration lesson.

(3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will conduct two activities that involve the teaching of organizational skills.
Specific Objective

5. The student will demonstrate skill in showing pupils how to interpret the mood, feelings and attitudes of characters in a story.

Learning Activities

(1) Sourcebooks:

Greff, pp. 109-111

Mallett, Interpretive Comprehension

(2) Refer to Teacher's manuals of basal readers.

(3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will teach one lesson that involves the interpretation of the mood, feelings or attitudes of characters in a story.
General Objective

C. Demonstrates competence in teaching the tasks of critical reading.

Specific Objective

1. The student will guide pupils in the identification of statements of facts and opinions in their reading.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, p. 75; Book 2, p. 75; Book 3, p. 72

Mallett, Critical Reading

Wisconsin Design: Study Skills, Level D-Skill 14

(2) Refer to workbooks and teacher's manuals of basal readers.

(3) Observe lesson taught by master teacher.

(4) Plan lesson with cooperating teacher or other classroom teacher.

Additional Activities:
Postassessment

The student will teach one lesson to a group of pupils related to distinguishing statements of fact from statements of opinion.

Specific Objective

2. The student will aid pupils in differentiating between relevant and irrelevant information in written material.

Learning Activities

(1) Sourcebooks:
   Barnes & Burgdorf, Book 1, p. 71; Book 3, pp. 73-74
   McGuire, Skillpack C-3
   Wisconsin Design: Study Skills, Level D-Skill 13

(2) Observe master teacher implement demonstration lesson.

(3) Confer with cooperating teacher for teaching ideas related to this skill.

Additional Activities:
Postassessment

The student will plan and implement one lesson that shows pupils how to differentiate between relevant and irrelevant information in written material.

Specific Objective

3. The student will teach pupils to identify following types of propaganda techniques.

- testimonial approach
- bandwagon appeals
- transfer approach
- glad naming or glittering generalities
- bad naming or false generalizations
- card stacking approach

Learning Activities

(1) Sourcebooks:

Mallett, Critical Reading

(2) Develop lesson plans based on the use of guiding questions such as:

- What important information should we have before buying a product or taking an action such as that suggested in the ad?
- Who is trying to convince us to do what?
- What important information is given?
- What special propaganda techniques have been used to increase the appeal of the given information?

(3) Organize committees of students to find illustrations of propaganda techniques in newspapers, magazines, etc.

(4) Prepare bulletin board displays of different propaganda techniques.

(5) Confer with master teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a propaganda technique.

Specific Objective

4. The student will help pupils make judgements about material that is read.

Learning Activities

(1) Sourcebooks:

   Herr, Chapter 29

   McGuire, Skillpacks D-1, D-2
Mallett, Critical Reading

(2) Plan activities related to selecting criteria for making certain judgments, e.g. criteria for buying a new bicycle.

(3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will prepare and implement an activity that shows pupils how to make judgments about material that is read.

Additional objectives not listed:
REFERENCES FOR MODULE III:

DEVELOPING COMPREHENSION SKILLS

Prerequisite Objectives

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company, Publishers. (pp. 24-25)


Lecture presentation on audio tape "An Introduction to Comprehension Skills". (Refer to listening guide on pp. 6.6-6.7 in Stieglitz/Rude Handbook and copy of exercise entitled "Seagulls").

Objectives for Student Teaching


Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities. Educational Insights, Inc., 1972. (box of activity cards)


Pierros, B. *How to Create Reading Skill Centers.* Carson, California: Educational Insights, Inc., 1975. (box of activity cards)


Grade Levels of WDRSD

- Level A - Kindergarten
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- Level C - Grade 2
- Level D - Grade 3
- Level E - Grade 4
- Level F - Grade 5
- Level G - Grade 6
MODULE IV: WORK-STUDY SKILLS
The student will demonstrate an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, use of graphic aids, following directions, etc.

The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level.

- literal
- interpretive
- critical

The following objective is prerequisite to competencies listed in IV-F:

The student will conduct a directed reading activity (DRA) with a group of children using a selection from a basal reader or other source of written material.

* Suggested learning activities for each objective can be found in:
OBJECTIVES FOR STUDENT TEACHING

General Objective

A. Displays competence in teaching pupils to locate information in a book.

Specific Objective

1. The student will guide pupils in the use of a table of contents, an index, and certain headings found in books.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 38-44; Book 2, pp. 36-39; Book 3, pp. 27-29

Dorsey, p. 107

Griffero, Reference Tools and Study Skills pp. 8, 8a

Herr, Chapter 5, "Becoming Acquainted with the Book", Chapter 26 "Locating Information"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level C-Skill 10; Level D-Skills 7,9; Level E-Skills 8,10
(2) Study basal workbook and skillbook manuals for ideas and activities.

(3) Observe master teacher conduct demonstration lessons.

Additional Activities:

Postassessment

The student will organize and implement two activities that show children how to make use of the parts of a book.

General Objective

B. Shows competence in instructing pupils in the use of dictionaries and glossaries.

Specific Objective

1. The student will show pupils how to place letters of the alphabet and words in proper alphabetical order.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 1-9; Book 2, pp. 1-2; Book 3, pp. 1-2
Herr, Chapter 4, "Alphabetizing"

Pierros, ABC 3

Schubert (Book IV), Games 33-36

Wisconsin Design: Study Skills, Level C-Skill 11; Level D-Skill 10; Level F-Skill 9

(2) Prepare a bulletin board display that demonstrates the use of this skill.

(3) Observe classroom teacher or peer demonstrate techniques for teaching alphabetical order.

Additional Activities:

Postassessment

The student will demonstrate the teaching of letter placement (e.g. l, m, n) and word placement (e.g. bed, cat, dime) by conducting two formal lessons involving alphabetical order skills.
Specific Objective

2. The student will direct pupils to use guide words for speed and efficiency of word location in the dictionary.

Learning Activities

(1) Sourcebooks:

   Barnes and Burgdorf, Book 1, pp. 10-37; Book 2, pp. 1-35; Book 3, pp. 1-26

   Fenderson, "Dictionary & Reference Skills"
   Cards DRS 3-6

   Griﬀerro, Basic Dictionary Skills, pp. 1, la, 1b

   Herr, Chapter 5 "Dictionary Usage"

   Wisconsin Design:  Study Skills, Level D-Skill 11; Level E-Skill 12

(2) Observe master teacher demonstrate lessons.

(3) Plan lessons with other student teachers.

Additional Activities:

Postassessment

The student will conduct one lesson with a group of pupils that demonstrates the use of guide words.
Specific Objective

3. The student will teach pupils to use the symbol systems used in the dictionary: pronunciations key, language abbreviations, and meaning aids.

Learning Activities

(1) Sourcebooks:

Barnes & Burgdorf (Same as for Objective IV-A-2)

Dale, Unit 13

Fenderson, "Dictionary and Reference Skills," Cards DRS 7-8

Griffero, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level F-Skill 8

(2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.

(3) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a specific symbol system used in the dictionary.
Specific Objective

4. The student will teach pupils to use the dictionary to check the meanings and spellings of words as needed.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf (same as for Objective IV-A-2).

Dale, Unit B

Griffo, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level D-Skill 8; Level E-Skill 9

(2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.

(3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will implement two activities that involve using the dictionary to check the meanings and spellings of words as needed,
General Objective

C. Demonstrates skill in guiding pupils to read and utilize maps, graphs, tables, and charts as aids to comprehension.

Specific Objectives

1. The student will direct pupils in learning to read maps including such skills as:

   - Identifying natural features
   - Knowing technical vocabulary used for features and symbols
   - Identifying physical and political divisions
   - Recognizing different symbols for topography, polar regions, crops, rainfall, etc.

Learning Activities

(1) Sourcebooks:

   Barnes and Burgdorf, Book 1, pp. 62-65;
   Book 2, pp. 58-65; Book 3, pp. 51-60

   Herr, Chapter 30, "Map Reading"

Search Visuals 3 and 4

Wisconsin Design: Study Skills, Level A-Skills 1,2,3;
Level B-Skills 1,2,3; Level C-Skills 1,2,3,4,5;
Level D-Skills 1,2,3; Level E-Skills 1,2,3;
Level F-Skills 1,2,3,4; Level G-Skills 1,2,3,4
(2) Plan a lesson that involves a field trip.

(3) Develop sets of overhead transparencies for use in map reading lessons.

(4) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Postassessmen
t

The student will prepare and implement two lessons that involve the teaching of a specific map reading skill.

Specific Objective

2. The student will guide pupils to interpret graphs, tables, and charts.

Learning Activities

(1) Sourcebooks:

Barnes & Burgdorf, Book 1, pp. 66-68;
Book 2, pp. 58-65; Book 3, pp. 51-60
Search Visual 1 "Reading Charts & Tables" and Search Visual 2 "Reading Graphs"

Wisconsin Design: Study Skills, Level B-Skill 4; Level C-Skills 6,7,8,9; Level D-Skills 4,5,6; Level E-Skills 4,5,6,7; Level F-Skills 5,6; Level G-Skills 5,6,7

(2) Refer to math texts and workbooks for additional suggestions.

(3) Observe demonstration lessons by master teacher.

Additional Activities:

Postassessment

The student will prepare and implement one activity that involves guiding a group of pupils to read and utilize graphs, tables or charts.
General Objective

D. Demonstrates competence in teaching pupils to utilize productive techniques for organizing and retaining significant information.

Note: The following specific objective in Module III: Developing Comprehension Skills is prerequisite:

The student will help pupils to identify the following types of organizational patterns found in written material:

- comparison - contrast
- cause-effect
- time relationships
- classification and categorization

Specific Objective

1. The student will display competence in having pupils write summaries.

Learning Activities

(1) Plan activities for pupils that involve:

- Selecting the best summary from a series of summaries
- Noting how various writers introduce topics or summary ideas
- Summarizing a message to be sent by telegram
- Writing headlines
- Writing summaries of stories read
(2) Confer with master teacher for additional ideas.

(3) Observe demonstration lesson.

Additional Activities:

Postassessment

The student will display competence in having pupils write summaries by implementing one of the activities listed above.

Specific Objective

2. The student will show pupils how to make outlines as a means of summarizing information.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 76-77; Book 2, pp. 72-74; Book 3, pp. 65-68

Griffener, Reference Tools and Study Skills, pp. 11, 11a, 11b, 11c

Wisconsin Design: Study Skills, Level F-Skill 11
Level G-Skill 10
Additional Activities:

Postassessment

The student will prepare and implement one lesson related to the teaching of outlining skills.

Specific Objective

3. The student will help pupils to select and organize information for reporting purposes.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 69-80; Book 2, pp. 66-80; Book 3, pp. 61-80

Crawford, pp. 37-44

Grifero, Reference Tools and Study Skills, pp. 10, 10a, 10b, 12a, 12b, 12c

Wisconsin Design: Study Skills, Level D-Skills 12, 13; Level E-Skills 14, 16; Level F-Skill 12
(2) Identify topics for investigation by pupils.

(3) Organize pupils into project teams.

(4) Plan activities with cooperating teacher.

Additional Activities:

Postassessment

The student will guide a pupil or group of pupils in preparing an oral or written report based on the selection and organization of information from a variety of sources.

General Objective

Teaches pupils to locate materials on varied subjects in the library.

Specific Objective

1. The student will help pupils understand the classification scheme needed to locate books in the library.
   
   - Dewey Decimal System
   - Card catalog
Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Books 1 and 2, "Using the Library"; Book 3, "Finding Information in the Library"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level E-Skill 13; Level F-Skill 10; Level C-Skill 9

(2) Visit the library with a group of pupils.

(3) Confer with school librarian.

(4) Observe demonstration lesson conducted by master teacher.

Additional Activities:

Postassessment

The student will present a group of pupils with two lessons related to the use of the Dewey Decimal System and/or the card catalog.
Specific Objective

2. The student will teach pupils to use the encyclopedia, atlas, almanac, and other sources of specialized and/or current information.

Learning Activities

(1) Sourcebooks:
- Barnes & Bergdorf, Book 1, pp. 45-47; Book 2, pp. 40, 42, 52, 54; Book 3, pp. 40-42, 45-46; 48-50
- Fenderson, Cards DRS 10-16
- Grifforo, Reference Tools and Study Skills, pp. 3, 3a, 4, 4a, 5, 6, 6a, 7, 7a, 7b
- Wisconsin Design: Study Skills, Level E-Skills 11, 15

(2) Point out location of sources of information in the library for pupils.

(3) Plan activities with librarian or master teacher.

Additional Activities:

Postassessment

The student will implement a lesson that shows pupils how to use at least one special source of information.
### Specific Objective

3. The student will direct pupils to locate needed material in magazines through the use of the Reader's Guide to Periodical Literature.

### Learning Activities

1. **Sourcebooks:**
   - Barnes and Burgdorf, Book 3, p. 43
   - Wisconsin Design: Study Skills, Level G-Skill 8

2. **Observe demonstration lesson conducted by librarian or master teacher.**

### Additional Activities:

### Postassessment

The student will teach one lesson on the use of the Reader's Guide to Periodical Literature.
**General Objective**

F. Demonstrates skill in integrating the teaching of reading skills and content in science, social studies, math, etc.*

The following references will provide you with additional ideas for teaching lessons in this area:

**Clymer, Read Better-Learn More (Books A, B, & C)**

**Mallett, Reading in the Content Areas**

**Specific Objective**

1. The student will understand the relationship between reading instruction and instruction in the content areas.

**Learning Activities**

1. Professional References:

   **Burmeister, pp. 80-84**

   **Davis, "High School and College Instructors Can't Teach Reading? Nonsense!" (handout)***

   **Herber, Chapter 2, "Instructional Provisions" (handout)***

(2) Discuss role of reading in content area instruction with reading resource teacher.

(3) Complete "Reaction Guide" to readings (handout).

*Objectives IV-F-1 to IV-F-4 should be attained in sequential order.*
Additional Activities:

Postassessment

The student will respond to the items on the "Reaction Guide" by:

- participating in small group discussion with other student teachers

or

- completing his reactions in written form

Specific Objective

2. The student will describe and implement techniques for developing word analysis skills and enhancing vocabulary pertinent to content area readings.

Learning Activity

Experience Teacher Idea Packet (TIP) entitled Making Assignments More Meaningful

Additional Activities:

Postassessment

The student will prepare students for a subject area lesson and include the preteaching of key vocabulary as part of making the assignment more meaningful.
Specific Objective

3. The student will provide descriptions of the various comprehension skills and demonstrate how a specific skill can be integrated into the teaching of a content area lesson.

Learning Activities

(1) Professional Literature:

Burmeister, pp. 80-84

Olson & Ames, Chapter 7

(2) Refer to references for prerequisite objectives listed at end of Module III.

(3) Review lecture presentation on audio tape entitled "An Introduction to Comprehension Skills".

(4) Complete TIP entitled Using Reading Guides to Develop Comprehension Skills in the Content Areas.

Additional Activities:

Postassessment

The student will implement one activity that demonstrates the teaching of a specific comprehension skill in a content area lesson.
Specific Objective

4. The student will apply the structure of a directed reading activity (DRA) to the implementation of a content area lesson.

Learning Activities

(1) Professional References:

Olson & Ames, "The Directed Lesson" pp. 118-124, 128-129

(2) Refer to Objective BR-R-4 for information on the DRA in the Stieglitz/Rude Handbook.

(3) Refer to assessment guide for implementing a DRA.

(4) Experience TIP entitled Applying the Directed Reading Activity to a Content Area Lesson.

Additional Activities:

Postassessment

The student will use a directed reading activity to implement one content area lesson.
General Objective

G. Trains pupils to vary reading rate according to the purpose for reading and the difficulty of the material.

Specific Objective

1. The teacher will direct pupils to adjust speed in reading to the purpose by teaching them to skim and scan printed matter.

Learning Activities

(1) Sourcebooks:

   Fenderson, "Speed Reading"

(2) Refer to handout on skimming and scanning.

(3) Confer with cooperating teacher or other classroom teacher.

Additional Activities:

Postassessment

The student will implement one lesson related to either skimming or scanning printed material.
Specific Objective

2. The student will teach pupils to use a slower rate with more difficult materials and a higher rate with easier materials.

Learning Activities

(1) Sourcebooks:
   Fenderson, "Speed Reading"

(2) Examine mechanical devices used to increase reading rate.

(3) Confer with cooperating teacher or other classroom teacher.

Additional Activities:

Postassessment

The student will teach one lesson related to the development of flexible reading rates.

Additional objectives not listed:
REFERENCES FOR MODULE IV:

STUDY SKILLS

Prerequisite Objectives


Objectives for Student Teaching


Pierros, B. *How to Create Reading Skill Centers.* Carson, California: Educational Insights, Inc., 1975. (box of activity cards)


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Teacher Idea Packet: Applying the Directed Reading Activity to a Content Area Lesson.


Teacher Idea Packet: Using Reading Guides to Develop Comprehension Skills in the Content Areas.