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EDUCATIONAL BULLETIN

**GETTING THE PRIMARY READING
PROGRAM UNDER WAY**

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FOREWORD

This Bulletin deals with the teaching of reading in the primary grades, 1 to 3. The Bulletin is limited to the primary grades because it is believed that the major problems in reading are first met in the primary grades and that we should start there. Later, it is hoped, a bulletin embracing the entire reading program may be developed by the teachers of the state for all grades. This Bulletin is not comprehensive but it is believed that the suggestions contained in it may be helpful to teachers in laying the foundation for reading.

This Bulletin was prepared by a committee consisting of the staff of the Bureau of Instruction and a group of persons from the colleges and public schools who have special interests and abilities in the field of reading. To this group appreciation is expressed. The committee consisted of the following persons:

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R. E. Jagers, State Department of Education, Chairman

It is my hope that every teacher in the primary grades may read this Bulletin and that it may offer some help in developing a better reading program in the schools of the Commonwealth.

There has been such a demand for this Bulletin by teachers, principals, supervisors, superintendents and college staffs that we have printed it this (the third) time.

June, 1946

J. F. Williams

RELATING READING TO THE TOTAL LEARNING PROGRAM

Teaching children to read is the first essential if your school is going to be successful. It will be a part of every learning experience you will provide in the school. For the child who enters the school the first time, reading is the thing he will be constantly attempting to do. Keep this fact in mind at all times everywhere and never let an occasion which will develop his ability to read be overlooked.

Teaching a child to read will not be confined to the period set aside for reading. You will help the child to read to get answers to his questions, to solve his problems, to share his experiences. You will relate his reading to writing, to language, and later to spelling, and to everything he does. As a matter of fact everything he does will necessarily bring him a reading situation. The important thing is for you to be aware of these learning situations and make the most of them.

You will relate the reading program to everything the child does. You will, of course, use the basal reader to teach the skills in reading but in doing this, you will tie this period up with the life the child lives in his home, in his community, and in the school. You will relate reading to his name, to the names of the objects in the room, to the kinds of things he wants to do, such as: moving about the room, getting a drink of water, engaging in play, examining pictures, looking at books. After he has taken the first steps, you will relate his reading to the experiences he has had, to the things he does at home, at Sunday School, and in playing with his friends. Later, reading will be related to the things which happen in the world-at-large, to trips he has taken, to things he has seen.

The teachers' guides to the basal readers will show you ways of relating reading to living. The publishers of the basic texts have brought together many devices for teaching reading which are based upon a knowledge of child growth and development. You should keep these guides constantly on your desk and refer to them every time a new type of material is to be used.

Reading is a basic instrument for all subjects and for having all types of new experiences. Through reading you will help the child to get new information, to get pleasure, to give information to others, and to give pleasure to others. It will be an agency of

developing his group interest, and of establishing wholesome attitudes toward life.

If the children in the entire school are to make normal progress, most of the time in the primary grades must be focused upon developing the ability to read. Almost 35 per cent of the children in Kentucky drop out before they get into the second grade. It may be that much of this is due to the fact that children have not learned to read well. It is well to keep in mind, when you think of a new experience which you want to provide for the children, to remind yourself: Can he read; can he understand it? It is important to study at all times why children do not read, and when you have found out why, to know where to get the answers for your questions.

You will take the children into your confidence immediately after school begins. You will want to work with them in developing an understanding of why they should learn to read and will try to develop every motive basic to learning to read. You will use every device possible to develop in the children an understanding of the environment in which they live, to participate in making the environment better, and very early, you will help them to develop an understanding of why they cannot go very far until they have mastered the ability to read. You will not overlook the fact that reading is imbedded deeply in the language of arts—spelling, writing, expression, art, music and the like. Always, everywhere, morning, noon and night, it will be necessary to remind yourself: "I must teach them to read."

CREATING THE LEARNING ENVIRONMENT

Success in learning to read depends to a great degree upon the kind of place the pupils have in which to live while they learn. Your first obligation will be to make the school such a place that pupils may enjoy living there. The school must be attractive inside and out, and provide a healthful environment in every respect. A visit to the school room in which you are to teach will help you know what to do. Take your notebook along and list the things needed to make the place livable and a good place to learn and to live.

If you teach in a small rural school your first visit will likely reveal many things to be done before the best learning environment can be provided. As you approach the building you will, no doubt, find that the path to the door will be covered with grass or weeds, and you will likely see no playground equipment. You may find a bare spot used last year for a ball diamond. On the back side of the playground you will likely see toilets, unattractive, insanitary and in dire need of attention. You will observe needs that may dishearten you, but you will note the needs and resolve to do something about them.

When you enter the classroom and take your seat at the rear of the room, you will bring your notebook into use. It will likely be a room with one or two walls covered with blackboards, another side covered with nails where children hung their coats, another wall with windows. The dusty floor will need treatment. The desks will likely be fastened to the floor.

Your courage will help you to picture this room as a happy, livable, learning home. You will make notes of the things you can do, the things the pupils can do, and the things you will ask the parents of the children to do to convert this dreary room into a work room for children learning. You will do what you can to get the room ready for the pupils.

When the first day comes your first task will be to share with the children and let them share with you in making the school their learning home for the year. As soon as the process of enrollment is completed, you and they will go immediately into determining what should be done, and how to do it. Problems of making the outside environment attractive and sanitary will be discussed; weeds must be cut and grounds put in condition for use; gullies will be properly dealt with. The things the children can

do will be assigned according to interest and the things which will need assistance of adults in the community will be listed, such as toilet sanitation.

The children and you will share your ideas in planning the learning environment inside the room. What to do with seat arrangement, what to do with the dust problem, how to make the walls attractive, how to deal with windows and the lighting problem, how to handle the problem of fuel will be some of the problems. You will find that pupils will want to help plan and to carry out the plans. Their ideas will be usable.

It is important to share the problems of learning environment with the parents of the children. They should be brought to the school on the first or second afternoon after school opens to observe the environment in which the children have to learn. Such a visit by a group of parents should result in suggestions from them as to what should be done and how they can help.

The school grounds should be attractive, sanitary and useful. Get parents to accept responsibility with you in working with the county health authorities in maintaining health standards. The toilets must be sanitary and should have neat appearance from the outside. Replace beaten and often muddy paths with nice walkways from the school building to the toilets. Flagstone walks may be provided with flat rocks; or they may be made of gravel from a creekbed; or they may be made of cinders, brick, or concrete. Improvement of school ground should never stop. Flowers, plants, trees may be added. In all plans remember that citizens in the community can help.

The classroom is the living room where you and the children must live and receive friends. It should provide the kind of atmosphere where these things can take place happily. Clean windows, inside and out, with suitable shades are essential to the atmosphere of the learning environment. If shades are not adjustable, they should be hung so they will not shut out the light from the upper half of the windows. If you do not know how to arrange the shades so they will distribute the light ask some one who does know. Bright draperies made of oilcloth or washable material will add much to the learning room appearance. They must so be hung that they will not obstruct the light. This can be done if you will hang them at each end of a series of windows instead of at each window. Window ventilators made of glass should be provided for fresh air without draft.

You should cover any unused blackboard with beaver board if possible and use the space as a bulletin board. If beaver board is not available you may paint the board with light color. You might hang tan shades all along the unused blackboard. These shades can be pulled down over check-up tests. The point to these devices is to convert unused space into usable space, and to convert dark spaces to light so that the room may be brightened.

You should arrange the seats in groups for combined classes or ability groups to work together. After you have enrolled the children, remove from the school room the extra seats as you will need all the room space you can get. When it is possible to buy new furniture, select tables and chairs which are more convenient and comfortable, for younger children especially. Be sure the light comes in over the left shoulder.

Your back wall can be improved if you will let the children build a rack for their coats and sweaters, closed in for neatness. Also on the back wall or in some convenient place you can build screened lunch shelves.

As a teacher, you have an opportunity to train the children in health habits in every day life. Handwashing equipment does much to develop cleanliness on the part of children. Some of the necessary equipment for handwashing in schools not equipped with running water is: liquid soap (made from soap chips and water) in an oil can, paper towels or individual towels, a can for waste water and a bucket of clear water and a dipper. Children may be responsible for the various tasks by the week. As the children pass by one child puts a little soap into each pair of hands; another washes the soap off into the waste can with a dipper of clear water, the third child hands out the towels. Before going to their seats with their lunches another child may put on each desk a section of a newspaper so that they may put their lunches out on the papers. You may be able to secure paper napkins for "table linens." When they have finished eating all of the food, scraps will be on this "table cloth" and can be folded up and burned. The older girls may cut enough papers for a week and hang them across a coat hanger to be put with the lunch equipment. In your school will be seen "a place for everything and everything in its place."

In one section of the room you will want a library corner. A substantial bookcase is best, but book shelves may be made by the boys at little expense. Your reading table may be covered with beaver board or building board. An unused card table or kitchen

SELECTING THE DESIRABLE OUTCOMES IN PRIMARY READING

You, as a teacher, are a leader of learners and you are teaching boys and girls and not textbooks. You are guiding boys and girls in growth. In building a program of activities and experiences through which boys and girls grow in reading ability, you will need to know all it is desirable to know about each child and the total life that he lives. You will need to know how to observe and interpret evidences of his total growth—mental, emotional, physical, and social—since it is the maximum growth of the total child in which you are interested.

Growth in reading as in other activities is a continuous process which does not lend itself to rigid classification in stages or periods; however, the periods of growth in the child's reading progress in the primary reading program may be outlined as follows:

1. The pre-reading or reading readiness* or preparatory period
2. The period of initial instruction in reading or the first book reading or the beginning reading period (Pre-primer, primer, and the first reader level)
3. The period of rapid progress in the acquisition of fundamental reading attitudes, habits, and skills or later beginning reading period. (Second reader and third reader levels)

The time required for a child to progress from one level to the next depends upon many factors such as the level of mental growth which he has reached, his rate of mental maturation, health, social and emotional adjustment, home conditions, and school experiences. It is important that the child not be forced or expected to work at a level for which he is not ready. A wise teacher who builds a well-rounded reading program will provide for each child to reach the standards for any given level before going on to the next without retardation in grade placement sufficient to cause him to become a social misfit in the group in which he is placed. The child may remain with his grade group and participate in many activities with the group, but you will provide reading ex-

* The period of reading readiness refers here to that period of "Before book reading"; however, reading readiness is a continuing process at every stage of development of reading ability.

periences for him at his own level of reading ability and interest and lead him to progress at his own rate.

To meet the needs of the individual child in reading as well as in other areas of growth, you will avoid making uniform demands of all—the average, the below average, and the superior. More and more teachers are realizing that pupil progress does not permit of absolute measurement. More and more they are realizing that uniform goals or standards in the reading program at the various levels cannot be set up; however goals or **guides to learning** will no doubt guide you in building a primary reading program based on needs, interests, and abilities of your group of boys and girls. If desirable outcomes are set and re-set by you, the pupils, and perhaps the parents, you will be more acutely aware that you are teaching children instead of textbooks, and you are likely to be more conscious that your ultimate goal is total growth of the children including growth in reading ability.

The suggested desirable outcomes selected are not set up as a basis for promotion,* but to serve as a guide to you in building a learning program in reading. You should bear in mind that the failure to show evidences of these abilities at any level does not necessarily mean that a child is retained in a specific grade. These outcomes may guide you in providing worthwhile experiences for each child that he may continuously go in the desired direction and progress from one level to the next without too much difficulty. Experiences should be based on the child's reading and interest level. Each child should go continuously and as rapidly as possible from one level to the next. If each child is guided in reading experiences at his own level of reading ability and interest, and if he is required to develop the abilities necessary at each level or stage of growth in reading ability before being permitted to go on to the next, then his growth will be natural and continuous. Efficient reading instruction in the primary grades is of vital importance. The need for emphasis on corrective or remedial reading in later grades decreases as efficiency in developmental reading instruction increases in primary grades.

A well-rounded reading program includes for each level of reading development (1) goals or abilities, (2) a variety of reading material, and (3) methods and techniques which will use the materials in such a way as to develop in each child an efficiency in

* For suggestions on a promotional policy see "Getting the School Under Way", June, 1944, Educational Bulletin, State Department of Education, pp. 108-109.

the use of basic reading skills, wholesome attitudes, and a wide variety of reading interests, and (4) evaluation techniques.

Some desirable outcomes of reading instruction at each reading development level are as follows:

I. Reading Readiness or preparatory period (Pre-reading)

Some desirable outcomes or evidences of growth of the reading readiness period are:

1. Ability to use good English sentences
2. Ability to use a relatively wide speaking vocabulary
3. Ability to listen to stories told or read to children
4. Ability to reproduce stories
5. Ability to listen to rhymes, poems, etc.
6. Ability to enjoy and describe pictures
7. Ability to follow directions
8. Ability to manipulate scissors, paste, paint, clay, tools, lumber, blocks, toys, paper
9. Ability to compose simple stories based on experiences, pictures, and objects brought to school
10. Ability to compose group experience charts
11. Ability to make plans under the guidance of the teacher for school activities
12. Ability to realize that ideas are expressed by words and sentences
13. Ability to read from left to right
14. Ability to discriminate between sounds
15. An attitude of curiosity and interest in things about the environment
16. Ability to dramatize
17. A genuine desire on the part of the pupil to learn to read

II. Period of Initial Instruction in Reading, or the first book reading or the early beginning reading period (Pre-primer, Primer, and First Reader Level)

Desirable outcomes for the period of Initial Instruction are:

1. Continuation of the outcomes for the readiness period
2. Ability to read orally with expression as evidenced by:
 - (a) Posture
 - (b) Holding the book so the audience may see the eyes of the reader
 - (c) Knowing all the words
 - (d) Reading distinctly and loud enough for all to hear
 - (e) Reading like the characters talk
3. Ability to attack new words
 - (a) Phonetically
 - (b) Meaning clues
 - (c) The way the word looks

4. Ability to read without finger pointing, lip movement, and head movement
5. To get thought from the printed page
6. Ability to tell what is read
7. Ability to handle a book with care, turning pages properly
8. Ability to find the pages in books quickly through use of table of content
9. Ability to locate passages for specific purposes—humor, information, or to answer a specific question
10. Ability to read pre-primers and primers fluently and with comprehension (Each child should have an opportunity to progress at his own rate of speed in reading. All children will not read the same number of books.)
11. Ability to read pre-primers independently
12. Ability to read at sight material of standard primer difficulty—to read a primer the child has never seen
13. Ability to comprehend first reader material (All beginners will not reach this level the first year.)
14. Presence of desirable social attitudes toward the group
15. A pride in and a desire to own books and a desire to read both in and out of school
16. The ability to dramatize
17. Increased joy in reading

III. **The Period of Rapid Progress** in the acquisition of fundamental reading attitudes, habits, and skills, or period of **Later Beginning Reading** (Second reader level and third reader level)

A. Desirable outcomes by the end of the second reader level:

1. Continuation of outcomes for preceding year
2. The ability to read orally with naturalness and with some fluency for the enjoyment of others
3. Ability to read easy library books independently
4. Ability to use phonetic principles in working out pronunciation of new words: (See Manuals)
 - (a) Consonants
 - (b) Short and long vowel sounds
 - (c) Phonograms derived from reading vocabulary
5. Ability to read first readers and **easy** second readers fluently and with comprehension without help
6. Ability to read a first reader which the child has never seen
7. The ability to comprehend material of second reader difficulty
8. Ability to read different types of materials for various purposes such as finding answers to questions, following directions, and remembering what is read
9. Ability to evaluate reading lessons
10. Ability to tell stories read
11. Ability to dramatize

B. Desirable outcomes by the end of the third reader level:

1. Ability to convey thought to an audience through oral reading
2. Ability to and interest in reading independently books on an increasing variety of themes and topics
3. Ability to read intelligently for an increasing number of purposes such as
 - (a) Understanding the selection as a whole
 - (b) Answering factual and judgment questions
 - (c) Finding interesting incidents in a story
 - (d) Applying acquired information to new situations
 - (e) Securing the details of a picture or characterization
4. Increased skill in attacking and recognizing new words by use of context clues, phonics in recognizing syllables and similarity to known words
5. Ability to use the alphabet in sequence
6. Ability to use table of contents; practice in use of index
7. Ability to recognize words made by adding ful, ness, less, ed, or prefixing un, dis, for, con, or re to known words
8. Ability to use dictionary in back of book if there is one
9. Ability to read fluently and with expression a second reader the child has never seen
10. Ability to comprehend material of third reader difficulty
11. Ability to find reading material that relates to activities in which the child is interested
12. Increased ability in the definite reading skills:
 - (a) To comprehend quickly and accurately the material read at this level
 - (b) To attack and recognize new words by use of clues, phonics, and likeness of words
 - (c) To locate information
 - (d) To select and evaluate material
 - (e) To organize material read according to level of ability
 - (f) To decide what to remember and how to remember it
13. Increased ability to dramatize
14. Evidences of expanding reading interests

These are only some of the objectives toward which the primary program may be directed. The individual needs, interests, and abilities of the boys and girls will guide you in determining the direction of your reading program and will, therefore, determine the learning activities and experiences you provide. The goals may be set and reset by you and the children many times

during the year as some goals are reached and as other needs are recognized, or as other goals need emphasis.

The next step in your reading program, after selecting the goals or outcomes to be expected, will be relating the learning experiences to these goals by selecting those activities through which the children will be given experiences in developing the desired abilities.

If your goal is to create a desire to read, you, with the boys and girls, will create a stimulating room atmosphere and environment which will arouse curiosity and a keen interest in knowing answers to questions. You will guide them in many activities which will stimulate the achievement of this goal. The section of the bulletin related to procedures and techniques will guide you in the selection of activities. Your reading **manual** will suggest many other experiences and activities related to development of a desire to read.

If your objective is to develop meaningful concepts and understandings, you will provide activities and experiences which give a rich and varied background of understandings. Your **manuals** will offer many worthwhile activities for this purpose.

If your objective is to develop expanding reading interests, you may develop a center of interest in the room which may stimulate keenly an interest in reading on a variety of subjects as travel, airplanes, sports, animals, flowers. You will be alert to all interests indicated by the boys and girls, and then guide them into reading activities in those areas of interests. Your **manuals** will suggest many related experiences and activities which may be used in the development of this and other reading skills, habits, and attitudes.

The goals or desirable outcomes which are set up will be of no value in themselves unless there is a purposeful relation between them and the activities which you lead the boys and girls to experience. You, as a teacher, a leader of learners, will feel that your reading program is important if you are constantly aware of the relation between the abilities you hope to develop in each child at each level of development of his reading ability and the learning activities you provide in your program of reading instruction. If under your guidance the boys and girls find a relation between their school experiences and their everyday life, they will find meaning in these experiences and will be stimulated to grow naturally and reading will be one of the natural outcomes of this growth.

GETTING CHILDREN READY TO READ

When you make a careful survey of the reading needs and abilities of your pupils, you will probably find some children who are not ready to read. Even if you teach older pupils there will perhaps be some who have never become interested in reading. To these children reading has been largely a process of memorizing words and not a pleasant means of getting thought. Not only immature beginners, but such children as these are not yet ready to read.

If you teach younger children, particularly beginners, you may easily find evidences of reading readiness or the lack of it. The child who is strong and healthy and who learns easily will soon outstrip his less fortunate neighbor. You will soon discover that the child who has associated with many other people, who has had books and toys, and who has traveled some has the advantage over the child with no such experience. The child who is not ready to read is often timid and afraid of others, especially grown people. He seems immature and sometimes cannot speak distinctly or in sentences. He is not able to give attention to chart work and certainly not to reading in a book.

You can easily make a serious mistake if you try to force children to move too fast in reading. Nowhere does the adage "haste makes waste" apply more fully than it does in teaching beginners to read. You should recognize the fact that book reading introduced too early and not supplemented by board and chart work will likely lead to all the reading weaknesses there are. You will need to be constantly on the alert to remember that the child who reads in an unnatural strained voice was probably forced to read before he was ready for reading. You will observe that to this child reading is not a pleasure—not thought getting but a struggle for words. You may notice that he is nervous and worried and that in this struggle he cannot remember to regulate his voice or to hold his book with proper regard for lighting.

Experience indicates that the child of four or five years of age is seldom ready to read. To attempt to teach him to read is not only a waste of time, but a means of causing him to become a poor reader and to dislike reading. Pushing a child of this age into reading may build up reading difficulties that he will never overcome.

Experience does show that the average child of six, if he is intelligent and healthy, is usually ready to read. This does not mean that every child that has passed his sixth birthday is ready to read or that he is ready to begin reading exclusively in books. *You will find in the manuals which accompany the adopted first grade reading program in Kentucky exercises which lead to reading readiness and to book reading.*

You must know when children are ready to read. If you teach in a large system, it is likely that the children with whom you work will have had reading readiness or reading achievement tests before they reach you. If you do have the results of such tests, you will of course use them, but you will need to remember that such tests give only gross results and do not take the place of observation and informal testing. You will soon find who among the beginners is ready to read if you will observe each child with the following questions in mind:

1. Does the child act and think as a normal well-developed child of six should? Does he learn easily and quickly?
2. Is the child interested in reading? Does he like to look at pictures in books? Does he ask questions about books? Does he give attention in chart work? Does he listen to stories that are read or told?
3. Has the child had a variety of experience? Is he interested in what goes on in the classroom? Does he take part in dramatizations, constructive activities, and the like?
4. Does he like to talk? Does he have any serious speech defect? Can he speak clearly and distinctly? Can he speak in simple English sentences?
5. Does he have any serious defects in vision? Have these defects been corrected?
6. Is he extremely timid? Does he seem to be afraid? Does he have confidence in himself?
7. Check observations of each child by the outcomes for the readiness period as listed in this bulletin.

You must know how to prepare a child for reading. As a conscientious teacher you will not use lack of reading readiness as an excuse for not teaching children to read. You will realize that it is a part of your work to provide experiences which develop children to the point where they can and will read. You will not only find who is not ready to read, but will provide experiences in speaking, listening, constructing, and the like which will prepare the child for reading. You will want to take the child where he

is and use rather than ignore his abilities and interests. You will want to avoid the mistakes that many teachers make. Some of these mistakes are:

1. Allowing children to memorize primers
2. Reading exclusively in books
3. Reading in a monotonous word by word fashion
4. Having children sit idly doing nothing while not in class
5. Having no class grouping, but having each child read individually and to teacher alone
6. Carrying on useless seatwork such as endless copying often done by children who can write
7. Giving children no opportunity to talk, play stories, tell stories, dramatize, etc.

As a conscientious teacher you will realize that your whole reading program will succeed to the extent that you take into consideration the child's needs and his readiness for reading.

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SELECTING TEACHING PROCEDURES AND MATERIALS

You will want to select certain procedures conducive to good teaching in reading.

1. No grade has children all of whom read at the same level. Therefore, the children should be grouped according to their reading level and provided with reading materials at this level.

2. Watch for and correct physical handicaps, particularly auditory and visual.

3. Provide much easy reading material.

4. The basal reading text should not be taken home, but children should be encouraged to take home other books to read for pleasure. Single copies of supplementary readers and library books may be used.

5. You will have several sets of readers to use. If you are in a basal adoption district, you will use your basal reader to teach the skills in reading. *Your manual will tell you just which skills you are teaching and what procedures to use.* Children will need to read more material than the basal book provides; so you will encourage them to do much free reading. They will select a reader or a library book which is easy for them, and read stories in which they are particularly interested. This free reading in science, health stories, and library books gives them opportunity to increase their power in reading.

Children learn to read by reading. You may wish to use your extra readers to supplement certain stories which are in the basal books. For example, children may be reading about dogs in the basal book and wish to read more dog stories from other readers. Science and health readers may be used in some science or health unit which you and the children have set up. You will have to decide the best ways of using these books according to the needs and interests of your pupils. Be sure they read many books.

6. Children should have a purpose for each lesson—something to look for, to find out. It may be very simple such as: "How many places did Father Rabbit go for help? Who finally helped him?" Questions may be written on the board to be answered later as a check on comprehension.

7. In finding easier material for slower groups, be sure that you do not use the old material the child has already plodded

through but cannot read. For example, a child who is having trouble with the third reader should not be given the second reader he had last year, but another book in that level.

You should use the new Children's Literature on a lower level if the children have not already read them. Small sets of supplementary readers should be available in the county superintendent's office to be taken out by the teachers.

You should use experience charts in starting children to read and in beginning book reading. Any experience significant to children may be used as a starting point for a chart. Such things as an article brought to school may be used as content. For example, Dick may have brought a whistle; Jane may be wearing a new blue dress; Alice may have brought her kitten.

The first chart should be a short (2- or 3-line) story that the group had made up based upon a common experience which interests them. The following is an illustration:

Jack's dog came to school
His name is Spot
Spot is a black dog

This is one way of doing it. The children will enjoy talking about the dog and you may suggest writing the story on the board.* You may ask, "What shall I write first?" A child may say, "Jack's dog came to school." You say, "What is his name?" The child may say, "His name is Spot."

You ask, "What kind of a dog is it?" You may get the answer, "Spot is a black dog."

These sentences are written on the board as they are given by the children. You suggest giving a name to the story. It may be named, "Jack's Dog."

You ask if they would like to hear the story read. Before you read you say, "Remember that first we told what happened." Before you read the second line say, "Then we told his name." And before the last line, "We told what kind of dog he is."

As you read you are careful to sweep your hand from left to right from the beginning to the end of the sentence and back to the beginning of the next one. In this way the children are learning to look from left to right across the page.

After reading the story individual children may be asked to read a line. They may read as a group to answer a question such

* Manuscript writing is used in board and chart work.

as, "What is Jack's dog's name?", or you may ask, "Find the line that tells who came to school."

The next day the story should be printed on a chart so that the children will think of a chart as something that tells about an experience they had. They are concerned, therefore, with the content rather than with words or letters. They want to read the chart because it is familiar material which they know they can read. They become attached to charts and are making happy associations with their first reading experiences. They enjoy expressing themselves concerning an experience and often may ask to make a story about it.

Other things which may lend themselves to making a story for a chart are:

1. A group experience such as a walk around the school.

Mary found a red clover.
Susan found a white clover.
Ann found a four-leaf clover.
We put them in a vase.

2. A lunch experience in July during the early weeks of school.

Susan brought lettuce
Mary brought cabbage.
Ann brought carrots.
We cut them up.
We had a good lunch.

3. A chart in which the children, as a group summarize an experience.

Yesterday was Ben's birthday.
He gave a party.
We were invited.
We had fun at Ben's party.

4. A child's individual experience may be recorded for that child.

I have a pony.
He is a brown pony.
His name is Prince.
I like to ride Prince.

5. A "Ways we can help" chart that records individual responsibilities in the room.

John may water the plants.
Helen may sharpen the pencils.
James may pass the wastebasket.
Jerry may feed the rabbit.
Naomi may erase the blackboards.
Susan may dust the table.
Nell may put the books away.

6. Other types of charts are:

- a. Verses written by the group or by an individual child.
- b. Ones composed by the teacher to give review of vocabulary, often called "surprise charts."
- c. Stories about a picture a child has drawn. A valuable type of seat work is for children to illustrate their own charts.

To a child the major purpose of a chart is that "reading is talking written down." Children hear the word "sentence" and know what is meant when you say, "Who has a sentence that tells what Ben did on his birthday?" As you write these sentences on the board the children realize that what they say and do may be recorded in written form—writing becomes a means of expressing their thoughts. Call attention to the fact that a sentence begins with a capital letter and ends with a period.

Sentences in the first charts should be kept short and one line in length. The stories should be brief, embodying one idea—not rambling. Soon there can be less guidance by the teachers; the sentences may be longer; and the story may take the paragraph form.

Reading charts should supplement book reading throughout the year. They may be used to record interesting news items or events and they provide repetition of vocabulary. Words found difficult in books should be used in the charts to give children opportunity to identify them in more than one situation. Attention may be focused on words and phrases by saying, "Put a frame around where it says **school, Blackie, like to ride, feed the rabbit,** etc.

You should lead the children from charts to books. Before reading in a first book the chief characters should be introduced

on charts. On all charts, whenever possible, you should use material which brings in the vocabulary of the book. Thus, his first experience with a book will be a successful one. The fact that he is able to read the first few pages gives him confidence. Too frequently children come to school from homes where older brothers and sisters have told them that reading is hard.

If possible, the school should buy the preprimer for the basal series and it should be used first. Although the State does not furnish a preprimer, its use will make the program of book reading much easier.

Your first procedure with a book should include an interesting introduction. Next, the child should have something to read for, so a short motive question should be asked before he reads each sentence. Tell him to "read it with his eyes," then ask someone to read what Ben did. He will read, "Ben built a house." In brief, the procedure is to ask a purposeful question; then ask him to read it silently; then have him read it aloud.

After a page or two are read it may be reread by asking one child to read the whole page. Next, you may ask the children to find new friends on the page (new words). You may say, "Find Ben's name" and then ask them to find it several times on the page. Do this with each of the new words. (This is word drill in the context.)

Discussion of the pictures will help give interest in the story and will give clues to the context.

As follow-up work on the story, use some or all of the following reasons for rereading the story: to read what the characters said (what Ben said to Alice, what Alice said to Mother); to "play" the story; to read the story to a child who was absent the day before.

If a workbook is used, be sure it is the one prepared for the particular book the child is reading. And, be sure to check all seat work assigned.

Further suggestions for using the first book may be found in the teacher's manual for your adopted basal readers. Also, reports of typical reading periods may be found in most of the recent books on the teaching of reading. A list of these will be found listed later in this bulletin.

You should employ the best procedures for improving oral and silent reading. Always arouse an interest in the selection to be

read. This may be done in several ways. The children may summarize what has gone before, or you may ask question relating to the experiences of the children. "Do you have a dog?" "Can he do tricks?" "We are going to read a story about a dog who could do a very special trick." "His name was Tony. Let's open our book at page 27 and find his name in the story." (This is a new word to the children) "Let's read the first paragraph to ourselves and find out if Tony had a good home. If you have trouble with any of your words, raise your hand and I will help you." This help should be teaching the child some independent method of word attack (see the section of this bulletin on word attack). When children have finished reading silently the paragraph assigned you will ask: "Did Tony have a good home; Mary why do you think he had a good home?" You may ask children to find the line that tells where the dog slept. You may then choose Sue to read the part that tells how Tony got his name. The children then read silently the second paragraph to find out another significant fact about the story. The same procedure is followed—questions, some oral reading, remembering to call upon those most often who do not understand what they read. If the poor oral reader reads the line haltingly, have him to look at the line again and then tell what it said—then read it as she told it—"The dog slept in a big basket."—not the-dog-slept-in-a-big-basket. Remember, never permit children to read as if they were calling words. Always read as if they were talking. If the children are exceedingly poor readers their first silent reading may be a sentence at a time, then a paragraph, and later when more power is gained in comprehension the whole story may be read. This silent reading will be followed by some form of comprehension test.

Several groups will be reading silently at the same time. Each group will first need to have an introduction to his story to arouse interest. New and difficult words will be discussed before the children read. You will move from group to group, giving extra help where it is needed. The comprehension check may be on the board, in hektographed form, or in the workbook which goes with that particular reader. Much of your time and attention will be given, of course, to the slower or remedial groups. The children who have developed most of their reading skills can do much independent work. They may read from the basal book and also do much extra reading in library books. If these children read well orally, comprehending what they read, then you will be concerned with building their vocabulary and providing for them a

wide interest range in reading. Work in the basal books will be concerned with building up definite skills and on this type of reading you will want to make a definite check. Library reading may be checked by informal discussion in this manner and checking on pleasure reading will be informal.

Children reading in basal books need to have comprehension checks of several kinds as:

1. Yes and No questions giving page and paragraph to prove answer
2. Children ask each other questions informally
3. Children make "Dr. Quiz" program
4. Children telling story, each telling one part
5. Children dramatize story
6. Children may draw pictures to illustrate story
7. The children in the third grade may give main idea of paragraphs, or arrange topic sentences in sequential order. This is excellent practice for beginning the teaching of outlining.

Your manual and workbook, if workbooks are provided, will have many other valuable suggestions. Always remember to use basal books for teaching definite needed skills. **Keep these books at school.** Use supplementary books to increase reading power and build love for reading. Always keep in mind the individual child and give him all possible help and encouragement. Remember the child has many needs for the use of reading skills—try to fit the material to his level in all reading situations—in history, geography, etc. This will mean the use of many books in teaching these subjects. Be sure you know well the material you have available and ways to use them to improve reading.

Emphasize oral reading in the primary grades. Nearly every lesson will have some silent and some oral reading.

- A. Here are some ways of getting oral reading after a story has been read silently.
1. Read the sentence that proves your answer to a question.
 2. Read three parts that made you know the old man was kind (or any character in the story).
 3. Read the funniest part, the most exciting part or the most interesting part.
 4. Read the part that tells how a character looked or was dressed. The kind of questions you ask depends on the content of

the story. This kind of reading gives practice in skimming to find answers and keeps the child's mind on **the thought** involved (not word calling).

5. Play the story with the book by having a child take the part of each character and read just what he says. One child may read the in-between descriptive parts.

B. Here are some ways of getting audience reading. That means only one child has the book and the rest listen. Any audience reading should be prepared beforehand. To be able to read a story to the group, should serve as a real motive for much practice. Children may practice in pairs to get ready. They may divide a long story. Poor readers should be helped to find short selections. Here are some ways of planning these—

1. Stories that are related to other studies, such as one of Washington's boyhood when that is the history lesson, or one about a Chinese child when they are studying China.

2. Stories that are seasonable and related to holidays, as a Fall story, Christmas story at that time of the year.

3. Clippings about happenings that would interest young children. One copy of "My Weekly Reader" (American Education Press) may be used in this way if all cannot subscribe for it.

4. Science or animal stories such as bird stories or information needed by the group.

5. Library books and single copies of supplementary readers may be used in this way.

6. A "reading party" may be given for parents. Much purposeful practice will be done to get ready. In a two-teacher school perhaps the other room may be invited.

7. You may use part of your opening exercise time or your appreciation block of time, or a part of your reading block of time for audience reading. If the material is historical or geographic use it with your social studies.

8. Be sure to encourage the reading of poetry as a part of this work. Your manual will have other suggestions.

You will select the best procedures to develop a desire to read.

1. Give the child something he **can** read.

2. Use interesting introductions to stories. Arouse curiosity as to the outcome. Relate it to his own experience.

3. The teacher's own interest in the story shown by her com-

ments and questions is contagious. Her voice and facial expression are important factors in the child's interest.

4. Let children talk about books or stories they are reading. Call it "sharing" what they read (not book reports).

5. Teacher read stories or books frequently to the children.

6. Teacher or child read an interesting part or scene from a book or story.

7. Show pictures or articles described in a book or story.

8. Post lists of stories about dogs or Indians, or heroes or adventures. Always have it so the children can add to the list.

9. Posters (drawn or cut pictures) illustrating a book or story with the caption "Have you read about the boy who ran away to join a circus?"

10. Form book clubs or reading clubs.

11. Dramatize parts of stories.

12. Make a movie or puppet show of a story. A movie may be made on a long strip of brown paper, using two sticks to roll and unroll. Use a small wooden box arranged so that movie can be rolled to show a scene at a time in the front.

How to attack new words is a very important skill to develop.

Children need to know some method of learning the new words they find in reading situations. Some children are very apt at pronouncing new words and seem to recognize new words without any special clues. Other children either skip the new words or ask the teacher to tell them the words. These children should be taught several ways of "figuring it out for themselves." A few ways of helping the child are suggested:

When a child reads silently and asks for help, tell him to read the whole sentence and think which word might fit into the place of the new word and make sense. If he is not successful, ask the child if any part of the word looks like some other word he already knows—as **ear** in **hear**. Say to him, "With what sound does the word begin?" If he is not sure, say "It begins with the same sound as have, home. Call attention to the movement of your lips as you say the word slowly. Thus, he is able to put the **h** sound with the known part and makes his new word. It may be the word is "going." He recognizes **go** and should be taught that words change their forms by adding endings. This could also be brought to his attention during the spelling lesson. By the end of the third grade he will know root words and their prefixes and suffixes through

his spelling experiences and having his attention called to these same forms in analyzing unknown words in reading situations. Your teacher's manual and workbook give excellent help on methods of word analysis.

Training in phonics will begin with the first-grade children. They will first recognize words which sound alike. This may be brought to their attention when hearing Mother Goose Rhymes. Later they will notice that words look alike—wall-fall (they "end" the same.)—that many words begin with the same sound—call, come, care. The children will need to know beginning sounds, familiar word parts and word endings. *Your manual will tell you which initial sounds and sound blends to teach first and how to build your phonetic program.* Always remember that knowing the meaning of the word is as important as being able to pronounce the word.

You may take children from several grades at one time who are weak in word attack and teach them this skill. You will show them all the ways of analyzing words. Younger children use **contextual clues** (this means which word would make sense) and beginning sounds of letters. Older children will use familiar word parts and syllables. When children ask for help with words in any reading situation, refer them to one of these methods.

You will want to choose carefully the supplementary readers and other materials. There should be available for every rural school several small sets of readers of each level of difficulty from preprimers to grade 6. These are used for wide reading by every child as well as to give the poor reader an easier book. Children should and would read a dozen or more primers, first readers, etc., if they were available.

Counties should plan to buy this material but teachers should help. Many teachers make money on pie suppers or other community social affairs which may be used to supplement their material.

There are many good readers on the multiple adoption list of the Textbook Commission.

You will want to select library books suited to the children. Many counties are building a stock of library books which teachers may take out in groups of 15-20. Many schools are building their own libraries with the money they make with parties and community help. These library books may include single copies of

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supplementary readers which are not used for group reading. Picture books, fairy stories, adventure stories, stories of children in other countries and other times, and books of poetry should be included.

Children should be taught to take care of these books and provision should be made for storing these books when school is not in session. If the school is not a safe place, ask your superintendent to provide storage.

In the back of this bulletin there are two lists of books. The first list is primarily supplementary to the basal books. The other list is suggested primarily for use in selecting additional reading material for the elementary school library.

**SUGGESTED DAILY PROGRAM IN ONE-TEACHER SCHOOL
MORNING**

PERIODS MINUTES	TIME TO BE DISTRIBUTED ACCORDING TO SCHOOL ORGANIZATION	GROUP	GROUP	GROUP	GROUP	GROUP	GROUP	EMPHASIZING	
								DEVELOPMENT OF THE WHOLE CHILD	
8:00 30		PUPIL—TEACHER ROOM ROUTINE	1. Heating; lighting; ventilating 2. Bring in water and coal		3. Water flowers; dust seats and other fur- niture 4. Change Bulletin Board when needed	5. Get materials ready for the day 6. Children in seats ready for work		Orderliness	
8:00 30		OPENING EXERCISES: This period should be carefully planned by different pupil groups under teacher guidance. Teacher should keep a record of subjects covered. Alternate by days, weeks, or units of work planning.		Suggested Exercises 1. Music: Rote-Singing, Victrola 2. Bible Literature 3. Pledge to the Flag 4. News Report: Map Study		5. Health and Safety Talks 6. Cleanliness 7. Nature Talks 8. Stories or Poems		Democracy Health and safety Good Literature Awareness of natural environ- ment	
9:00 70	25 25 20	READING GROUP I (Teaching Lesson) Reading seat- work based on lesson	Library Table Picture Books and Easy Read- ing Material READING GROUP II (Teaching Lesson) Reading seat- work based on lesson	Library period Free reading for pleasure Study spelling READING GROUP III (Teaching Lesson)	Library period Free reading for pleasure Study spelling and language	Library period Reading for pleasure Study spelling and language	Library period Alternate by days Study reading and literature or spelling and language	Citizenship Personality development Reading techniques Library appreciation	
10:10 15		HEALTH RECESS	1. Drink of water 2. Go to toilet	3. (a) Larger children—Physi- cal Education 2 days (b) Smaller children— Rhythms three days	4. Wash hands. Mid-morning lunch of fruit, fruit juice, milk 5. Rest period for small children			Healthful living during schoolday. Good manners and sportsmanship	
10:25 60	20 20 20	REST AND ACTIVITY			READING GROUP IV (Teaching Lesson) Skill Period Study Arithmetic	READING GROUP V (Teaching Lesson)	Skill Period Study Arithmetic Alternate by days READING AND LITERA- TURE OR SPELLING AND LANGUAGE— GROUP VI	Rest and coopera- tive play Reading skills and techniques Correct written and spoken English	
11:25 35		PENMANSHIP: GROUPS I AND II Manuscript writing Monday and Wednesday. (Work with teacher.) Teach the correct formation of letters with pupils at the blackboard at first. Later on wide ruled paper at their seats.		Groups III, IV, V, and VI. Cursive Writing.		Practice on paper, guided and supervised by teacher. All written work judged for good penmanship.		Good penmanship and neatness in all written work A spelling con- sciousness Correct spelling Good penmanship in all subjects	
12:00 60		HEALTH NOON RECESS	1. Hot lunch if possible 2. Lunch properly eaten at table or desk, or picnic style under a tree in summer 3. Wash hands before eating 4. Carry on social conversation		5. Teach table manners 6. Music or phonograph if possible 7. Free outdoor play 8. Committee cleans up after lunch 9. Teacher prepares for afternoon work			Practical health Nutrition Eating habits Democratic practices Personality development	
		Note: It is urged that pupils not engage in vigorous play immediately after lunch.							

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AFTERNOON

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PERIODS MINUTES	TIME TO BE DISTRIBUTED ACCORDING TO ORGANIZATION	GROUP						EMPHASIZING
		The number of groups will vary according to enrollment and according to needs, interests and abilities of pupils. They are grouped according to needs, interests and abilities, instead of by grade placement. They may be regrouped from time to time according to ability. They may work with one group in reading and with another group in social science, arithmetic, etc.						
1.00 60		ARITHMETIC —Work to be partly individual teaching and partly group teaching. All classes in Arithmetic going on at the same time.						Arithmetic reasoning Purchase of War stamps Rationing Democratic practices Playing store
		SKILL PERIOD (Work with teachers) 1. Building number concepts 2. Counting actual objects 3. Reading and writing numbers 4. Oral drill through games 5. Written drill on grade level on combination			ARITHMETIC REASONING STRESSED After starting with grades 7 and 8, teach whichever group needs teaching. Thus work down across the room until all difficulties are cleared up, and all pupils are busy. Make new assignments clear.			
2:00 30		READING GROUP I (Teaching lesson) Seatwork based on reading	Library table READING GROUP II Seatwork based on reading	Free reading Informational material based on social studies or elementary science	Free reading Work on problem in social studies or elementary science	Work on problem in social studies or science	Work on problem in social studies or science	Reading skills and techniques Thought getting Reading for information
2:30 15		HEALTH RECESS	1. Drink of water 2. Go to toilet		3. Play games 4. Go on a short excursion or nature trip			Practical health Cooperation Good Sportsmanship
2:45 15		LANGUAGE—ORAL EXPRESSION Mother Goose rhymes, stories, poems, conversation, experience stories, and dramatization		CREATIVE LANGUAGE Oral and written expression		CREATIVE LANGUAGE Oral and written expression		Correct written and spoken English Correct spelling Good penmanship in all written work

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3:00 45 25		SOCIAL STUDIES AND ELEMENTARY SCIENCE Social studies and elementary science may be combined, or taught as separate units. Desirable outcomes expected: 1. Oral and written expression, dramatization, music and art, related to the experiences of the group 2. Construction of manual arts, an outgrowth of the unit 3. An attitude of investigation 4. Ability to attack problems in a systematic manner 5. Interest that will lead to further study 6. Utilization of material at hand * EVALUATION—PLANNING: Evaluate the day's work and plan with all groups for next day's work.	CENTER OF INTEREST Based on Home, School, Community and State	SOCIAL STUDIES—Mon., Wed. SCIENCE AND CONSERVATION OF NATURAL RESOURCES—Tues., Thur. Problem Method Supervised Study and Discussion Plan Work for Next Day CLUB WORK Reading Club, Friday 4H Club, Friday	Desirable Social Attitudes Gaining of information Broadening of understandings An appreciation of the immediate surroundings; and to live a richer life in their existing surroundings Development leadership		
3:45		DISMISSAL					

BIBLIOGRAPHY—1. Wofford—Modern Education in Small Rural Schools—Macmillan.
 2. Lane—The Teacher in the Modern Elementary School—Houghton Mifflin.
 3. Ritter and Shepherd—Teaching in Town and Rural School—Viking Press.
 4. Bond and Bond—Teaching the Child to Read—Macmillan.
 5. Hildreth—Learning and Three R's—Educational Publishers.
 6. Bulletin—Living and Learning in Small Rural Schools—State Department of Education, Tennessee.

This is a suggested program as a guide to teachers who are ready to make the transition from the "time-table" type of program which provides a schedule for each subject in each grade to one which will more nearly carry out the philosophy of the "whole child" development.
 For further suggestions concerning a program for daily living, see "Getting the School Under Way", June, 1944, Educational Bulletin, State Department of Education, pages 111-122.

* At the beginning of each time block, the teacher takes time to plan with each group if this teacher guidance is necessary.

GROUPING CHILDREN FOR EFFECTIVE TEACHING OF READING

When you know what your pupils' abilities and needs are, your next problem is to place the children in groups so that each child can work to the best advantage. This does not mean that you need to do no individual work. Occasionally a child fits into no group. You will also need to give some children who work in groups special help.

In fact you cannot meet individual needs without intelligent grouping. If you attempt to teach all of your pupils in one group you cannot hope to have anyone to learn much. If you have no grouping and try to teach each child individually to read, your teaching is wasteful because it does not take into account the fact that children learn from each other. To take one child, hear him read, excuse him, and proceed in this manner until all have read to the teacher is dreary and monotonous and does not inspire children.

You will want to know how to group for reading. If you have test results use them, but remember that they are general and that they will not take the place of informal tests and observation. The child who repeats, omits words, adds words, or stumbles in his reading needs to be with others who are working on the particular difficulty. If a child is slow in silent reading, he should be placed with others whose reading rate is similar to his. Through informal tests and observation of a child's work in both silent and oral reading you should be able early in the year to place him in the group in which he can work best.

If you teach only one grade you will probably need three or more groups. If you teach several grades you will need more than three groups. You should remember that it takes little more time to teach children in three or four small groups than it does in one large one.

You will want to regroup the children from time to time as their needs change. For example, a child who starts in the lowest group may reach the highest one before the year closes. If you teach all of the elementary grades, you may find some child in a lower grade who is able to read with children several grades ahead of him. On the other hand, some child in an upper elementary grade may need to read with children several grades below his. You may at times need to cut across grade lines, even forget grades,

in your grouping of children for reading. When a child has not read the books in the grades below his it is easier to interest him in reading with younger children. You need to remember that a child who **wants** to read is willing to throw away the false pride that keeps him from wanting to read in the group in which he fits best.

Your reading groups do not necessarily need to coincide with groups in other subjects. A child may be able to work in a higher group in reading than in arithmetic. Another may be stronger in arithmetic than in reading. For certain exercises you may have more groups than in others. If you work with three basic reading groups you may have four or five small groups in which your pupils work with a child leader. This can easily be done if you supervise these groups and do not teach a class yourself while the groups are working.

Grouping and re-grouping enable you to know and help each child as an individual and in this way better reading is promoted.

As John reads you will listen carefully to see **how** he reads, as:

1. Does he call words one at a time?
2. What does he do when he comes to a word he doesn't know? (He may ask you what it is, spell it, sound it out, or guess.)
3. Does he confuse words and call "no" "on", "was" "saw?"
4. Does he know the words but reads in a sing-song voice, ignoring periods?
5. Does he add words, leave out words, or miscall words?
6. Does he understand what he has read when you ask him a question or two?
7. Does he hold his book at a peculiar angle, frowning as if he were having difficulty seeing the words?
8. Does he have any trouble hearing what you say?

You will make little notes as John reads: "Calls words;" "Asks for help with new words;" "Does not understand all he reads."

It may be helpful for you to have a chart. As John and the other children read, check the items needing your attention.

INVENTORY OF ORAL READING DIFFICULTIES

Name	Grade Level in Reading	Interest	Does Not Use Normal Voice	Evidences Eyestrain	Points to Words	Calls Words	Adds, Omits, Miscalls Words	Ask for Help With Words	Sounds, Spells, Guesses Words	Comprehension
John Reed	2	Indians, Cowboys	High Voice			x		x		Poor

INVENTORY OF SILENT READING DIFFICULTIES

	Moves Lips	Comprehension Rate	Type of Question Giving Trouble	Rate of Reading
John Reed		60	Inference	35

Such a check will not only show the disabilities of each child but will show at a glance just what the outstanding difficulties are for the entire group. It may be that most of the children ask for help with new words. You will then know that you will need to spend some time with the entire group showing them how to attack words. It may be that their oral reading is acceptable but that their understanding of what they read is exceedingly poor. You will know then that you will direct much of their practice to silent reading, checking their comprehension carefully. Other sections of this bulletin will tell you some specific ways of improving comprehension.

It is important to find the rate of comprehension. The reading "check chart," you will notice provides for analysis of both oral and silent reading. After you know how the children read orally you will need to know how well they read silently. Let us suppose that you have now grouped the children according to their reading levels. You have eight beginners, six on first grade level, four on second grade level, five on third grade level, etc. Again, you will use a book on their level and have them read silently some story—one of about 100 to 500 words for lower grades. You of course will choose a story that is not familiar to them. Have ten questions on the board for them to answer when they have finished reading. These questions will be of several kinds as noting detail, giving the

main thought in a paragraph, and making inferences. A typical story to be used might be one taken from "Friendly Village":

1. Lem lived in
 - a. A little brown cabin
 - b. A little brown log cabin
 - c. A blue cabin
2. Why was Lem sometimes lonesome?
3. The tune box had a horn like a _____
4. They wanted to sell Pig-a-Wee
 - a. Because he was old
 - b. Because he was not fat
 - c. Because they wanted a tune box
5. Why didn't the man buy Pig-a-Wee?
6. Did Lem's father have a cow? Yes—. No—.
7. Whose cabins did Lem pass on his way to the store?
8. Did Lem carry the pig to the store? Yes—. No—.
9. Check all the things the grocery would take for the pig:

Cow	Two pigs	Four piglets
Corn	Three pigs	Chickens

10. Do you think Lem was happy as he went home?

The children will be given ten points for each correct answer, and the total of points made will represent their **rate of comprehension**.

You should find the rate of reading. You may wish to find out their rate of reading (number of words read per minute) at the same time you give their comprehension test. When you have selected the story to be read silently, have the children find the page and tell them they are to read to a certain part of the story (as bottom of page). (You will have already counted the number of words to be read). They will hold their thumbs in the books until you say "Ready", and all will begin reading at the same time. You will write on the board the time as it elapses every ten seconds, as 1:10 (meaning 1 minute and 10 seconds). 1:20 etc. The children are told before they begin to read to notice the time on the board when they finish and write it on the upper right hand corner of their papers before they begin to answer the question. You will later get his reading rate by dividing the number of words read by the time as 439 words divided by 3:10—138 words per minute. **Remem-**

ber reading rate is not as important as comprehension rate. Another section of this bulletin will describe procedures to be used in improving silent reading.

You should make an informal inventory of reading abilities before you group children for work. You will want to know early in the school year how well your children can read because you realize that much of their success in school depends on their reading ability. You will want to know if they are poor readers just how you can help them to improve. You may not have a standardized test to use in checking their reading, but you can find out many things about the children's reading abilities by giving them an informal test, using textbooks.

Let's assume you have thirty children in your one-room school. Of course there will be the beginning group which is not ready for formal reading in books. This checking is for the children who can read on some level from first grade through the eighth. It is your first concern to find out **on which level they can read regardless of grade placement.** This will mean that you will have some children in the sixth grade reading on fourth grade level, some fifth grade reading on third grade level, etc. For basic instructions in reading you will group them **according to level not by grades.**

You must find the reading level of each child. There are several ways of finding the reading levels of the children. One very simple and successful method is to have the children read from several readers in a series and notice which book each child reads with greatest ease, that is, he knows most of the words (at least 19 words out of every 20), and understands what he has read.

For example, John's report card says he is in the third grade. You might ask him to read from the third grade reader. If he struggles with words as he reads, asks for help, and does not get the meaning, then you will know that this level is too difficult. Then let him try a second-grade reader of the same series. If he continues having difficulty, try him with a first reader. He will now probably be able to read with much greater ease. This, then, is his reading level—Grade I.

CHECKING PUPIL PROGRESS IN READING

Through continuous evaluation you will be able to know the day to day and week by week progress of the children and to offer wise guidance to each child in the development of his reading ability. A significant part of a good reading program is evaluation or checking on progress to determine just how well each child reads orally and silently—how well he understands what he reads—how well he has developed good reading habits and attitudes. **Through continuous evaluation** you will be alert to evidences of outcomes which you consider desirable and necessary; you will be alert to each child's development and will have a basis on which to guide him from one reading level to the next. *You will not wait until the end of the month or the end of the year to check on reading progress.* You will use many techniques from day to day in evaluating growth in reading ability. You will not rely on observations alone. You will use many types of informal tests and check sheets which you make and you may use standardized tests to strengthen your decisions reached through evaluating by observation and informal tests.

Several types of comprehension checks are suggested in the Bulletin in section "Selecting Procedures and Materials." These will guide you in developing informal checks and tests. Also in the section "Grouping Children for Effective Teaching of Reading," several types of informal inventories of reading abilities were suggested and techniques for determining reading levels and rate of comprehension were explained. You will use the checks, inventories, and tests not only to determine the abilities at the beginning of the year as a guide for grouping but you will use them frequently to guide your reading instruction and to determine the readiness of the children to move from one group to another or to progress from one reading level to the next. Your reading **manuals** suggest many ways of checking and evaluating all reading experiences and all reading skills, habits and attitudes. A source of inexpensive tests is the Weekly Reader which provides reading tests in the first six grades. **Free reading readiness** tests are available for the "Alice and Jerry" series of primary readers.

You and the boys and girls will make your evaluation always in terms of your goals or desirable outcomes. If reading is a happy experience for children when they read on their own level and if

you guide them to an understanding of why reading is unpleasant when they read material which is too difficult, they will be stimulated to develop reading abilities which will help them to go naturally to the next level.

If they are brought in on the evaluation of reading experiences and understand that these experiences were provided to develop certain abilities—to recognize words, to increase their vocabulary, to comprehend what they read, to dramatize, to tell the story in sequence—they will delight in talking about how well they do these things and each one will be more willing and perhaps eager to read at the level appropriate for his reading ability.

You will make evaluation a learning experience. Evaluation serves as a stimulation to growth in reading when it is a part of the learning situation. Having a part in checking on their own progress and in evaluating their own achievements is a learning experience for boys and girls in that it leads them to think, to make decisions, and to express their ideas and feelings. You and the boys and girls may set up some guides for oral reading such as:

Know all your words
Talk like the characters
Look at the audience
Hold the book correctly

After each child has read, the group may evaluate his reading on basis of these guides or each one may help evaluate his own reading.

You will provide some activities through which each child may check on his own progress and other activities through which the group evaluates the reading ability of the other children. They will be guided to respect the opinion of the group as well as your opinion.

You will take the parents into your confidence in checking reading progress. The parent's wholesome attitude based on an understanding of the reading program is highly important. You will want the parents to understand why you devote several weeks to developing reading readiness before taking the child into "book reading." You want them to understand why you do not use the A. B. C. method of teaching boys and girls to read. You will want them to know why you think it is important for the basal readers to be kept at school. You will want them to know why you think it is conducive to growth in reading ability for children to read at their level of reading ability instead of according to grade placement.

You will want parents to understand the basis on which you group children for reading experiences. You will want them to know the value of listening to the children read when they take supplementary readers or library books home to read to their parents. You will want them to understand the total reading program and to feel free to discuss with you the progress the children are making in reading. The report card or letter of report is a short cut between the school and the home and when parents have an understanding of the program of learning activities provided for children at school, they value the report which you send and find meaning in it for the welfare of their own children.

USING THE ADOPTED BOOKS

A list of books was approved and adopted by the State Textbook Commission for the use in the public schools of Kentucky for the 1945-50 adoption period. All books adopted for the use in the basal school districts are marked with an asterisk or starred. The multiple adoption school districts may adopt for basal use in any one subject and grade any book listed by the State Textbook Commission for that subject and grade. These multiple adoption districts are:

Cities—Ashland, Barbourville, Bellevue, Bowling Green, Carrollton, Catlettsburg, Central City, Corbin, Covington, Cynthiana, Danville, Dayton, Earlington, Elizabethtown, Erlanger-Elsmere, Ft. Thomas, Frankfort, Fulton, Georgetown, Glasgow, Greenville, Harlan, Harrodsburg, Hazard, Henderson, Hickman, Hopkinsville, Irvine, Jackson, Jenkins, Lawrenceburg, Lebanon, Lexington, Louisville, Ludlow, Lynch, Madisonville, Marion, Mayfield, Maysville, Middlesboro, Mr. Sterling, Murray, Newport, Nicholasville, Owensboro, Paducah, Paintsville, Paris, Pikeville, Pineville, Prestonsburg, Princeton, Providence, Richmond, Russell, Russellville, Scottsville, Shelbyville, Somerset, Versailles, Williamsburg, Winchester. **Counties**—Bourbon, Boyd, Boyle, Braeken, Campbell, Clark, Fayette, Franklin, Grant, Harrison, Henry, Jefferson, Jessamine, Kenton, Mason, Scott, Shelby, Union, Woodford, Marion, Simpson.

The State will furnish to all school districts certain textbooks. In the "Minimum State Course of Study" the subjects are divided into two groups—the required subjects and the optional subjects.

Textbooks for the required subjects will be purchased first. "If funds are available after purchasing the required books, optional books will be purchased in grades one to eight, inclusive, from the optional list of books selected by the local boards of education upon the recommendation of the local superintendents "in accordance with the rules and regulations prescribed by the State Board of Education.

On this list the required subjects are reading and children's literature. All other subjects are optional. For the first grade the books for the required subjects are a primer, first reader, and children's literature; for the second grade, a second reader and

children's literature; and for the third grade, a third reader and children's literature.

The basal and optional books furnished by the State will supply each school district with valuable reading materials if the books are wisely selected and used to the best advantage.

The books listed below fall into six groups: I. Basal and Multiple Readers; II. Children's Literature; III. Health Books; IV. Safety Books; V. Science Books; and VI. Social Study Books. All these books have been adopted by the State Textbook Commission as basal texts for separate and distinct subjects provided for by the "Minimum State Course of Study."

The first group of books listed below contains the **basal readers**. The basal readers adopted for use in the basal school districts are starred for all the grades. These books are to be used in teaching pupils the skills of reading in all the basal adoption school districts.

The books in the second group below are **children's literature**. The basal books in children's literature adopted for use in the basal school districts are starred for all the grades. The children's literature program should be used to enrich the total reading program.

The books in the third, fourth, fifth and sixth groups below are textbooks adopted for use in **health, safety, science and social studies** respectively. The basal books of these groups adopted for use in the above mentioned subjects in the basal adoption school districts are starred for all the grades. These books may be used to supplement and enrich the health phase, the safety phase, the science phase, and the social study phase of the reading program.

The multiple adoption school districts, as before stated, may adopt for basal use in any one subject and grade any book listed by the State Textbook Commission for that subject and grade. In the use of these books to supplement and enrich the total reading program the multiple adoption school districts may use the same or a similar plan that has been suggested in this bulletin for the basal adoption school districts.

I BASAL AND MULTIPLE READERS

Primers	Title of Books	Publishers	Copyright Date	Net Cop- tract Price
GRADE ONE				
*1.	Day In and Day Out	Row, Peterson & Co.	1941	.54
2.	Fun with Dick and Jane	Scott, Foresman & Co.	1940	.54
3.	Day by Day	Allyn and Bacon	1939	.66
4.	Reading For Fun	Houghton Mifflin Co.	1939	.51
5.	On the Way to Storyland	Laidlaw Brothers, Inc.	1940	.48
6.	Bob and Judy	Lyons and Carnahan	1940	.48
7.	Tags and Twinkle	The Macmillan Co.	1945	.75
8.	At Play	John C. Winston Co.	1940	.48
First Readers				
*1.	Round About	Row, Peterson & Co.	1941	.63
2.	Our New Friends	Scott, Foresman & Co.	1940	.63
3.	To and Fro	Allyn and Bacon	1939	.72
4.	Finding Friends	Houghton Mifflin Co.	1939	.63
5.	Making Storybook Friends	Laidlaw Brothers, Inc.	1940	.48
6.	Good Times Together	Lyons & Carnahan	1940	.51
7.	Good Times on Our Street	The Macmillan Co.	1945	.84
8.	I Know a Secret	John C. Winston Co.	1940	.60
GRADE TWO				
*1.	Friendly Village	Row, Peterson & Co.	1941	.66
2.	More Friends and Neighbors	Scott, Foresman & Co.	1941	.69
3.	Faces and Places	Allyn and Bacon	1940	.90
4.	Making Visits	Houghton Mifflin Co.	1939	.69
5.	Stories We Like	Laidlaw Brothers, Inc.	1940	.66
6.	Friends About Us	Lyons and Carnahan	1940	.66
7.	Friends and Workers	The Macmillan Co.	1945	.87
8.	Along the Way	John C. Winston Co.	1940	.66
GRADE THREE				
*1.	If I Were Going	Row, Peterson & Co.	1941	.72
2.	More Streets and Roads	Scott, Foresman & Co.	1942	.75
3.	Busy World	Allyn and Bacon	1940	.72
4.	Meeting Our Neighbors	Houghton Mifflin Co.	1942	.72
5.	Children Everywhere	Laidlaw Brothers	1940	.72
6.	Neighbors and Helpers	Lyons and Carnahan	1939	.72
7.	On Longer Trails	The Macmillan Co.	1945	.96
8.	Faraway Ports	John C. Winston Co.	1940	.69

II CHILDREN'S LITERATURE

Copyright Date	Net Con-tract Price	Title of Books	Publishers	Copyright Date	Net Con-tract Price
GRADE ONE					
1941	.54	*1. Down the Road	Silver Burdett Co.	1945	.63
1940	.54	2. Jerry Goes Fishing	Beckley-Cardy Co.	1942	.49
1939	.66	3. Something Different	D. C. Heath and Co.	1942	.63
1939	.51	4. Rusty Wants A Dog	The Macmillan Co.	1943	.60
1940	.48	5. I Know a Story	Row, Peterson Co.	1938	.66
1940	.48	6. Good Times	Chas. Scribners Sons	1939	.60
1945	.75	7. In the City and On the Farm	University Publishing Co.	1940	.66
1940	.48	8. Good Stories	John C. Winston Co.	1940	.54
GRADE TWO					
1941	.63	*1. In New Places	Silver Burdett	1945	.69
1940	.63	2. Lost and Found	D. C. Heath & Co.	1942	.72
1939	.72	3. An Indian Boy's Pet, Book I	Houghton Mifflin Co.	1939	.72
1940	.48	4. Voices of Verse, Book I	Lyons and Carnahan	1943	.51
1945	.84	5. Smoky, the Crow	The Macmillan Co.	1943	.69
1940	.60	6. Down the River Road	Row, Peterson Co.	1938	.54
		7. Friends and Neighbors	Scott, Foresman Co.	1941	.69
		8. Stories for Everyday	Chas. Scribners Sons	1939	.66
1941	.66	9. Under the Roof	University Publishing Co.	1941	.78
		10. Story Road	John C. Winston Co.	1940	.66
GRADE THREE					
1939	.69	*1. From Sea to Sea	Silver Burdett	1945	.75
1940	.66	2. Fun and Frolic	D. C. Heath and Co.	1942	.75
1940	.66	3. The Hole in the Dyke	Houghton Mifflin Co.	1938	.75
1945	.87	4. Planes for Bob and Andy	The Macmillan Co.	1943	.84
1940	.66	5. Through the Green Gate	Row, Peterson Co.	1939	.66
		6. Streets and Roads	Scott, Foresman Co.	1941	.75
		7. Children Near and Far	Chas. Scribners Sons	1939	.72
1941	.72	8. Under the Sun	University Publishing Co.	1941	.78
1942	.75	9. Enchanting Stories	John C. Winston Co.	1940	.66
1940	.72				
1942	.72				
1940	.72				
1939	.72				
1945	.96				
1940	.69				

III HEALTH BOOKS

Title of Books	Publishers	Copyright Date	Net Contract Price
GRADE ONE			
*1. Spick and Span	Ginn and Co.	1939	.54
2. Well and Happy, Bk. I	American Book Co.	1942	.57
3. Our Good Health	Bobbs-Merrill Co.	1942	.51
4. All Through the Day	The Macmillan Co.	1941	.54
5. Good Times With Our Friends	Scott, Foresman Co.	1941	.54
GRADE TWO			
*1. Health Parade	Ginn and Co.	1939	.60
2. Clean and Strong, Bk. 2	American Book Co.	1942	.60
3. Healthy and Happy	Bobbs-Merrill Co.	1942	.57
4. Health Through the Year	The Macmillan Co.	1941	.60
5. Three Friends	Scott, Foresman Co.	1944	.63
GRADE THREE			
*1. Growing Big and Strong	Ginn and Co.	1939	.63
2. Fit and Ready	American Book Co.	1942	.63
3. Everyday Health	Bobbs-Merrill Co.	1942	.57
4. Growing Up	D. C. Heath	1941	.54
5. Health Stories and Practice	Lyons and Carnahan	1941	.60
6. Health Secrets	The Macmillan Co.	1941	.57
7. Health Stories, Bk. 3	Scott, Foresman Co.	1935	.66
8. Healthy Bodies	John C. Winston Co.	1940	.64

IV SAFETY BOOKS

GRADE ONE			
*1. Happy Times	American Book Co.	1938	.45
GRADE TWO			
*1. In Storm and Sunshine	American Book Co.	1938	.57
2. Safety for the Little Citizen, Bk. 1	Turner E. Smith	1940	.51
GRADE THREE			
*1. In Town and Country	American Book Co.	1938	.57
2. Its Fun To Be Safe	Beckley-Cardy Co.	1942	.60
3. Safety for the Little Citizen, Bk. 2	Turner E. Smith	1940	.51

V SCIENCE BOOKS

Copyright Date	Net Con- tract Price	Title of Books	Publishers	Copyright Date	Net Con- tract Price
		GRADE ONE			
		*1. With Judy and Joe	Allyn and Bacon	1939	.54
		2. Sunshine and Rain	L. W. Singer Co.	1937	.45
1939	.54	3. Look and Learn	Scott, Foresman Co.	1943	.63
1942	.57	4. We Want to Know	Ginn and Co.	1941	.57
1942	.51	5. Wonderworld of Science,			
1941	.54	Bk. 1	Chas. Scribners Sons	1940	.63
1941	.54				
		GRADE TWO			
		*1. With Bob and Don	Allyn and Bacon	1940	.60
		2. Through the Year	L. W. Singer Co.	1937	.54
1939	.60	3. All Around Us	Scott, Foresman Co.	1944	.72
1942	.60	4. We Find Out	Ginn and Co.	1940	.60
1942	.57	5. Wonderworld of Science,			
1941	.60	Bk. 2	Chas. Scribners Sons	1940	.69
1944	.63				
		GRADE THREE			
		*1. Winter Comes and Goes	L. W. Singer Co.	1938	.63
1939	.63	2. With Jane and Paul	Allyn and Bacon	1940	.66
1942	.63	3. Sciences Stories, Bk. 3	Scott, Foresman Co.	1936	.66
1942	.57	4. Happy Days in the Garden	Beckley-Cary Co.	1944	.60
1941	.54	5. Changes All Around Us	Ginn and Co.	1940	.66
1941	.60	6. Wonderworld of Science,			
1941	.57	Bk. 3	Chas. Scribners Sons	1940	.75
1935	.66				
1940	.64				
		VI SOCIAL STUDY BOOKS			
		GRADE ONE			
		*1. Everyday Life Stories	John C. Winston Co.	1935	.39
		2. Living Together at Home			
		and School	The Macmillan Co.	1944	.75
1938	.45	3. Peter's Family	Scott, Foresman Co.	1942	.54
		GRADE TWO			
		*1. Everyday Life With			
		Nancy, Joe and Ruth	John C. Winston Co.	1936	.42
1940	.51	2. Living Together in Town			
		and Country	The Macmillan Co.	1944	.90
1938	.57	3. Hello David	Scott, Foresman Co.	1943	.63
1942	.60				
		GRADE THREE			
		*1. Everyday Life in Town			
		and Country	John C. Winston Co.	1938	.51
1940	.51	2. Your Land and Mine	The Macmillan Co.	1940	.69
		3. Ways of Living in			
		Many Lands	American Book Co.	1940	.87
		4. Farm and City, Bk. 1	D. C. Heath and Co.	1944	.66
		5. Susan's Neighbors at			
		Work	Scott, Foresman Co.	1937	.69

A SHORT LIST OF BOOKS SUGGESTED FOR CHILDREN, GRADES I, II, III

Single copies of many of the new readers (Primer, first, second, and third) are excellent for the library as they are not named readers and are attractive and interesting. They are also less expensive than picture and story books and easier to read. These are not included in this list. You may order from a wholesale book publisher rather than from many publishers if you choose.

Rojankovsky. Tall Mother Goose. Stokes. \$1.00.
 Wright, B. F. (Illustrated) The Real Mother Goose. Rand. \$1.50.
 Grover (ed.) The Volland Mother Goose. Volland. \$2.50.
 Mother Goose (cloth) Gabriel. \$1.50.
 (cheap editions of the Mother Goose books may be bought at the ten cent stores)

Aldridge. Wags and Woofie. Ginn.
 Anderson. Billy and Blaize. Macmillan.
 Anderson. Blaize and the Gypsies. Macmillan. 88 cents.
 Anderson. Fairy Tales. Rand, 50 cents; Oxford, \$2.50.
 Angelo. The Rooster Club. Viking. \$2.00.
 Ardizzone. Little Tim and the Brave Sea Captain. Oxford.
 Atwater. Mr. Popper's Penguin. Little. \$1.05.
 Babbit. Jataka Tales Century.
 Bannerman. Little Black Sambo. Stokes. 75 cents.
 Baker. The Black Cat and the Tinker's Wife. Duffield.
 Baruch. Bobby Goes Riding. Lathrop.
 Baruch. Big Fellow at Work. Harper.
 Baruch. I Know a Surprise. Lathrop. \$1.00.
 Bemelmans. Hansi. Viking. \$2.00.
 Beskow. Aunt Green, Aunt Brown, and Aunt Lavendar. Harper. \$1.50.
 Beskow. Pelle's New Suit. Harper. \$1.25.
 Bianco. Little Wooden Doll. Macmillan. \$1.00.
 Bianco. Franzi and Gizi. Messner. \$2.00.
 Bianco. Velveteen Rabbit. Doubleday. \$1.00.
 Bourgeois. Molly and Michael. Doubleday.
 Brann. Bobbie and Donnie Were Twins. Macmillan.
 Bronson. Polliwiggles Progress. Macmillan.
 Brooke. In Johnny Crow's Garden. Warne. \$1.75.
 Brock. The Greedy Goat. Knopf.
 Brown. War Paint (horse) Scribner's.
 Brunhoff. Story of Babar. Random.
 Brunhoff. Travels of Babar. Random.
 Bryant. Epaminondas and His Aunties. Houghton. 75 cents.
 Burgess. Bird Book. Little. \$3.00.

Cabel. Watching for Winkie. Longman's.
 Carroll. Bounce and the Bunnies. Royal. \$2.00.
 Carroll. The Luck of the Roll and Go. Macmillan.
 Clark. The Poppy Seed Cakes. Doubleday. \$2.00.
 Coatsworth. Dancing Tom. Macmillan. \$1.00.
 Coatsworth. The Cat and the Captain. Macmillan. \$1.00.
 Collodi. Pinocchio. Lippincott. 80 cents.
 Committee of I. K. U. Under the Blue Umbrella (modern stories) Macmillan. \$2.25.
 Committee of I. K. U. Under the Green Umbrella (folk tales) Macmillan. \$2.25.
 Credle. Down, Down the Mountain. Nelson. \$2.00.
 Carrick. Russian Picture Tales. Stokes. \$1.25.
 Dalgliesh. Little Wooden Farmer. Macmillan.
 Dalgliesh. The Smiths and Rusty. Scribner's.
 D'Aulaire. Abraham Lincoln. Doubleday. \$2.00.
 D'Aulaire. George Washington. Doubleday. \$2.00.
 D'Aulaire. Ola. Doubleday. \$2.00.
 D'Aulaire. (ill.) East of the Sun and West of the Moon. Doubleday. \$2.00.
 D'Aulaire. Wings for Per. Doubleday. \$2.00.
 de Angeli. Ted and Nina Go to the Grocery Store. Doubleday. 50 cents.
 de Angeli. Ted and Nina Have a Happy Rainy Day. Doubleday. 50 cents.
 de Angeli. Yonnie Wondernose. Doubleday. \$2.00.
 Deming. Indians in Winter Camp. Whitman. \$1.00.
 Deming. Little Eagle. Whitman. 90 cents.
 Donaldson. Karl's Wooden Horse. Laidlaw.
 Du Bois. The Great Geppy. Viking. \$2.00.
 Duplaix. Animal Stories. Simon. \$1.50.
 Edelstat. A Steam Shovel for Me. Stokes. \$1.50.
 Ets. In the Forest. Viking.
 Ets. Mister Penny. Viking. \$1.00.
 Field. Little Dog Toby. Macmillan. \$1.00.
 Flack. Angus Lost. Doubleday. \$1.00.
 Flack. Ask Mr. Bear. Doubleday. \$1.00.
 Flack. A Story About Ping. Viking. \$1.00.
 Flack. The New Pet. Doubleday. \$1.05.
 Flack. Willy Nilly. Macmillan. \$1.00.
 Flack. Angus and the Ducks. Doubleday.
 Gag. Millions of Cats. Coward. \$1.25.
 Gag. Snippy and Snappy. Coward.
 Gag. Tales from Grimm. Coward.
 Gall and Crew. Flattail. Oxford.
 Gall and Crew. Ringtail. Oxford.
 Gruelle. Eddie Elephant. Volland.
 Hader. Whiffy McMann. Oxford.
 Hader. Green and Gold. Macmillan.
 Hader. Picture Book of Travel, Flying and Ships. Macmillan.

Hader. Spunky. Macmillan. \$2.00.
 Hader. The Farmer in the Dell. Macmillan. \$2.50.
 Hader. The Mighty Hunter (Indian story). Macmillan. 90 cents.
 Handforth. Mei Li. Doubleday. \$2.00.
 Hogan. Nicodemus and the Little Black Pig. Dutton. \$1.00.
 Horn. Farm on the Hill. Scribner's.
 Hawkins. Don't Run Apple. Holiday House. \$1.00.
 Hawkins. Who Wants an Apple. Holiday House. \$1.00.
 Heward. Ameliar-Anne and the Green Umbrella. Macmillan.
 Huber. Cinder, the Cat. American Book Company. 42 cents.
 Holt. Story a Day Book. Macmillan.
 Huber. Skags the Milk Horse. American.
 Ilin. A Ring and a Riddle.
 King. Kees (Dutch). Harper.
 Kunhardt. Junket is Nice. Harcourt. \$1.25.
 LaFevre. The Little Gray Goose. Macrae. \$1.00.
 Lathrop. Animals of the Bible. Stokes. \$2.00.
 Lathrop. Bouncing Betsy. Macmillan.
 Lathrop. Presents for Lupe. Macmillan. \$2.00.
 Lathrop. Who Goes There? (animals stores) Macmillan. \$1.50.
 Lattimore. Little Pear. Harcourt.
 LaRue. Little Indians. Macmillan. 80 cents.
 Leaf. Fair Play. (Democracy for the young child) Stokes. \$1.50.
 Lindman. Snip, Snapp, Snurr and the Red Shoes. Whitman. \$1.00.
 Lofting. Noisy Nora. Stokes.
 McCloskey. Make Way for Ducklings. Viking. \$2.00.
 McGinley. The Horse Who Lived Upstairs. Lippincott.
 Milne. House at Pooh Corner. Dutton.
 Milne. Winnie the Pooh. Dutton. \$1.00.
 Mitchell. Another Here and Now Story Book. Dutton. \$2.00.
 Miller. Miss Lizzie. Macmillan. \$1.00.
 Moon. The Book of Nah Wee. Doubleday.
 Morcomb. Red Feather. Lyons.
 Newberry. April's Kittens. Harper. \$1.75.
 Newberry. Marshmallow. Harper. \$1.75.
 Newberry. Mittens. Harper. \$1.50.
 Patch. Holiday Pond. Macmillan.
 Patch. Holiday Hill. Macmillan.
 Patch. Holiday Meadow. Macmillan.
 Petersham. The Christ Child. Doubleday. \$2.00.
 Petersham. Stories from Old Testament. Winston.
 Petersham. Miki. Doubleday.
 Petersham. Story Books of Things We Use. (House, Food, Clothes,
 Transportation). Winston. 60 cents each.
 Petersham. Story Book of Wheels, Ships, Trains, Aircraft. Winston.
 Petersham. Story Book of Earth's Treasure. Winston.
 Perkins. The Dutch Twins. Houghton.
 Pollock. Sly Mongoose. Scribner's.
 Potter. Peter Rabbit. Warne. 75 cents.

- Rains. *Lazy Liza Lizard*. Winston. \$2.00.
 Rickert. *The Bojabe Tree*. Doubleday. 75 cents.
 Ritter. *In the Mouse's House*. Whitman. \$1.00.
 Sayers. *Blue Bonnets for Lucinda*. Viking.
 Sewell. *A Head for Happy*. Macmillan. \$2.00.
 Sewell. *Blue Barns*. Macmillan.
 Slobodkin. *Magic Michael*. Macmillan.
 Sperry. *One Day With Manu*. Winston.
 Sperry. *One Day With Jambi*. Winston.
 Sperry. *One Day With Tuktu*. Winston.
 Steiner. *Pete and Peter*. Doubleday. \$1.00.
 Stone. *P-Penny and His Little Red Cart*. Lathrop.
 Seuss. *Horton Hatches an Egg*. Random. \$1.50.
 Seuss. *And To Think That I Saw It on Mulberry Street*. Vanguard.
 \$1.50.
 Seuss. *The Five Hundred Hats of Bartharlemew Cubbins*. Vanguard.
 Thurber. *The Great Quillow*. Harcourt. \$2.00.
 Thurber. *Many Moons*. Harcourt. \$1.40.
 Tippet. *I Live in a City*. Harper.
 Tippet. *Shadow and Stocking*. Harper. 75 cents.
 Tippet. *I Know Some Little Animals*. Harper. \$1.00.
 Washburne. *Little Elephant Catches Cold*. Whitman. \$1.00.
 Weaver. *Frawg*. Stokes. \$1.50.
 Webb. *Butterwick Farm*. Warne.
 Wells. *Andy and the Polly*. Doubleday.
 Wheeler. *Playing with Clay*. Wheeler. 80 cents.
 Williamson. *Little Elephant*. Doubleday. 75 cents.
 Williamson. *Monkey Tale*. Doubleday. 75 cents.
 Williamson. *Lion Cub*. Doubleday.
 Wiese. *Picture Book of Animals*. Coward.
 Wise. *Runaway Bunny*. Harper.

POETRY

- Aldis. *Everything and Anything*. Balch. \$1.00.
 Babbitt and Hubbard. *The Golden Flute; and anthology of poetry*. Day.
 \$3.00.
 Barrows. *100 Best Poems*. Ten Cent Store.
 Borie. *David Has His Day*. Lippincott.
 Committee of I. K. U. *Sung under the Silver Umbrella*. Macmillan.
 \$2.25.
 De La Mare. *A Child's Day*. Holt.
 Eugene Field. *Poems of Childhood*. Scribner's.
 Rachael Field. *Taxis and Toadstools*. Doubleday.
 Fyleman. *Fairies and Chimneys*. Doubleday.
 Harrington. *Ring A Round*. Macmillan. \$3.00.
 Milne. *When We Were Very Young*. Dutton. \$1.00.
 Milne. *Now We Are Six*. Dutton.
 Thompson. *Silver Pennies*. Macmillan. \$1.00.
 Roberts. *Under the Tree*. Viking.
 Rosetti. *Sing Song*. Macmillan.
 Stevenson. *A Child's Garden of Verse*. Scribner's. 50 cents.

READING IN THE MIDDLE GRADES

As you recall it has already been stated in the foreword of this bulletin that it was limited to reading at the primary-grade levels. This limitation, not by any means, infers that reading in the middle and upper grades is not important. In fact, reading at these grade levels is of a very great importance. It is too true, however, effective instruction in reading in these grades has been very much neglected. The next few paragraphs below will deal very briefly with reading in the middle grades.

The middle-grade levels include the fourth, fifth, and sixth grades. The "growth stage" of reading in these grades is often referred to as the "period of wide reading." The reading program in the intermediate grades should provide for the necessary development within the pupils the desirable abilities in the reading skills required to read understandingly the various content materials; such as English, social studies, mathematics, science, general references, magazines and newspapers.

You are a teacher of reading. Every teacher should be a reading teacher. You are obligated to teach your pupils to read successfully and the subject matter contained in any course that you may teach. You must help your pupils to develop the necessary reading skills. The reading abilities and skills required for the reading of the different subjects are too varied and too numerous for the regular teacher of reading to develop adequately.

Miss Helen Gilson* on the subject of "Reading Skills" writes as follows:

"There are reading abilities to be developed at each grade level. Each year will see the child master some, apprentice at some, just introduced to some, and totally unmindful of others."

Quite frequently, the reading program in the middle grades is divided into two somewhat distinct phases. In the first phase of the program the fundamental attitudes, habits, abilities, and skills in reading acquired by the pupils at the primary-grade levels are further developed to higher degree at the middle-grade levels; while in the second phase of the program ample provision is made

* Helen Gilson, "Reading Skills Are a Necessary Part of the Intermediate Program", *A Monograph on Reading*, No. 27, Row, Peterson and Company.

for the pupils to acquire the necessary habits, abilities, and skills, in addition to those already acquired at the primary-grade levels, for efficient reading in the middle grades.

The reading outcomes are in the form of attitudes, habits, abilities, and skills. Several of the reading outcomes that were developed at the primary-grade levels should have a continuous growth throughout the middle-grade period of reading. Among the most important ones are these :

1. The stimulation of abiding interests in reading
2. A wide background of appropriate experiences
3. A meaningful vocabulary growth
4. Adequate word recognition techniques
5. The ability to clarify and to attach meanings to unfamiliar words
6. Accuracy in pronunciation and enunciation
7. Ability to understand and use English sentences
8. Mastery of the fundamental mechanics in reading
9. The extension of abilities and skills in oral reading
10. The extension of abilities and skills in the various types of silent reading
11. Accuracy in comprehension of materials read
12. Rhythm and the rate of reading
13. Correct interpretation of meaning

For reading efficiency at the middle-grade levels the pupils need to acquire additional abilities and skills essential in reading.

These abilities and skills should be introduced "in response to a practical need". Miss Evelyn Murney, in an article on Encouraging Wide Reading in the Intermediate Grades that was published in the November, 1941, edition of "Teachers' Service Bulletin in Reading", listed the following :

1. Alphabetic arrangement
2. How to use a glossary
3. How to use a dictionary
4. How to use an index
5. How to find the important points in a paragraph or the important points in an article
6. How to skim
7. How to summarize
8. How to make or follow a simple outline
9. The significance of the different parts of a booktitle page, copyright page, etc.
10. How to look up books in a card catalogue
11. How to use an encyclopedia

You will note that no methods, procedures, and techniques for reading instruction have been set-up; that no activities have been

suggested; and that no materials have been listed for the achievement of the above and other reading outcomes. Instead, it is suggested that you follow the reading program as outlined in the **Teacher's Manual** that accompanies the **Basal Reader** in use. Teacher's manuals are excellent guides for teachers in reading instruction.

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