

READING RESOURCE CENTER ACTIVITIES

An Action Learning Project
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by
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ABSTRACT

POST, Ritamae D. READING RESOURCE CENTER ACTIVITIES.
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The intent of this project was to develop a series of learning activities correlated to reading. The activities are intended to be used by students in grades two, three, and four. These reading games, techniques, and manipulative aids are directed toward reinforcement of basic reading skills, and toward making reading interesting and fun.

The development and preparation of this reading resource center has been an ongoing type of activity with ideas written down and incorporated into daily teaching. Many ideas and techniques were acquired from co-workers and related literature.

Games have an appeal to children. They offer interesting approaches to learning the basic skills in reading. The competition involved in many of these instructional games encourages children to put forth more effort. An enthusiastic teacher with the right attitude and good instructional games could be the key to student success.

This reading resource center is available to interested teachers at Westside School, Mauston, Wisconsin.

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Chapter 1
INTRODUCTION

Need for the Project

This particular action learning activity was chosen to add to the writer's existing supply of games, techniques, and manipulative aids to help children understand what they read and to make reading interesting and fun for them. The more time students spend reading, the better readers they will be and thus learn to value reading. Reading is necessary for survival, it is one's passport to a better world, and it is one of the cheapest and best forms of entertainment. In the words of a recent International Reading Association's membership brochure titled Read. You'll never be the same again, "reading makes a world of difference in everyone's life as it has made a difference in the world."

Statement of the Problem

This action learning activity presents the writer's attempt to develop and present a series of reading activities and games. The developed activities and games were designed to be used by students in grades two, three, and four. The activities covered fifty-seven learning objectives. Compiling, sorting, and analyzing various teacher-made and commercial games and activities were involved.

Purpose

Learning to read is one of the most important tasks a person can do in a lifetime. Foundations of competence laid during the primary/elementary school years will determine much of a person's future success and happiness. Therefore, the purpose of this action learning activity was to develop a series of learning activities correlated to reading. This resource of reading games, techniques, and manipulative aids was directed toward reinforcement of basic reading skills, and toward making reading interesting and fun.

Limitations

Several limitations had to be considered in the development of this reading resource center. The activities were developed to be used by and with students in grades two, three, and four and to fulfill the fifty-seven objectives outlined in Appendix A. This reading resource center was meant to be an aid - a help to a busy second, third, or fourth grade elementary school teacher. The material was chosen for its ability to motivate and produce critical thinking. Many games were not chosen so the project would be more manageable. The writer attempted to include at least one activity under each objective.

Chapter 2

REVIEW OF LITERATURE

Learning to read is one of the most important tasks a person can do in a lifetime. Yet many students are not successful in learning to read up to their potential. In the primary and intermediate grades, a reading disability can result in failure for the student. Many problem readers face one frustrating reading activity after another. Without successful experiences, negative self-concepts may be developed. These poor self-concepts could slow down their future scholastic progress (Noland & Craft, 1976).

The teacher should provide students with manipulative games or experiences that have to do with the abstract process of reading (Zeitz, 1975). A perceptive teacher has alternatives ready if present methods and techniques are unsuccessful (Noland et al, 1976). Teacher-made aids could be tailored to the students because the teacher would have thought through the students' needs, know what should be reviewed each week, and be aware how quickly or slowly each student progresses (Noland et al, 1976). The teacher should know when one game should be replaced by another one better suited to a student's present needs (Zeitz, 1975).

Chances to explore the concept the student is working on will allow the student a better understanding. For example,

the relation between sound-symbol could be established through the use of three-dimensional puzzles, cans with labels for classifying, and lotto games. Manipulative games can be used to provide extensive drill and practice on vowels. Games of chance can be used to improve reading skills (Zeitz, 1975).

Games should be available to children because they have a proper place in the classroom. They offer practice in reading skills at various levels. Games could be assigned as part of a reinforcement work period (Zeitz, 1975). Children may be involved in a game, individually, or with someone else, in an activity they have chosen. Children sometimes create their own games or alter familiar games. Children may use their time as they like as long as they don't disturb others (Karlin, 1975).

The game area could include chess, checkers, and skill and word games. The children should understand what is expected of them so they can use their game time constructively. Small token prizes, or being room leader for that day, or being allowed to draw on the board, are suggested incentives to do well in the game area. Choose children on a rotating basis to keep the game area neat (Karlin, 1975).

Games might be organized into three categories:

- 1) bees - which resemble the old fashioned spelling bee with the class divided into teams and questions put to the alternate teams. If team A does not answer the question, then team B must answer it correctly to get credit for it;
- 2) baseball - many questions are made up and credit assigned to each, using

factual information. The questions may be singles, doubles, triples, or homeruns. The class is divided in half, the teams are made up, and then each person draws his question. One side is up to 'bat' and is allowed three outs; and 3) bingo - a good way to teach vocabulary (Karlin, 1975).

Classroom games should have the following guidelines:

1) help achieve classroom goals; 2) be integrated with learning experiences to enrich or provide practice; 3) not have long, complicated or vague directions; and 4) group rapid learners together, and some should allow for participation of children of various intellectual abilities (Noland et al, 1976).

All learning cannot be accomplished with games. Students don't expect all learning to be fun and they wouldn't wish to be involved in games all the time. Both teachers and students like stimulating classrooms "where they can work and enjoy an occasional instructional game" (Noland et al, 1976).

Competent instruction coordinated with activities designed to motivate and reinforce the instruction is a good combination.

Chapter 3

METHODS

Introduction

This action learning activity grew out of a need to help improve the reading of those children with whom the writer works now and will work with in the future. Children like games and can be helped to develop good reading, writing, speaking, and listening skills through the use of instructional games. The product of this action learning activity offers children an interesting approach to learning. The self-competition or group-competition involved in the activities encourages children to put forth maximum effort. Some of the games will motivate the children to greater effort because they must cooperate with others involved in the games. Games have built-in incentives for successful achievement.

Procedure

Using a basic reading skills checklist, the game objectives were categorized under four major headings: 1) vocabulary, 2) word attack skills, 3) comprehension, and 4) oral reading, with effort made to give an ample sampling under each. Many of the games involve vocabulary development, word attack skills, and comprehension skills which are important to primary age children in the reading process. These skills get progressively more

difficult at each grade level. The games were accumulated by the writer, drawn from co-workers, outlined in various brochures the writer had occasion to read, noted in teacher periodicals, suggested by students, and drawn from related literature. The activities were selected because of high interest level, ability to motivate, and reinforcement of learning. Appendix A itemizes the learning objectives which are the basis for the development of the action learning activity. Appendix B contains illustrations to clarify certain learning activities.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This reading resource center action learning activity is a representation of techniques, ideas, methods, and manipulative devices that should help develop reading skills. It is based upon fifty-seven objectives stated in Appendix A. These objectives were taken from a basic reading skills checklist, put together by the writer, and used in the teaching of grades two, three, and four.

Conclusions

Reading activities developed through this project grew out of a need to improve the reading of those children with whom the writer has worked. Students' reception of the reading games, techniques, and manipulative aids has been good. Teacher observation noted an ongoing improvement in students' vocabulary, word analysis, comprehension, and oral reading.

Recommendations

Carefully introduce the playing rules of one game at a time. To teach the children how to use a game, group together those who have a common need for further practice in a particular skill. Such a procedure is satisfactory even if the game is intended for an individual to use independently because each

child in this group probably will use the game at some time to help fill a need. This technique also saves time for the teacher while it helps to ensure that each child understands how to use the material before attempting to use it independently.

It is recommended that teachers continuously accumulate and use instructional games. Teachers should draw on their resource centers whenever the need arises in their teaching of reading to help children attain a sense of achievement and accomplishment, keeping in mind that reading is one important way to fulfill one's potential.

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APPENDIXES

APPENDIX A
Learning Objectives

Learning Objectives

The following learning objectives were the basis for the development of the action learning activity.

VOCABULARY

1. Identify context clues
2. Spell the pronounced word
3. Develop vocabulary
4. Do crossword puzzles
5. Unscramble letters to make words
6. Locate objects starting with given consonant letter
7. Group word drill
8. Develop awareness of words that rhyme
9. Develop visual discrimination and increase vocabulary
10. Develop auditory and visual acuity
11. Make new words from rebus pictures
12. Match opposites
13. Learn and review common nouns
14. Understand contractions
15. Recognize proper phrasing
16. Recognize antonyms, synonyms
17. Identify and prepare homonym list
18. Illustrate figurative language
19. Concentrate
20. Match occupational words

WORD ANALYSIS

21. Recognize initial consonant sounds
22. Recognize consonant and vowel sounds
23. Alphabetize
24. Recognize compound words
25. Use phonetic and structural analysis
26. Use various phonic elements
27. Recognize suffixes, prefixes, and their meanings
28. Use plural noun forms
29. Develop phrase recognition and ability to follow directions
30. Use word endings correctly
31. Follow syllabication rules
32. Use a dictionary

COMPREHENSION

33. Alphabetize by first three letters
34. Read to answer specific questions
35. Develop study skills
36. Comprehend descriptive details
37. Classify words
38. Locate hidden words
39. Comprehend phrase and sentence meaning
40. Comprehend the main idea
41. Draw conclusions
42. Infer cause-effect relationships
43. Perceive relationships (time-place)
44. Understand function of words

45. Form sensory images
46. Sense emotional reactions
47. Make judgments
48. Use visual memory
49. Do critical reading
50. Make analogies
51. Understand multiple meanings
52. Draw inferences, analyze character, and transfer knowledge from one medium to another

ORAL READING

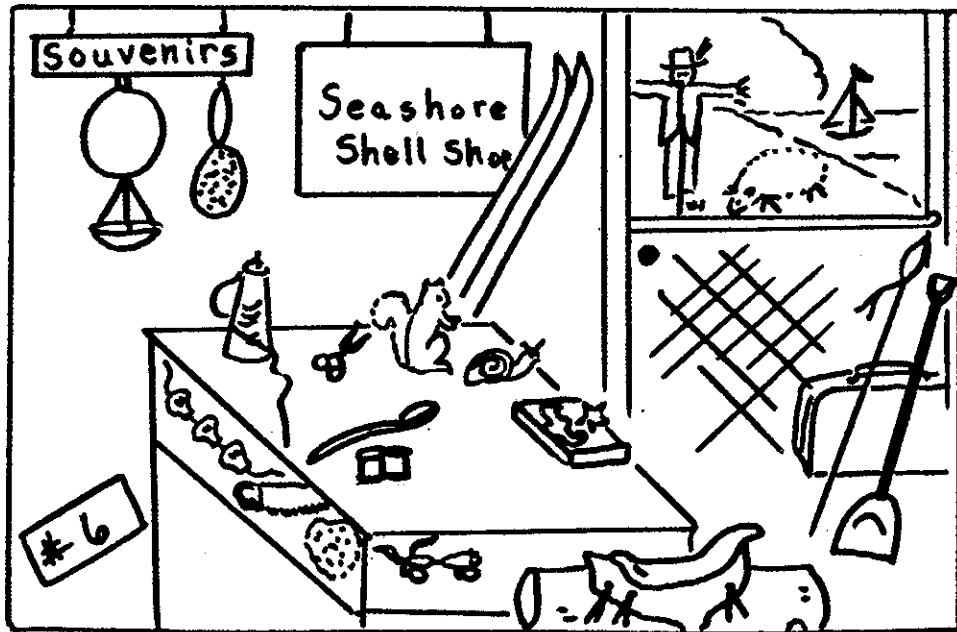
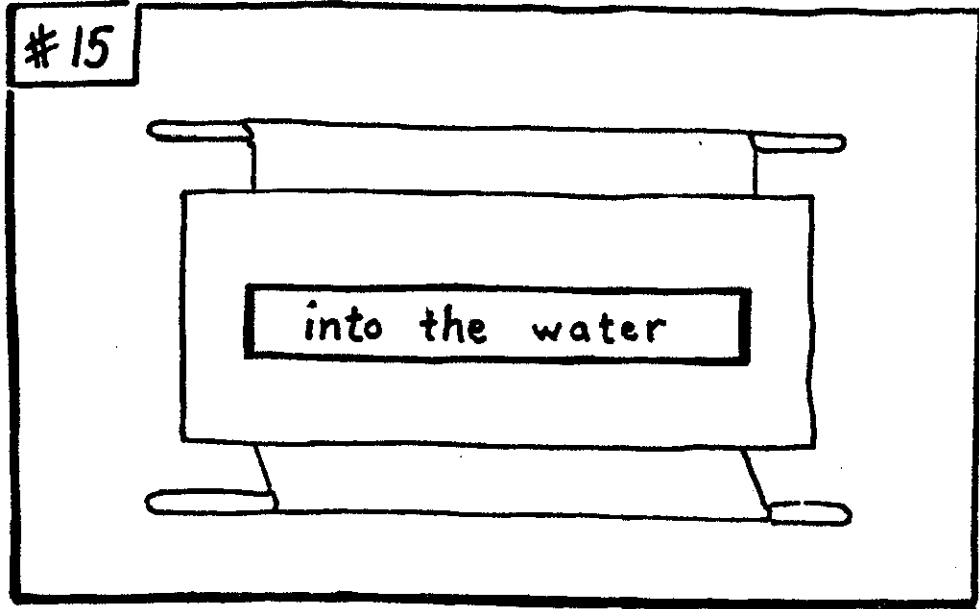
53. Retell simple story in an illustrated way
54. Improve pronunciation
55. Make character identification
56. Achieve effective oral interpretation
57. Report and listen

APPENDIX B

Illustrations of Reading Learning Activities

Appendix B
INTRODUCTION

This section of the action learning activity contains illustrations of selected games and activities to aid in interpreting their written descriptions.



#20

- | | |
|------------------|------------------|
| 1. teacher | - test tubes |
| 2. clerk | - airplanes |
| 3. AP technician | - students |
| 4. chemist | - cattle |
| 5. forester | - lumber |
| 6. engineer | - slide rule |
| 7. farmer | - trees |
| 8. salesman | - newspaper |
| 9. carpenter | - products |
| 10. reporter | - adding machine |

#38

f i r s t h e i r o o d
 o e p e a r s e n d o
 i t a a n d a n a m e n
 t o d c t o o t c a n't
 e l s e o k a t h r y n
 s d o n m i r b o i e i
 t e r e s a r u i e s r
 n a h t r a m h c h i p
 a r p u b l a c e s l s

#34

- 1
- 2
- 3
- 4
- 5
- 6

Mother usually works quietly in the kitchen early in the morning getting breakfast

Who? Mother Where? kitchen When: morning
What? works How? quietly Why? getting breakfast

where?
why?

3
5 4

#406

Trees are very useful. They are used for fuel, shelter, and building. Fruit and nuts grow on trees, too.

Main Idea: Trees are useful.

win

A worksheet for a writing exercise. It features a drawing of a lion's head on the left. To the right of the lion is a box containing the text: 'Trees are very useful. They are used for fuel, shelter, and building. Fruit and nuts grow on trees, too.' Below this box is another box containing the text: 'Main Idea: Trees are useful.' To the right of the lion's head is a circular spinner divided into four quadrants labeled 1, 2, 3, and 4. To the right of the spinner is a vertical bar with ten segments, labeled 'win' at the top.

APPENDIX C

Reading Learning Activities

Appendix C

INTRODUCTION

This section of the action learning activity contains written descriptions of the games and activities accumulated by the writer, drawn from co-workers, outlined in various brochures the writer had occasion to read, noted in teacher periodicals, and suggested by related literature.

OBJECTIVE NO. 1

Identify context clues

Materials: Chalkboard

Directions: Form two teams. The first player on each team goes to the board and writes a word for his team. Each member of the team, in turn, adds a word to the sentence that the first player had started. The added word must be the next word in the sentence and it must make sense. The first team to complete a good sentence in which each player has added a word is the winner. Each team may have five to ten players.

OBJECTIVE NO. 2

Spell the pronounced word

Materials: None needed

Directions: Children choose sides for a Spelldown.

OBJECTIVE NO. 3

Develop vocabulary

ACTIVITY # 3 a

Materials: Chalkboard

Directions: The teacher draws on the blackboard a large house with smoke coming from a window to indicate that the house is on fire. A ladder with words on each step is now drawn next to the house. To rescue someone, a player must read the words up the ladder and down again. For each player who rescues a person, a token award or score is given.

ACTIVITY # 3 b

Materials: Chalkboard, pencils and paper

Directions: Divide the class into groups of four or five pupils. Give the class a category such as weather, food, or workers. Give the group a time limit to record all pertinent words. Compare lists. Each group might select its two most unusual words, define them on the chalkboard, and use each of the words in oral sentences.

ACTIVITY # 3 c

Materials: Tagboard, 2 space capsules, word cards

Directions: On 12" x 18" construction paper or tagboard, draw a curved path leading to the moon. Mark off ten or more sections and print a known word in each section. Two players each take a space capsule and a set of cards containing the same words that are on the path. The players place their capsules just below the first space and their cards face up. The first player reads aloud the word on his top card. If it is the same as the word in the first space, he moves his capsule to that space; if it is not the same, he may not move. He places his card at the bottom of his pack, and the other player takes a turn. A player who miscalled or does not know a word, once his space capsule is launched, must move backward one space. The first person to reach the moon is the winner. Ten other known words may be substituted and the game resumed.

ACTIVITY # 3 d

Materials: Tagboard

Directions: Create an ongoing chart of words (and their meanings) that would be used in a subject area. Once a week, ask students to supply new words. If possible, illustrate the words to show their meanings:

Sample: book, pencil, words, eraser, tablet, etc.

ACTIVITY # 3 e

Materials: None needed

Directions: Say "I am thinking of a word that tells something you put on your feet" or "I am thinking of a word

that tells how you feel when you have been running and playing for a long time." When the children become accustomed to this type of word game, a leader from the group may be picked. The child who gets the correct answer is then the next leader.

ACTIVITY # 3 f

Materials: Pictures

Directions: Pictures are placed around the room. The children are given sets of words that tell about a specific picture. They must find the picture that matches their words. The first one to correctly do this is the winner. He then reads his word list.

ACTIVITY # 3 g

Materials: Tagboard

Directions: Fold a sheet of paper into 32 squares. Put eight consonants down the side and four categories across the top. Child must think of a word beginning with each consonant for each category. This can be played like a spelling bee. Children take turns naming objects in a certain category. You may have more than four categories and more than eight consonants.

ACTIVITY # 3 h

Materials: None needed

Directions: 'It' chooses one category and points to another child who must name an object that belongs to that category while 'It' counts to ten. Categories can be changed such as colors, numbers, clothing, food, people, etc.

ACTIVITY # 3 i

Materials: A large sheet of drawing paper, a small replica of a football, word cards

Directions: The teacher draws a football field on a large piece of paper. The football is placed on the fifty yard line. Word cards are placed face up on the table and two teams (or two children) take turns reading them. If a child reads a word correctly, he moves his ball ten yards toward opponent's goal. If he misses the word, it is a fumble and the ball goes ten yards toward his own goal. Each time the ball crosses into the end zone, score six points. The scoring side can then read one more word to try for an extra one point.

ACTIVITY # 3 j

Materials: Word Cards

Directions: This game is played with a large deck of cards, though it may be played with any number of cards. Each card has a word and number on it. The deck is divided between two players and kept face down on the table. At the word "go", each player turns over a card and says the word on it. The card with the larger number wins. Both cards go to the winner to be placed on the bottom of his deck. Again, each player turns over a card saying the word on it. If the words on the cards match, then War is declared and each player must turn one card down and one card up. He says the word on the card. The player with the highest number takes all cards. If by chance the players have equal totals on word cards, war should be declared again. The player who finally gets all the cards is the winner.

ACTIVITY # 3 k

Materials: Large sheet of tagboard and word cards

Directions: Draw a baseball diamond on a large sheet of tagboard. Mark the bases, batter's box and the pitcher's box. Make a disk of cardboard with five areas and a spinning arrow. The players take turns spinning the arrow. The five areas that the spinner can point to are labeled one base hit, two base hit,

three base hit, home run, and out. Before a player can move his man, he must draw a card and pronounce the word printed on it. A failure to draw a card first constitutes a strike. Three such failures add up to an out.

ACTIVITY # 3 l

Materials: Dolch Word List, tagboard cut into the shape of keys, a shower curtain hook for each child

Directions: As the child learns the sight words, print each word onto a tagboard key. Place the tagboard keys onto the metal shower curtain hook. The child can use his ring of keys to refer to for practice, writing or alphabetizing. The key ring can be clipped to the child's belt loop during the day and hung on a key rack at the end of the school day. The child keeps his keys at the end of a designated period of time.

ACTIVITY # 3 m

Materials: Large pieces of cardboard or drawing paper (1 per student), small pieces of paper, scissors, pencils or magic markers

Directions: Have each child draw a game-board grid on the large piece of cardboard or drawing paper. Teacher selects the words to be used and writes them, one word in each box. Each child should have as many small pieces of paper as spaces on his game board. The teacher says a word and spells it. The child writes the word onto a small piece of paper. He then tries to match the word on the small piece of paper with a word on his card.

VARIATION - The matching step can be eliminated. The teacher will say a word and the child will find it on his card and place a marker on it. The game can be played with the same words as regular Bingo.

ACTIVITY # 3 n

Materials: Word Cards

Directions: Write on small cards words to be studied which may have been difficult for some children. Write the synonym for each word on another card. Shuffle the cards and give each child five cards, leaving a pile of cards face down in the middle. The child to the left of the dealer asks the person at his left for a "word that means the same as" one of the words he is holding. If the child who has been asked holds the word, he gives it up. If he doesn't have it, he says "you may fish" and the first child fishes a card from the pile. When he has a word and its synonym, he may discard them as he reads them out loud. The one who finishes with the largest number of correct pairs of synonyms before him wins.

VARIATION - This game would be useful in finding homonyms, antonyms, words that begin or end the same way, etc.

ACTIVITY # 3 o

Materials: Dolch Word List, 220 2" x 2" tagboard cards, 1 can, pen or magic marker, scissors or paper cutter

Directions: Copy words from the Dolch Word List onto 200 of the 2" x 2" cards. Print BANG on the remaining 20. Place all the cards into the can and mix them up. Each child takes his turn drawing one card from the can. If a child can correctly read the word he can hold onto the card. If the child is unable to read the word, the card is returned to the can. If a child draws a BANG card, all his cards must be returned to the can. The winner is the player with the most cards at the end of the game.

VARIATION - Instead of placing that many of the Dolch Words into the can at the same time, only the words that the child has been working on are placed in the can. Put in a smaller amount of BANG cards.

VARIATION - Children can take turns reading as many words as they can without missing. When he misses, the next player takes a turn. After each has had a turn, the child with the most words is the winner.

ACTIVITY # 3 p

Materials: Nine packs of word cards. Each pack should have several sight words in it. A player and a scorekeeper.

Directions: The player shuffles the first pack of cards and places them face down in front of him. He draws cards from the pack and reads them. If he misses a word the scorekeeper makes one mark on the scoring sheet. The number wrong for the first pack is the player's score for the first hole. He continues through the nine packs of cards, trying to receive as small a score as possible.

ACTIVITY # 3 q

Materials: Deck of 52 cards numbered from zero to twelve. In each deck there will be four cards numbered zero, four numbered one, four numbered two, etc. On another part of the card there will be a word. Use terms or words peculiar to the unit and any other words in the basal text which are new or difficult.

Directions: The dealer shuffles and deals out all of the cards one at a time. Each player stacks his cards face down in front of him. The first player to the left of the dealer draws off his top card, pronounces the word, and places the card face up beside his original stack. Should the player fail to pronounce the word, his opponents help him and then the word is placed on the bottom of the original stack to be redrawn at a later time. Play rotates to the left, each player turning up a card and playing it on an opponent's pile if he can find a place where the card will play. Zero cards play on any opponent's card pile. Number 1 cards are played in a pot in the middle of a table. The first player to turn over a number one card begins the pot or center pile. Any other number card plays only if it is an adjacent number to one showing on an opponent's pile: e.g., a 7 card would play on either a 6 or 8 card. Should a player fail to see a play, any opponent may call it and then each player in turn gives the person over-looking his play an extra card which is placed on the bottom of his original stack. The game ends when one player disposes of all the cards in his original stack.
(This game from Mrs. Alice Hays, Nebr.)

OBJECTIVE NO. 4

Do crossword puzzles

Materials: Puzzle sheets

Directions: Keep the puzzles short. Since children enjoy doing them over and over again, it might be well to mimeograph several copies of each one. When you are finished you can read the puzzles across and up and down:

1. I am made of tin. (can)
 2. Take the g off gate. (ate)
 3. Not old but (new).
-
1. We come from hens. (eggs)
 2. I am an animal and sometimes people call me "Billy" (goat)
 3. Once in a while you have to open me before you can go into a garden. (gate)
 4. Walk up one at a time. (step)

OBJECTIVE NO. 5

Unscramble letters to make words

Materials: Sheet with a list of scrambled words on it

Directions: Unscramble each group of letters to form words.

VARIATION - Unscramble phrases to make sentences.

OBJECTIVE NO. 6

Locate objects starting with given consonant letter

Materials: Picture containing many objects, many of which start with the consonant letter in question

Directions: Indicate in some way that you have located the many objects which start with the consonant letter in question (see Appendix B).

OBJECTIVE NO. 7

Identify word-picture

Materials: Pictures of fruit and word cards

Directions: Words for drill, taken from the reading lesson, may be written on fruit cut out from pieces of colored paper. The fruit is flashed in front of the children, as in any other kind of flash card drill, and the child who first calls out the word, gets the piece of fruit. The pupils may place their cut-outs in a bowl or basket cut from construction paper.

OBJECTIVE NO. 8

Develop awareness of words that rhyme

Materials: Make cards out of tagboard. Choose pairs of rhyming words and print one on each card.

Directions: The child finds the words in the envelopes and arranges them in pairs that rhyme.

OBJECTIVE NO. 9

Develop visual discrimination and increase vocabulary

Materials: Set of small cards, colored cardboard circles, a 9 x 12 sheet of paper

Directions: Colored circles about 1 or $1\frac{1}{2}$ " in diameter are fastened on a 9 x 12 sheet of paper. The colored circles should be stapled on so that a slip of paper may be placed under each one. A word should be printed on each colored circle and a number from one to ten written under each circle. Words which are similar and thus easily confused could be used. The same words which appear on the colored circles are printed on a set of small cards. Two or more players take turns taking a card and placing it under the colored circle which it matches. A player must say the word to get credit for it. The score is the number under the circle. These numbers are added for each player and the person with the highest total score is the winner.

OBJECTIVE NO. 10

Develop auditory and visual acuity

Materials: Print single words on slips of paper. Have twelve sets of six cards, each set having a particular ending such as:

pan	wing	harm	bed
man	sing	farm	red
can	thing	charm	fed
ran	ring	alarm	Ned
fan	sling	arm	led
tan	string	disarm	Ted

Directions: Two or more people may play. Cards are turned down on the table. The players take turns selecting slips and reading the words. If any other player has the set that goes with the word he selected from the center pile, he is allowed to take the set for his own. The set may not be complete so another player has the chance to get the set also. The procedure goes on until all the cards are taken from the center. The winner is the one who has the greatest number of rhyming sets.

VARIATION - Players may draw cards from each other to try to complete their sets.

OBJECTIVE NO. 11

Make new words from rebus pictures

Materials: Rebus pictures

Directions: Make new words, example: a picture of a cat and a picture of a fish would be a catfish; a picture of a tree and a picture of a house would be a treehouse.

OBJECTIVE NO. 12

Match opposites

Materials: Tagboard and string

Directions: Shoestrings, string, or yarn may be attached to a game by knotting the ends on the reverse side of the game and holding them in place with a brad button or scotch tape. The shoestrings may then be threaded

down to the correct answer:

a little boy	.	.	a hot day
a cold day	.	.	a rich man
a poor man	.	.	a big boy
a dark night	.	.	a bright day

OBJECTIVE NO. 13

Learn and review common nouns

Materials: Make word cards. On the left side should appear the word and on the right side of the same card should appear a picture representing that word.

Directions: After the cards are completed they should be cut into two pieces with a different pattern along the cut edge; both sides should be approximately the same size. Put about ten of these word cards and pictures (20 pieces) in an envelope and give them to the children. The children should first line up the words in a column. They will pronounce the first word and check to see if it is right by putting the picture for that word beside it. The cut edges will match if the child knew the word. If he did not know the word, it will be self-correcting because he can continue to match the word and pictures until the edges do fit.

OBJECTIVE NO. 14

Understand contractions

Materials: Word cards

Directions: For help in understanding contractions, children can practice matching them with the words for which they stand. Cut strips, two inches in length, for word cards. You may use two colors of tagboard - one color for the contractions and a different color for words for which the contraction stands. Children match the cards on their desks.

VARIATION - Give cards on which a contraction is written to half the pupils. Give the other pupils cards with the two words from which one of the contractions is formed. Ask one pupil to be 'It'. As the teacher says either a contraction or a combination of two words, the pupil who holds the card with the contraction and the pupil who holds the card with the two words change seats. 'It' tries to get a seat. The pupil who doesn't get a seat becomes 'It'.

OBJECTIVE NO. 15

Recognize proper phrasing

Materials: A long roll of paper about five inches wide. A piece of cardboard a little larger than the roll of paper, two dowel pins

Directions: Type a story, either original or from a book, on the long strip of paper. Type only one phrase on a line and double space the lines. Next, fold the piece of cardboard and seal the sides, leaving the top and bottom open. Cut a window near the top of the cardboard. Slide the strip of paper through the cardboard and attach a round (dowel) stick at each end of the long strip of paper. The pupil rolls the paper from the bottom to the top and reads the story as each phrase passes through the window's opening. (See Appendix B)

OBJECTIVE NO. 16

Recognize antonyms, synonyms

Materials: Envelopes, 3 x 5" cards

Directions: Place regular size envelopes on a bulletin board. Write a word which has an antonym on each envelope. Place a larger envelope in the bottom left corner of the bulletin board. In this envelope place 3 x 5" cards on which are written antonyms for the words on the envelopes. In the bottom right corner place an envelope containing the answer key (a small card on which the matching antonyms are written). Working independently, pupils take the cards from the envelope in the lower left corner and place each one in the envelope which represents its antonym. After

each card is placed, the pupil may check himself by looking at the answers. He then removes all cards and puts them back in the envelope for the next pupil.

VARIATION - This activity may be used for synonyms, homonyms, matching colors, matching sight words, matching shapes, or classifying.

OBJECTIVE NO. 17

Identify and prepare homonym list

Materials: Paper and pencil

Directions: Make a continued list of homonyms. Add to the list as new homonyms are found in daily reading.

OBJECTIVE NO. 18

Illustrate figurative language

Materials: Paper, pencil, crayons, cards

Directions: Put figures of speech on cards. Students could take turns drawing out cards to be illustrated:

set the world on fire, go overboard,
 tied in a knot, hold a candle to you,
 bury the hatchet, hot off the press,
 jump at the chance, hit the spot,
 crash the party, on the bandwagon,
 red-letter day, spic-and-span,
 wet blanket, on one's high horse,
 play second fiddle, let the cat out
 of the bag, look a gift horse in the
 mouth, sour grapes, pass the buck,
 to kick the bucket, to talk turkey, etc.

OBJECTIVE NO. 19

Concentrate

Materials: Word cards

Directions: Place pairs of word cards face down on the table. The object of the game is to remember where the like cards are and to pick up matching pairs. Each player turns over two cards in each turn and reads the words aloud. If they match, he may keep them and take an extra turn. The player with the most cards wins.

OBJECTIVE NO. 20

Match occupational words

Materials: Occupation cards and occupation description cards

Directions: Match each occupation name with a word that tells something about it. Be careful because there often are several possible matches, but there is only one best match for each item (See Appendix B).

VARIATION - Occupational word scramble, or occupational title search.

OBJECTIVE NO. 21

Recognize initial consonant sounds

ACTIVITY # 21 a

Materials: Chalkboard

Directions: To reinforce children's understanding that a difference of one small sound and letter can alter the meaning of an entire sentence, you can try this. Write on the board some sentences, identical except for rhyming words which children can figure out through consonant substitution:

We saw the cake.
We saw the lake.
We saw the rake.

ACTIVITY # 21 b

Materials: A deck of name cards

Directions: One child, sitting under two desks pushed together, is the mail sorter. She sends Mary's name up through the slit between the desks to be read and delivered to the proper child.

OBJECTIVE NO. 22

Recognize consonant and vowel sounds

ACTIVITY # 22 a

Materials: Tagboard bingo cards, markers

Directions: Each child has a bingo card divided into 25 squares. In each square is a letter of the alphabet. The caller says the letter sound, then a word that the letter starts, and finally the letter itself. The person getting his markers in a straight line or the four corners covered is the next caller.

VARIATION - Consonant blends may be substituted for the consonants.

ACTIVITY # 22 b

Materials: Box with letter cards for consonants

Directions: Assemble in a box various letter cards for consonants children have been studying, and give them to a child who needs practice in associating sound and symbol. The child draws letters out of the box, one by one, and places them against objects in the room that begin with the sounds of these letters. The child might take a t to a table, a p to a pencil or a picture, or a c to a calendar. If you wish, the names of classmates could be considered as words for the game. Let the class help check for correctness, before the player collects his cards.

ACTIVITY # 22 c

Materials: Cards (a flipbook)

Directions: Use "word family" cards, ex: -at, with small card overlays, each card containing a different consonant. If the child knows the word "cat", the child may know the words "bat, hat, sat, etc."

VARIATION - Substitute consonant clusters (brat and flat) and digraphs (that and chat).

ACTIVITY # 22 d

Materials: None needed

Directions: I'm thinking of something bought in a dime store, starts with an s. Each takes his turn in guessing. The one guessing correctly, says I'm thinking, etc.

VARIATION - Group forms circle. Leader, using letters of his name, for ex.: John Smith, says "I'm going on a trip. I'm taking along a jack." (To first person in circle named Molly) "Want to come along?" If that person says yes, John asks what she will bring. If the answer is something that starts with an m, Molly can go on the trip. John proceeds to ask the next person in the circle, etc.

ACTIVITY # 22 e

Materials: Pictured consonant sound cards

Directions: Select cards for the sounds you wish studied. Distribute the cards evenly, face down, among a few players. Each child places cards in packs in front. The first player looks at his top card, names it, and places it face up on the table. The second player looks at the top card in his group. If the picture on it does not begin with the same sound as the one on the card drawn by the first player, he takes his card without naming the object, and puts it at the bottom of his pack. The game continues until a player turns up a picture whose name begins with the same sound as the first card drawn. That player names the picture and places his card on top of the one in the center of the

table. He then turns up a card from his pack for the next player to try to match. The first one to place all his cards in the center of the table wins.

ACTIVITY # 22 f

Materials: A playing board and a deck of many cards with pictures of one syllable words with the CVC pattern, ex.: bed, dog, bus, pan, cat, pig, etc.

Directions: Cards are placed face down on one of the marked off spaces. As the cards are used, they are stacked on a different marked off space. The child says the word represented by the picture, then listens for and identifies the vowel sound and places a marker on the first vowel to appear after "start." When approaching the finish line, one must turn over the specific card with the last vowel to appear on the board in order to move to the last name square and win the game.

OBJECTIVE NO. 23

Alphabetize

Materials: Graph paper

Directions: Alphabetize a word list on graph paper to aid students with perception or vision problems.

OBJECTIVE NO. 24

Recognize compound words

Materials: Word cards

Directions: Put near a card holder an assortment of cards for known words that can be combined into compounds and let children see how many compound words they can make. Put the words in mixed order and include some duplicates: rain, house, cut, play, work, dog, coat, hair, mate, house, etc.

OBJECTIVE NO. 25

Use phonetic and structural analysis

Materials: Provide or ask pupils to bring from home a dozen or more small size kitchen boxes, ex.: cereal boxes, donut boxes, baking soda box; table; bulletin board; colorful circus pictures

Directions: Number the boxes with large numbers and place them on a table which is part of a center entitled "kitchen circus." On a wall or bulletin board near the table place large colorful pictures or representations of circus people and animals. Add some balloons to make the center even more colorful and attractive. Create a hidden "message" center somewhere on each figure, i.e., behind the elephant's ear, on the clown's hat, etc. In each of these places hide a list of reading and spelling activities to do using the small kitchen boxes:

- 1) Find and list all words that have short a sound on Box 1;
 - 2) Using only the words on Box 2, list the words that have -s, -ed, and -ing endings;
 - 3) Copy all the words that have silent letters from the front of Box 3;
 - 4) Find all the words on all the boxes that contain the ch sound;
 - 5) Using as many boxes as needed, find at least one word for each letter of the alphabet;
 - 6) Find one box that contains all the letters in your first name;
 - 7) Make a list of all the compound words on Box 4;
 - 8) Find the box that has seven three-syllable words on its front side;
 - 9) Find and list all the contractions on boxes 7 and 8; and
 - 10) Write a story using only words from Boxes 10 and 11.
-

OBJECTIVE NO. 26

Use various phonic elements

Materials: A deck of cards with phonic elements that you wish to teach

Directions: On each card will appear one phonic sound and four words which use that particular sound. The deck may consist of 36, 40, 44, 48, or 52 cards. For each phonic sound there will be four cards, each of which has a different word underlined. A deck of 36 cards would involve nine phonic sounds; 40 cards would involve ten phonic sounds. The cards may look like this:

i - will, pit, if, fish;
 ay - stay, may, play, clay;
 gr - green, grass, grow, grab

Each player to get eight cards face down. The rest of the cards are placed in the center of the table, face up. The first player to the dealer's left calls for a word using a certain phonic sound on which he wishes to build. He might say "I want John to give me 'will' from the 'i' group." If the person called upon had that card he would give it to the caller. The caller then continues to call for certain cards from certain people. If the person called upon does not have the card, the caller takes a card from the center pile and the next player takes his turn. When a caller gets four cards from a certain phonic sound he lays them down. Players can only lay down these four card books when it is their turn to draw. The one getting the most four card books before someone is out of cards is the winner.

OBJECTIVE NO. 27

Recognize prefixes, suffixes, and their meanings

ACTIVITY # 27 a

Materials: Prefix and suffix cards

Directions: Each of the two teams chooses a pitcher who will dig in a box and "pitch" a word to the "batter." The batter will think of a word to go with the prefix or suffix and then pronounce it. If he does this much but cannot use it in a sentence he has made a "single." If he can think of a word, pronounce it and use it in a sentence, he hits a "double."

ACTIVITY # 27 b

Materials: 2 cards, one with root word and window, and the vertical card with suffixes that show through window one at a time.

Directions: Move vertical "suffixes" card up and down through horizontal root word card's window to make new words.

OBJECTIVE NO. 28

Use plural noun forms

Materials: Word cards and cards showing plural endings

Directions: To strengthen perception of plural noun forms, place five cards for the ending -s along the bottom of a card holder. In the upper part, arrange word cards such as the following:

one	car
two	book
three	ball
a	house

Students are to pair number words and the words for things in any combinations they choose, adding an -s to the words for things where needed.

OBJECTIVE NO. 29

Develop phrase recognition and ability to follow directions

Materials: Flash cards

Directions: Write specific directions on the individual flash cards. As the cards are flashed before the class, call on certain students to see who can respond. For example:

1. Close your book.
2. Hand your pencil to a brown-eyed girl.
3. Look out the window.

OBJECTIVE NO. 30

Use word endings correctly

Materials: Word cards

Directions: This game is an 'Old Maid type' card game. The deck of cards is made up of root words and their various endings - talk, talks, talked, talking may be in one group. For a full deck, make 48 word cards in units of four or two and add one Old Maid card. Any amount of children may play. The deck is dealt out, and, before the play begins, children lay down related cards in pairs, saying the words out loud as they do so. If a child has a third card with the same root, he must keep it. Each player then takes his turn at drawing one card at a time from the player on his right, laying down any new pair formed by the card just drawn. The play continues until all the cards except the Old Maid have been paired.

VARIATION - A simpler smaller deck of Old Maid type cards might be made up of identical pairs of eight cards.

OBJECTIVE NO. 31

Follow syllabication rules

Materials: Word box and word cards 3 x 5"

Directions: Place cards of one, two, and three syllable words written on 3 x 5" cards into a box. Place these

directions on top of the box:

Put these words into 3 rows according to the number of syllables they contain. Put words with one syllable in the first row; words with three syllables in the third row. After you have done this, put the words in alphabetical order in each row. Then check your work by looking at the answer sheet on the inside of the box top.

Place a card in an envelope marked "answers" on the inside of the box top.

OBJECTIVE NO. 32

Use a dictionary

Materials: A basal text and a dictionary for each child

Directions: Select sentences from the current reading story which include words the students are to study. The teacher writes these sentences on the board, underlining the words for which the class is to look up synonyms. The students race to see who can find the most synonyms in their dictionaries.

OBJECTIVE NO. 33

Alphabetize by first three letters

Materials: Word cards

Directions: Alphabetize a series of words, for example:
goat, goal, going, got, gone

OBJECTIVE NO. 34

Read to answer specific questions

Materials: Tagboard, two dice, contact paper

Directions: Illustrate the playing board as shown in illustration in Appendix B. Make two dice, one with the numbers 1-6 and the other giving the six detail questions: Who? What? When? Where? How? and Why? Cover the dice and playing board with contact paper. If your building has a laminating machine, the playing board may be laminated. Using the list of sentences which answer the six detail questions, print one sentence on each card. You can make the game self-correcting by giving the answer to each question on the back of each card. To start, place five cards with the sentence-side up on each of the six sentence spaces indicated on the playing board. Each player, taking turns, tosses both dice. If a player tosses the 2 and Where? he may turn the card over and check his answer. If he was correct, he scores 2 points (this number corresponds to the dice and the numbered card drawn). The score is kept during the game to determine the winner.

OBJECTIVE NO. 35

Develop study skills

Materials: Six 3 x 5" 'clue' cards, small envelopes, large envelopes

Directions: Label each of the six 3 x 5" cards "clue 1, clue 2, clue 3, clue 4, clue 5, clue 6". Put the clue 1 card into an envelope and glue it onto the outside of a large envelope. Do the same thing with the other 5 clue cards. Put the six completed large envelopes in different places in the room. The first clue says "Find six contractions in your library books." The student is to follow the direction, and when he completes this particular activity, place his work in the large envelope labeled Clue 1. Clue 2 says "Draw three red apples on a tree next to a yellow house." The student is to follow this direction, place his work in the large envelope marked Clue 2, and move on to the next clue, etc.

On the last envelope write JACKPOT. In this envelope place strips of paper on which are written special messages to the pupils. Each pupil is to draw one slip of paper from the envelope. The message may be a riddle, something regarding a special privilege, or a joke to enjoy.

OBJECTIVE NO. 36

Comprehend descriptive details

Materials: Tagboard

Directions: Write a series of short stories describing a particular object or animal. Have the students read the story and decide what the object or animal is. In the bottom corner, under a flap of paper, place the right answer. Children may check their answers after they have made their decisions.

OBJECTIVE NO. 37

Classify words

Materials: Pencil and paper

Directions: Copy groups of words onto paper, omitting from each group the "word that doesn't belong."

hat, wagon, cake, ran, cab

"Cake" doesn't belong because it is long a.

OBJECTIVE NO. 38

Locate hidden words

Materials: Brain game prepared on a sheet of paper

Directions: Locate and circle (in a straight row) all hidden words, as in illustration in Appendix B.

OBJECTIVE NO. 39

Comprehend phrase and sentence meaning

Materials: Treasure box with suggested activities

Directions: In the treasure box put cards or slips of paper, each giving children who have finished assigned work, suggestions such as "Draw a picture of Mickey Mouse. He is happy to be with his friend, Pluto." Or "There is a new storybook on my desk. Would you like to read it?" Or "Here is a picture of a sad old hen. Make up a story about what makes the hen so sad."

OBJECTIVE NO. 40

Comprehend the main idea

ACTIVITY # 40 a

Materials: Paper, pencil, crayons

Directions: Have each child draw a picture of his favorite story. The other children may guess which story it is. When all pictures have been identified, children should put titles at top of their sheets, arrange them in the order of the table of contents in their readers, and put them together to make a new, original, creative book for the library center.

ACTIVITY # 40 b

Materials: Poster board, spinner, brass fastener, cards, markers

Directions: Sketch the game board (See Appendix B). Cover with contact paper, or if your building has a laminating machine, laminate the game board. Attach the spinner. On each of the 2 x 4" cards either write a paragraph or cut paragraphs from

newspapers and glue them to the cards. On the back side of each card provide a self-correction device by giving the main idea. The cards are placed in a stack, paragraph-side up on the animal's back. In turn, the players read the paragraph out loud and tell the main idea. They look at the back of the card. If correct, they spin the arrow and move their marker that many spaces toward Win.

OBJECTIVE NO. 41

Draw conclusions

Materials: Poster board, 2 x 4" green cards, 2 x 4" red cards

Directions: Illustrate the game board and glue on blank white cards to indicate where to place the cards. Indicate card pairs by giving clues on the green cards and conclusions on the red cards. The stacks of cards are placed face-up on the board. The object is to find a clue card and conclusion card pair. Each player takes a turn reading the two cards (one green and one red) which he thinks go together. A self-correction device may be made by drawing a design on the backs of corresponding cards. If the designs match, the play may keep his cards; if not, he must replace them and it is the next player's turn.

OBJECTIVE NO. 42

Infer cause-effect relationship

Materials: Chalkboard, pencil, paper

Directions: Matching.....

Cause

earning an A
she climbed
voting
sunburn
savings are

Effect

to safety
hurts
earning interest
made Jack happy
elected a president

OBJECTIVE NO. 43

Perceive relationships (time-place, sequence)

Materials: Paper, pencil

Directions: Words or phrases telling when and where help children visualize and follow the action of a story. To help children learn to look for such phrases as they read, write on the chalkboard about ten words or phrases from a current reader story that tells where and when the action took place. Children are to fold a sheet of paper lengthwise and write at the top of the two columns the headings "Where" and "When". Then they are to copy the words or phrases under the proper headings. A completed exercise may look like this:

<u>When</u>	<u>Where</u>
One morning	from the children's zoo
any time	here
Tomorrow	at the farm
now	under the desk

 OBJECTIVE NO. 44

Understand function of words

Materials: Worksheets

Directions: Children are to supply the missing word in sentences like this:

The _____ coat was pretty.
 (black, shoes, blue)

Children are to circle all the words that could fit in the blank.

OBJECTIVE NO. 45

Form sensory images

Materials: Paper, crayons

Directions: For an exercise calling attention to the way things feel, write on the board words like "cold, hot, wet." Children are to draw pictures of things that feel cold, hot, and wet, and write appropriate word under each picture. A similar activity emphasizing taste might be worked out with words like "sweet, sour, salty."

OBJECTIVE NO. 46

Sense emotional reactions

Materials: Large sheet of paper

Directions: Pupils fold a sheet of paper into four or eight blocks. Mark off blocks in a similar pattern onto chalkboard. In each block write a word or suggest a happy or sad facial expression. Children are to draw circle faces in the proper blocks on their papers, with a turned-down mouth indicating a sad expression and an upturned mouth indicating a happy expression.

OBJECTIVE NO. 47

Make judgments

Materials: Chalkboard, pencil, paper, crayons

Directions: Write on the chalkboard riddles based on stories they have read recently:

"I am in the yard. I give apples.
You can sit under me. What am I?"

Children read each riddle silently, then draw a picture of the answer.

OBJECTIVE NO. 48

Use visual memory

Materials: Picture and pertinent questions

Directions: The child is given a picture to study. After the picture is studied for a minute, he reads the corresponding questions. He then answers the questions with "yes" or "no". This exercise may be done orally or silently.

OBJECTIVE NO. 49

Do critical reading

Materials: Magazines

Directions: Select some ads from magazines and have the children locate and circle "glad words" which are intended to make the prospective buyer want to buy. Such words are: truth, freedom, pretty, beautiful, charming, delicious, exciting. These words encourage the reader to accept the product. Do the same for "bad words." They are such words as: complain, disease, peeling, cracks, itching, stuffy. By these words, the disgust of the reader is made stronger and he will buy the product in order to get something which will keep him out of the undesirable class.

OBJECTIVE NO. 50

Make analogies

Materials: Chalkboard

Directions: Ask children to look at analogies. Working together, decide the proper word for the blank. Discuss the relationship that led them to make that response:

Sky is to airplane as _____ is to boat.
 Colt is to horse as _____ is to cat.
 Horse is to stable as dog is to _____.
 Wind is to sailboat as _____ is to car.

OBJECTIVE NO. 51

Understand multiple meanings

Materials: 12 x 18" newsprint or construction paper for each child

Directions: Write a word on each pupil's paper such as trunk, light, match, bar, fly. Each pupil may then illustrate either by drawing pictures or cutting pictures from magazines different meanings of the word.

OBJECTIVE NO. 52

Draw inferences, analyze character, and transfer knowledge from one medium to another

Materials: Fairy tale and worksheet

Directions: Read a fairy tale story such as "Rumpelstiltskin" to the children. In discussing the story, ask children to think about the kind of person each character was in the story. Give each pupil a copy of the following worksheet, and ask him to list the names of the characters in the proper places. Then he must choose a color which represents to him the character of each of these people, and complete the sentence telling why he chose that color.

Person _____

_____ I chose _____ because

_____ I chose _____ because

OBJECTIVE NO. 53

Tell simple story in an illustrative way

ACTIVITY # 53 a

Materials: Shoe box and roll of paper

Directions: Peep shows may be used for retelling stories and for simple story or book reports. To make the viewer, use a sturdy box with a cover. Cut a large rectangle in the cover to let in light. Cut a similar but smaller opening in one end of the lower portion of the box. In the end opposite to the opening cut two 5" horizontal slits, 4" apart. Paint the inside of the box a light color. The opening in the top of the box may be covered with cellophane. Pupil-drawn pictures or pictures from old books, magazines, etc. make good movies. Rolls of film may be kept in another box and each film labeled so a child may choose the film he would like.

ACTIVITY # 53 b

Materials: None needed

Directions: Have a guessing game in which one child will tell something about an animal and the others guess which animal he is talking about.

OBJECTIVE NO. 54

Improve pronunciation

Materials: Tagboard and word cards

Directions: Trees should be drawn on tagboard. Cut the outline of the tree. Do not cut the trunk. Word cards are inserted upside down behind the trunk. Number each tree at the base from 1-10. Cut 10 small cards and number each from 1-10. Take turns drawing from the numbered cards. Say the word behind the tree. Points are scored on basis of correct pronunciation.

OBJECTIVE NO. 55

Make character identification

Materials: Cards, envelopes

Directions: Write the names of well known characters from children's favorite stories or books on cards. Place the cards in envelopes. The pupil who is 'It' picks an envelope, hands it to the leader, who in turn holds it up for the other players to see. 'It' then tries to find out what character he is by asking questions which the other players answer by saying "yes" or "no" or "maybe" or "sometimes." When 'It' guesses who he is, he chooses the next person to be 'It' and becomes the leader.

OBJECTIVE NO. 56

Achieve effective oral interpretation

Materials: Classroom wardrobe box, complete with whatever might come in handy (man's hat, an old purse, gloves, costume jewelry, a scarf, an umbrella, etc.)

Directions: Dramatizing a story is a good way to become a good oral reader. Children get in the habit of becoming the story character and of speaking for him. Before children begin to work out a dramatization, they should be thoroughly familiar with the action and with the way each character probably talked and felt. The cast may have a few practice sessions to work out conversation to match the action. It is not necessary to memorize lines.

OBJECTIVE NO. 57

Report and listen

Materials: Chalkboard

Directions: A panel of children might share the report on an animal, following from the chalkboard, a list of the points they intend to talk about, such as habits, usefulness, hunt techniques, physical characteristics, position in maintaining the balance in nature.
