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## The Teachers' Corner

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READING

LANGUAGE ARTS

IDEAS

IDEAS

IDEAS

OUR READERS SHARE IDEAS

IN

**THE TEACHERS' CORNER**

PLEASE SEND YOUR CONTRIBUTION(S) FOR OUR NEXT  
ISSUE TO:

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We're Depending on You to Share Your Ideas



## EXPAND YOUR SIGHT VOCABULARY!

Steps:

1. Construct a basic game board on oaktag and cover with clear contact paper. Use a central theme, such as: Space Race, Snake, Dragon, Carnival, etc.
2. Write words to learn on small tagboard "cards."
3. Cut a small cube of foam and number this die.

Playing directions:

Each child draws one card from the deck in turn. If the child correctly verbalizes the word, s/he throws the die and moves the number of spaces indicated. If the word is not known, s/he forfeits her/his turn and the next child must name that word.

Variations:

Initial or final consonants - child names the word and says another word beginning or ending with the same sound.

Use 2 identical sets of word cards for a Concentration Game. (Game board not used here.)

Use your imagination with the game board!

Carolyn Black  
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## MAKE "WHISPERING" PART OF READING

Are you tired of readers who are never ready when it's time for them to read? Is poor comprehension making story discussions difficult? Maybe you'd like to try a "reading for practice" approach that's guaranteed to have your classroom humming with the sounds of reading.

The vocabulary for each reading group must be introduced and practiced. Include those words that *you* feel may be difficult even if they aren't listed as new vocabulary.

The pages in the (basal) readers are assigned so that each child is reading from the story from which the vocabulary words were taken. For example, some may be reading in Ginn, pages 36-41, while others are in Scott Foresman, pages 115-122. The children read only the pages assigned and they re-read for practice as many times as they can until you tell them to stop.

When the teacher gives the signal, the entire room begins to read in a soft "whisper" voice. As the class reads, the teacher moves from child to child, listening to make sure that the words are being read correctly and offering words of encouragement or praise to the reader. (This is an excellent chance to jot down comments on progress and needs for prescriptive teaching.)

The practice this method affords is very helpful to the child with reading problems. Hearing and saying the words simultaneously results in more accurate reading and improved comprehension.

Carolyn Rundman, Gr. 2  
N.I.C.E. Community School

Be a reader yourself. You can't expect students to get excited about reading if you don't.

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Listen to your students talk. What they talk about they'll read about.

\*\*\*\*\*

A personally chosen book mark after a good performance works wonders. One favorite is "Eat a bullfrog before breakfast and nothing worse can happen to you all day." Another begins "Hey, turkey . . ."

\*\*\*\*\*

A card file where book cards multiply visibly creates pride. And if another student looks at your card for a book recommendation, that's a compliment.

\*\*\*\*\*

A five minute book talk at the beginning of an hour sells books.

\*\*\*\*\*

Sharing books of your own (not school owned paperbacks) makes good feelings — and guides reading.

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Given 48 hour notice, I read a book for a book conference happily.

\*\*\*\*\*

Have books within reach all the time - a book shelf wherever there's room, two or three books left on a desk, a stack on a window sill.

\*\*\*\*\*

Have a librarian who loves you!

Betty Zesiger  
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