
January 1973

The Trading Post

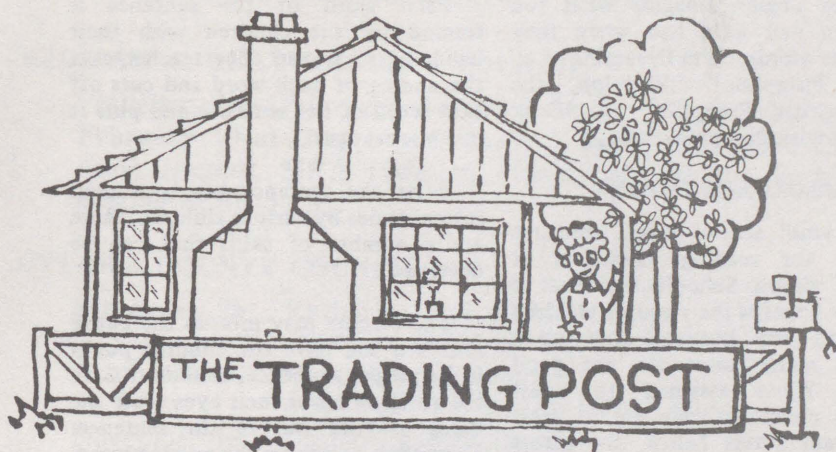
Michigan Reading Journal

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Recommended Citation

Journal, Michigan Reading (1973) "The Trading Post," *Michigan Reading Journal*: Vol. 7 : Iss. 1 , Article 8.
Available at: <https://scholarworks.gvsu.edu/mrj/vol7/iss1/8>

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HOSIERY BOXES

Throw away hosiery boxes? Never! Teachers at one school system use them to contain teacher-made reading skill games and reading readiness games which can be played individually by pupils who finish assignments ahead of the class. The boxes can be brightly decorated and easily stored on shelves.

One skill game has four picture or cup hooks labeled with consonant blends such as "ch" and "sh". A pocket containing tag board cards (with holes) with words beginning with the four blends is pasted to the cover of the box. The child is to hang the words on the right hook. Boxes can be used for any reading skill which needs reinforcement. A self-correcting key can be placed on the bottom of the box.

PORTABLE OFFICES

Boys and girls do not like to have their neighbors see their work. Needless to say, teachers do not like straying eyes either. Barbara Bowen, Reading Specialist at North Dearborn Heights, solves this matter by having each child tape three small pieces of cardboard, 8½" by 11", together and

shape them like a stage. The boys and girls refer to these cardboard screens as their "offices."

WALK, STOP, READ

Walk, Stop, Read is a popular game described in a brochure from Livingston County which should motivate children toward word recognition.

Squares or circles of paper with words written on them are placed in a circle on the floor of the classroom. The children walk around the room until the teacher says, "stop!" A child must read the word he is on or near. If he reads the word, he stays in the game. If he misses, he sits down. Words are changed from time to time.

PARODIES

Even slow pupils can learn to rhyme words if the goals are realistic and the material is attractive enough. Richard Cadarette, Director of Special Education Reading Services in Southfield, showed the Wayne Reading Council some attractive Halloween songs which children had composed and mounted on pumpkin-shaped orange construction paper. The words to the songs were parodies of familiar

Christmas jingles. Imagine what fun the boys and girls had when they wrote the words, "I'm Dreaming of an Orange Pumpkin," "Rudolph, the Wide-Mouthed Pumpkin," or "Deck the Halls with Pumpkins Jolly,"

CROSS-AGE TUTORS

Has your school tried cross-age tutoring for reading? Teachers at Redford Union Schools find that it not only benefits the younger children who need help but also the tutors, who in many cases are not good readers. When assigned to assist younger children, who are at least three grade levels below, the tutors seem to take great pride in knowing their material and being able to help students who are poorer readers than themselves.

PICTURE-STORY METHOD

Have you tried the picture-story method with slow learners? Harriet Housman recommends this as a very successful technique in teaching children to read.

The controlled vocabulary of a story can be developed as a label story, such as "The Boy Can Walk Under The Tree."

Each word of the sentence is framed by the children with their hands as they read. The teacher asks the ending of each word and cuts off each word of the sentence and puts it in a pocket chart.

After the sentence has been read several times by various children, there are a number of skills that can be developed.

The teacher may mix up the entire sentence and have the children put it in its proper sequence, or she can have the children cover their eyes while she takes a word out of the sentence. Later they decide on the missing word.

There are many other ways of using the picture-story method of teaching. Try it.

Do Michigan teachers like the idea of an exchange of techniques for the teaching of reading? If so, please be contributors to "The Trading Post." Share methods which you have found effective. Send your contributions to:

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