Guide to the effective use of the resource center materials of Compton Heights Catholic School as related to the learning modalities of culturally disadvantaged children

Mary Ann (Jimenez) Berhorst

Follow this and additional works at: https://digitalcommons.stritch.edu/etd

Part of the Education Commons

Recommended Citation
Berhorst, Mary Ann (Jimenez), "Guide to the effective use of the resource center materials of Compton Heights Catholic School as related to the learning modalities of culturally disadvantaged children" (1975). Master's Theses, Capstones, and Projects. 769.
https://digitalcommons.stritch.edu/etd/769

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.
A GUIDE TO THE EFFECTIVE USE OF THE
RESOURCE CENTER MATERIALS OF COMPTON HEIGHTS
CATHOLIC SCHOOL AS RELATED TO THE LEARNING MODALITIES
OF CULTURALLY DISADVANTAGED CHILDREN

by
Mary Ann Berhorst (Jimenez)

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(READING SPECIALIST)
AT CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin
1975
This research paper has been
approved for the Graduate Committee
of Cardinal Stritch College by

Sister Marie Colette O.S.P.
(Advisor)

Date August 26, 1974
Sincere appreciation is extended to my family, my fiance, and my friends who have encouraged my efforts in the writing of this paper.

A special note of acknowledgment goes to Sister Marie Colette for all her patient assistance throughout the writing of this paper.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>I. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Classification of Resource Center Materials</td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE.</td>
<td>9</td>
</tr>
<tr>
<td>Learning Modalities of Culturally Disadvantaged Children</td>
<td></td>
</tr>
<tr>
<td>Characteristics of Children with Preferred Modalities</td>
<td></td>
</tr>
<tr>
<td>The Visually Moded Child</td>
<td></td>
</tr>
<tr>
<td>The Auditorially Moded Child</td>
<td></td>
</tr>
<tr>
<td>The Physically Moded Child</td>
<td></td>
</tr>
<tr>
<td>Need for Resource Center Materials</td>
<td></td>
</tr>
<tr>
<td>III. GUIDE TO THE RESOURCE CENTER MATERIALS</td>
<td>19</td>
</tr>
<tr>
<td>ACCORDING TO MODALITY</td>
<td></td>
</tr>
<tr>
<td>Materials Which Appeal Primarily to the Visual Modality</td>
<td></td>
</tr>
<tr>
<td>Materials Which Appeal Primarily to the Auditory Modality</td>
<td></td>
</tr>
<tr>
<td>Materials Which Appeal Primarily to the Physical Modality</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>56</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>60</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this paper is to provide a guide to the supplementary reading materials that are available at the present time in the Resource Center at Compton Heights Catholic School, St. Louis, Missouri. These materials were purchased with Title I funds, specifically for use with the below average readers of Compton Heights Catholic School.

Compton Heights Catholic School is located on the southern periphery of the inner-city of St. Louis. Since it is a consolidated Archdiocesan School, it claims a student body of approximately 220 students from a predominantly low socio-economic area. Compton Heights Catholic School is classified as a Title I School, which means, according to the specifications of the state of Missouri, that first, the economic background of the majority of the families is below the national norm (most of these families are on ADC or similar welfare aid), and second, that many of the students are a certain number of months below grade level on the achievement test which is designated by the Public
School District. At the present time, this test is the Iowa Test of Basic Skills. Each year, approximately one-third of the students fall below the norm in reading and in math. The current scores are not yet available, but the results for the previous school year show that 74 of the 208 students were below the norm in math and 79 of 208 students were below the norm in reading.

In the opinion of Cohen, "The breakthrough in the teaching of reading to disadvantaged children will come if we concentrate on the methodology of teaching, rather than on the causes of the 'disadvantaged condition'."¹ This paper will enable the faculty of Compton Heights Catholic School to concentrate on the methodology of teaching by establishing the characteristics of the learning modalities of the culturally disadvantaged, and by categorizing the available supplementary reading materials of the Resource Center according to these learning modalities.

Significance of the Problem

In 1970, the author of this paper established a Resource Center for the below-average readers of Compton Heights Catholic School. With the aid of Title I funds, the Resource Center materials were expanded yearly until the loss of Title I funds in the spring of 1974. Compton

Heights Catholic School will continue to use all of the materials which are now maintained in the Resource Center. However, the school will receive no additional materials, nor will the school be able to maintain any personnel in the Resource Center for the coming school year.

In addition to the above-named circumstances, three-fourths of the faculty for the coming school year will be new to the situation. An organized listing of materials according to learning modalities should not only insure effective and efficient use of the Resource Center materials, but it should encourage the teachers in their endeavors to meet each student as an individual.

**Definition of Terms**

There are many different labels given to the culturally disadvantaged child. In an effort to arrive at an understanding of the term "culturally disadvantaged", the author of this paper presents the following definitions of the term.

Fantini offers a rather sociological definition when he states:

The disadvantaged cannot be defined by race, residence, jobs, or behavior alone. . . . The only thing they have in common is that all are left out of a process which purports to carry all mankind, regardless of background, towards the same basic goals: physical comfort
and survival, and feelings of potency, self-worth, connection with others, and concern for the common good.¹

Another author who offers a similar definition is McKendall. The term "culturally disadvantaged" refers, he says, "to the variety of social, economic, and ethnic-interracial factors which impede full freedom of choice and which destroy an individual's right to maximum opportunity."²

A more educational description of the term is given by Gordon when he states that the term refers to:

... a group of populations which differ from each other in a number of ways, but have in common such characteristics as low economic status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited ready potential for upward mobility.³

Cheyney offers a definition similar to that of Gordon:

For the purposes of this discussion the culturally disadvantaged are characterized by a lack of the verbal and abstract behavior patterns that are required for successful work in the public schools and normal (middle class) functioning in our society. Many times the parents are unable to offer the best in familial conditions and

---


housing. The parents often see less need for education and, consequently, the children are apt to assume this disposition.1

In reviewing the literature, it is noted that some authors use the word "deprived" instead of "disadvantaged", and many authors use the terms "culturally disadvantaged", "socially disadvantaged" and "educationally disadvantaged" interchangeably. In summary, the terms may be used interchangeably, but for the purpose of this paper, "culturally disadvantaged" is used to refer to the members of lower socio-economic groups who have limited access to education.

Through wide reading on modality, it was found that the term "modality" was used interchangeably with the terms "styles of learning" and "learning type". The classification of modalities also differed from author to author. The author of this paper includes brief references to these terms.

Wepman defines modality while stressing that the central focus should be on the child, not on the method, when he says: A child's learning type--his maximal modality or pathway of learning, his differential ability to learn

by eye, or by ear, or even by touch, needs to be understood before a particular approach to reading can be determined for him.¹

Robinson agrees with Wepman's definition of modality as a pathway of learning when she defines modality as:

The sensory pathway through which children learn to read. Some children appear to learn most rapidly by hearing, some by seeing, some by touch. Strong preferences for one modality may suggest the primary manner in which reading skills can best be taught to specific children even though other modalities may be essential.²

In discussing modality, Riessman defines it as the way a person learns best. Within the article he used the term modality interchangeably with the terms "styles of learning" and "approach to learning".³

For the purposes of this paper, the term modality will be used to mean the sensory pathway by which a person learns best.

In establishing the various modalities of learning, many authors agree with Wepman that there are four modalities of learning: "... although vision and audition


are the major modalities discussed here, the other input sensory pathways should not be overlooked. Tactile and kinesthetic skills are for some children . . . the best learning pathway."¹

However, other authors agree with Riessman that there are three modalities of learning: "Everyone has a distinct style of learning as individual as his personality. These styles may be categorized principally as visual (reading), aural (listening), or physical (doing things), although any one person may use more than one."² Riessman's use of the term "physical" incorporates the use of touch, tracing, rhythm, role playing, and walking or moving about.

For the purposes of this paper, the modalities of learning will be categorized as visual, auditory and physical. The term "physical" was decided upon because it is more encompassing than "tactile" and "kinesthetic".

Classification of Resource Center Materials

Many materials include learning activities which appeal primarily to one modality, and other activities which appeal to the other modalities. In this paper, the Resource Center materials are listed according to

¹Wepman, The Perceptual Basis for Learning, p. 30.
grade categories of kindergarten through fourth grade and fifth through eighth grade because kindergarten through fourth grade are located on one floor of the school and grades five through eight are located on another floor of the school. Within the grade categories, the materials are listed according to the learning modality emphasized in that particular material. Within each modality the materials will be listed alphabetically according to the kind of material with a brief description of its content, purpose, publisher, and its reading ability level as it will be used at Compton Heights Catholic School.
CHAPTER II

REVIEW OF RELATED LITERATURE

Learning Modalities of Culturally Disadvantaged Children

Although the concept of modality was introduced by Freud,1 the majority of the research on the topic has been accomplished in the last twenty years. Within the past decade, modality preference has been the concern of many educators and programs, due to national concern about the right of each individual to learn to read.

In discussing the modality concept, Wepman states that "Perhaps the entire thesis of the argument for considering the modality distinction can be most succinctly stated as providing a way of understanding the underachiever."2 The concept of differential use of the modality pathways, according to Wepman, "is no longer purely theoretical but is assuming the proportions of an acceptable fact about children and their learning."3

2Ibid., p. 4.
3Ibid., p. 3.
Culturally disadvantaged children have been noted by several researchers to demonstrate learning modalities which are inadequate and sometimes irrelevant to the learning situation. This is exemplified in the following statement by Gordon and Wilkerson: "Although high levels of perceptual awareness and discrimination are often present, these skills tend to be better developed in physical behavior than in visual behavior and in visual behavior than in aural behavior."¹

Metfessel and Seng reinforce this concept in their work on the disadvantaged when they state: "Low achievers characteristically demonstrate a cognitive learning style that responds more to visual and kinesesthetic signals than to oral or written stimuli."²

A similar opinion is offered by Havighurst in the following statement: "It is said that this kind of child is 'physically oriented'--that he has non-language skills that can serve him for learning."³

¹Gordon and Wilkerson, A Compensatory Education for the Disadvantaged, p. 16.


As can be seen from the preceding quotations, there is a difference of opinion among authors as to which modality is preferred by the culturally disadvantaged. However, the majority of authors agree that the auditory modality is the least preferred. Deutsch offers a substantial explanation for this:

The lower-class home is not a verbally oriented environment. . . . Here let us consider its implication for the development of auditory discrimination skills. While the environment is a noisy one, the noise is not, for the most part, meaningful in relation to the child, and for him most of it is background. In the crowded apartments with all the daily living stresses, is a minimum of non-instructional conversation directed toward the child. In actuality, the situation is ideal for the child to learn inattention. Furthermore, he does not get practice in auditory discrimination or feedback from adults correcting his enunciation, pronunciation, and grammar.1

Although many culturally disadvantaged children seem to prefer a visual or a physical modality it must be remembered that "One must not only be able to isolate the preferred modality but also be able to assess the level of achievement and the potential for training of whatever modality is delayed in its development."2


2 Wepman, "The Modality Concept," p. 3.
Characteristics of Children with Preferred Modalities

There is a strong reliance on the use of formal tests such as the Learning Methods Test\(^1\) and the Illinois Test of Psycholinguistic Abilities\(^2\) as determiners of modality. However, some authors have devised informal tests of modalities such as the Informal Test of Learning Modalities.\(^3\) Still others such as Riessman indicate that close observance of specific behaviors of the child will suffice to determine modality.\(^4\) While disagreement on how to determine modality may persist, most authors agree with Strang that:

Patterns of modality should be recognized. Any inherent preference for one modality such as visual versus auditory or part versus whole should be capitalized in order that the individual experience as much success as possible.\(^5\)

\(^1\) Robert E. Mills, Learning Methods Test (Fort Lauderdale, Florida: Mills Center, Inc., 1954-55).


\(^5\) Ruth Strang, Reading Diagnosis and Remediation (Newark, Delaware: International Reading Association, 1968), p. 132.
For the purposes of this paper, the individual's modal preference will be described in terms of reference to the strengths and weaknesses which are related to each modality.

In attempting to compile the characteristics of children with a preferred modality, the author of this paper presents a listing of strengths and weaknesses related to each modality.

The Visually Modeled Child

While discussing visual modality, Wepman describes the visually modeled child as one who "watches the speaker, pays little or no attention to spoken instructions, is inquisitive about books and pictures."\(^1\)

McAninch offers a broader range of characteristics for the visually modeled child when she describes such an individual as one who is able to

\[\ldots\text{discriminate between like and unlike symbols, maintain constancy of letter and word patterns, relate parts of the word to the total configuration, differentiate between figure and ground elements on a written}\]

page, organize symbols spatially, and associate meaning with the printed symbol.¹

A more diversified listing of visual characteristics is given by Sister Joan Lickteig. In her listing, Lickteig combines the visual characteristics with visual motor characteristics and refers to them as visual and visual motor indicators.

1. Difficulty identifying own name, common words, letters in print.
2. Reverses letters, inverts numbers.
3. Confused regarding time and space.
4. Drawings have poor form.
5. Does not seem to like to look at picture books or read.
6. Clumsy, uncoordinated.
7. Poor with puzzles and blocks.
8. Cannot copy own name.
9. Does not like to draw or write.
10. Cannot print on line correctly.
11. Handwriting or art work poor.
12. Responds better to directions when told rather than shown.²

The Auditorially Modeled Child

Perhaps the foremost authority on auditory perception is Wepman. In his discussions on auditory modality he lists both strengths and weaknesses. The weaknesses of the auditorially modeled child are demonstrated by his incapacity to "differentiate the sounds of the language, retain and


recall them, sequence them properly, or associate them
with previously learned visual or tactual-kinesthetic
clues.\(^1\)

A more comprehensive listing of the weaknesses of
the auditorially moded child is given by Sister Joan
Lickteig in the following statement:

1. Speech garbled; sequences sounds or syllables oddly;
   may use small words incorrectly.
2. Cannot remember names of letters, colors, phone
   numbers.
3. Cannot follow spoken commands or sequences; better
   when shown than told.
4. Difficulty in rhyming words and with rhythm games.
5. Tunes out, is easily bored.
6. Has difficulty following the conversation, does
   not seem to hear.
7. May watch teachers face intently, as if lip reading.
8. Verbal responses sparse; answer in one-word sen­
tences.
9. Prefers puzzles, drawing and coloring type of ac­
tivities to storytelling, etc.\(^2\)

Some of the more positive aspects of the auditorially
moded child are found in this statement by Wepman:

In addition to the adequacy of speech articulation,
which has been alluded to, the auditory-minded child is
frequently observed to be sensitive to sound, to react
to fine differences in voices, to respond to spoken re­
quests, and to ignore visual stimuli and appear to day­
dream when only visual material is presented.\(^3\)

\(^1\)Wepman, "The Modality Concept," p. 4.
\(^2\)Lickteig, "Modalities".
\(^3\)Wepman, "Modalities and Learning," p. 57.
The Physically Modeled Child

Although a strictly physical approach to learning is seldom used, the author of this paper found that the characteristics of the physically modeled child are amply described by several authors. According to Riessman, this style is evidenced in a number of ways:

1. They often appear to do better on performance tests of intelligence.
2. They like to draw.
3. Role-playing is an attractive technique to them.
4. They often use their fingers when counting, and move their lips while reading.
5. They like to participate in sports.
6. They employ physical forms of discipline.
7. They appear to think in spatial terms rather than temporal terms (they often have poor time perspective).1

Wepman offers a slightly different perspective of the physically modeled child, as a child who "loves to use his hands, performs well with puzzles, seems to be pre-occupied with what he is doing, and is not inclined to listen to or look at people when he is being addressed."2

Although the previous listings of the strengths of the modalities are not exhaustive, they should assist the teacher in identifying the modality by which an individual will learn best.

---

Need for Resource Center Materials

Many reading authorities agree that supplementary materials are essential to an effective reading program. Tinker and McCullough state that: "The degree to which a competent teacher is able to provide a satisfactory developmental program of reading instruction is in direct proportion to the quantity of good material available."¹

Harmer stipulates that in teaching the disadvantaged, the teacher needs to maintain a diagnostic, task-analysis approach, and that once a pupil's specific needs have been determined,

... teaching should be prescriptive and requires a wide variety of materials--individualized reading and spelling kits, games, filmstrip projectors, tape recorders, paperbacks, magazines, newspapers, comic books--anything which will pique his interest.²

Teachers must plan a well-balanced reading program that will provide for the wide range of individual differences that exist in every classroom. In order to effectively plan such a program, the teacher must have ready access to an adequate supply of teaching resources, thorough knowledge of what she has on hand, and, knowledge of which materials best adapt to certain learning styles.


In order to assist the teachers of Compton Heights Catholic School in planning a well-balanced reading program, the author of this paper has prepared the following guide to the current Resource Center materials. This guide will provide them with a thorough knowledge of what materials are available, as well as which materials best adapt to certain learning styles.
CHAPTER III

GUIDE TO THE RESOURCE CENTER MATERIALS
ACCORDING TO MODALITY

Many materials include learning activities which appeal primarily to one modality, and other activities which appeal to the other modalities. In this paper, the Resource Center materials are listed according to grade categories of kindergarten through fourth grade and fifth through eighth grade because kindergarten through fourth grade are located on one floor of the school and grades five through eight are located on another floor of the school. Within the grade categories, the materials are listed according to the learning modality emphasized in that particular material. Within each modality the material will be listed alphabetically according to type, i.e., book, filmstrip, with a brief description of its content, purpose, publisher, and its reading ability level as it will be used at Compton Heights Catholic School.
Materials Which Appeal Primarily to the Visual Modality

While the materials in this category are listed as appealing primarily to the visual modality, many of the materials appeal to one or both of the other modalities. Materials which appeal to a second modality are classified as visual-auditory or visual-physical. Materials are classified as visual-auditory if the primary appeal is visual, but the teacher gives oral directions as the child works with the visual stimuli, or if the child is expected to respond orally to visual stimuli. Materials are classified as visual-physical if the primary appeal is visual, but a physical rather than an auditory response is made to the visual stimuli. Similarly, if materials appeal to three modalities, they are classified as visual-auditory-physical, meaning that the primary appeal is visual, but both an auditory and a physical response are needed to the visual stimuli.

Materials for K-4: Visual

Books

Individualized Reading from Scholastic

Levels 1, 2, 3, 4. Each level contains 100 different titles, a teacher's guide, a teacher conference notebook, conference cards, informal reading inventory cards, a skill supplement, activity cards, reading logs, duplicating masters.

Each level provides materials to develop recreational reading and to further reading interests.

Scholastic Book Services
Grades 1, 2, 3, 4
Invitations to Personal Reading

Levels K, 1, 1b, 2, 2b, 3, 3b, 4. Although level K only contains 16 children's books, the other seven levels contain 25 books each plus a teacher's resource book, a set of individual reading record booklets, posters relating to the books, and other audio-visual aids such as mobiles and cut-outs.

The materials aim to foster the habit of personal reading, of turning to books for entertainment, information, or other satisfactions.

Scott, Foresman and Company

Grades K through 4

The Skyline Series

A set of three titles, five copies of each title.

The books mirror the special world of the culturally underprivileged urban child, emphasizing the values which these children must have in order to overcome their disadvantages.

McGraw-Hill Publishing Company

Grades 3 and 4

Filmstrips

Beginning Dictionary Skills

A set of four filmstrips.

The materials aid in teaching the student how to find entry words, how to understand entries, and how to pronounce words correctly.

American Book Company

Grades 3 and 4

Controlled Reading

Story filmstrips for grades 1 to 4, comprehension power series for grade 3, nouns and phrases for grades 1 to 4, teacher guides and lesson plans for each level, story booklets for each level, quiz sheets for each lesson of each level.
Materials provide a left-to-right presentation of picture or reading material at predetermined rates. The left-to-right control provides a way of directly training functional visual skills and directional attack. The covering and uncovering of material at timed rates places a high premium on the ability to perceive correctly, remember well, and comprehend and interpret quickly and in an organized manner.

Educational Developmental Laboratories, Inc.

Grades 2, 3, 4

Extending Dictionary Skills

A set of four filmstrips.

The materials aid in teaching the pupil how to use the complete entry, the finding and using of exact meanings, understanding of the parts of speech, and, how to put their dictionary skills to work.

American Book Company

Grade 4

Your Dictionary and How to Use It

A set of six filmstrips.

The purpose of the filmstrips is to teach alphabetizing, how to find a word, how to find the correct definition for a word, how to pronounce the word, and the various uses of words.

Society for Visual Education

Grades 3 and 4

Kit

Reading Skill Cards

Seven sets of graded cards, 30 cards in each set with worksheets and answer keys.

These cards provide material for the development of vocabulary and comprehension skills.

McGraw-Hill Publishing Company

Grades 3 and 4
Manipulative Materials

Vowel Cards

There are two sets available. Each set contains 54 picture-word cards and a set of directions for the player.

The materials provide a review of the ways in which vowels are used to unlock words.

Garrard Press
Grades 2 and 3

Worktexts

Gates-Peardon Reading Exercises

Thirteen different booklets with record sheets and answer keys.

The booklets provide materials to develop speed, to comprehend the main idea, to understand directions, and to read to note details.

Teachers College Press
Grades 3 and 4

New Practice Readers

Seven separate titles leveled from A to G. Answer keys and worksheets are provided.

Materials develop comprehension skills such as directly stated, details, implied details, meaning, opinion, correct antecedents, true statements, and similar meanings.

McGraw-Hill Publishing Company
Grades 3 and 4

Reading Skill Builders

The series consist of four books at grade 1 and three books each at grades 2 through 4. There are two sets available.

Materials develop vocabulary and increase comprehension skills.

Readers Digest
Grades 2, 3, 4
Specific Skill Series

Seven separate titles with three ability levels (A, B, C) for each title except Drawing Conclusions and Getting the Main Idea. Record sheet and answer keys are provided for all levels.

The materials help pupils to develop all of their comprehension and word analysis skills.

Barnell Loft, Ltd.

Grades 2, 3 and 4

Materials for K-4: Visual-Auditory

Charts

Dictionary Skills

An 18 page wall chart (23" x 36") with lesson guides for each page.

The purpose of the charts is to teach the uses of a dictionary—how to locate words, find spellings, pronunciation and meaning of words, and to find how, when and where words are used.

Ideal School Supply Company

Grades 3 and 4

Initial and Final Consonants

A fifteen page wall chart (23" x 36") with lesson guides for each page.

The materials are helpful in teaching the initial and final consonant sounds and their relation to symbols.

Ideal School Supply Company

Grades K, 1, 2

Phonetic Word Drill

Three sets of ten spiral flip charts (4" x 8") which use 720 word blends, classified and graded for level of difficulty. Each set contains 24 word families with endings.
The materials provide for individual or small group work in drilling basic words, initial sounds and word endings.

Kenworthy Educational Service, Inc.

Grades 2, 3, 4

**Phonic Analysis**

An 18 page wall chart (23" x 36") with lesson guides for each page.

The charts provide materials which aid in teaching and reinforcing the vowel, diphthong and letter combination rules.

Ideal School Supply Company

Grades 3 and 4

**Syllable Rule and Accent Clue**

A 16 page wall chart (23" x 36") with lesson guides for each page.

The materials are helpful in teaching the phonic and structural analysis skills.

Ideal School Supply Company

Grades 3 and 4

**Vowels**

A ten page wall chart (23" x 36") with lesson guides for each page.

The chart provides material for teaching short and long vowel sounds and symbols as well as the long vowel rules.

Ideal School Supply Company

Grades 2, 3, 4
Word Building

An 18 page wall chart (23" x 36") with lesson guides for each page.

The chart pages describe changes from root words using suffixes, prefixes, contractions, possessives and developing compound words.

Ideal School Supply Company

Grades 3 and 4

Filmstrips

Animal Stories Series

A set of six filmstrips.

The filmstrips are designed to develop auditory acuity, sequence and recall.

McGraw-Hill Publishing Company

Grades K, 1, 2

Basic Goals in Spelling

A set of five filmstrips with a teacher's guide.

The filmstrips present and review the basic spelling generalizations.

McGraw-Hill Publishing Company

Grades 3 and 4

Children's Stories

A collection of ten filmstrips.

The filmstrips provide well known children's stories with the aim to help pupils enjoy good literature.

Curriculum Films (4)  McGraw-Hill (2)
Society for Visual Education (3)  Jam Handy (1)

Grades K, 1, 2, 3, 4
Goals in Spelling Series

There are two sets available. Each set contains six filmstrips.

These materials are good sources for the review of word attack skills and the teaching of the principles of spelling.

McGraw-Hill Publishing Company

Grade 4

Instant Words

There are two sets available. Each set contains 24 filmstrips and a teacher's guide.

These materials are designed for vocabulary development and the reinforcement of the most used words in reading and writing of English.

Learning Through Seeing

Grades 2, 3, 4

Instant Word Phrases

There are two sets available. Each set contains 24 filmstrips and a teacher's guide.

This series is correlated with the Instant Word set. It uses the instant words to provide practice in phrase reading.

Learning Through Seeing

Grades 2, 3, 4

The New Spelling Goals Series

There are three sets available. Each set contains seven filmstrips and a teacher's guide.

The materials are designed to aid teachers in the development of spelling power and auditory discrimination.
McGraw-Hill Publishing Company

Grades 2, 3, 4

**Phonics Practice**

A set of 24 filmstrips with a teacher's manual.

The materials provide practice and review of vowels, consonants, digraphs, blends, and diphthongs.

**Learning Through Seeing**

Grades 3 and 4

**Picture Stories for Reading Readiness**

A set of six filmstrips.

The stories develop visual acuity, likenesses and differences, and recall.

**Jam Handy**

Grades K and 1

**Read and Tell**

A set of nine filmstrips.

The stories develop auditory perception and verbal responses to visual stimuli.

**Eye Gate**

Grades 1, 2, 3

**Seeing Skills**

A set of twelve filmstrips and a teacher's guide.

The materials are aimed at perception training. They are useful for developing attention span, concentration and accuracy.
Learning Through Seeing
Grades K, 1, 2, 3

**Manipulative Materials**

**Digraphs and Diphthongs**

A set of 96 flash cards, 24 charts (8" x 10"), and a set of directions.

The materials develop phonetic analysis by providing practice in sounding out the letters or combinations of letters which make up a word.

F. A. Owen
Grades 2, 3, 4

**Dolch Basic Sight Vocabulary Cards**

There are four sets available. Each set contains 220 word cards and a set of instructions.

The aim of these materials is to develop instant recognition of the 220 words which are considered as basic.

Garrard Press
Grades 2, 3, 4

**Fun With Words**

There are three leveled sets available (A, B, C). Each set contains 50 cards of three exercises per card with a teacher's guide and an answer key.

These materials stimulate interest in words.

Dexter and Westbrook, Ltd.
Grades 2, 3, 4

**Read and Say Verb Game**

There are two sets available. Each set consists of a double deck of cards with directions for the players.
These materials aid in teaching the correct usage of common verbs.

Garrard Press

Grades 2, 3, 4

**Sight Phrase Cards**

There are two sets available. Each set consists of 144 cards and a set of directions.

These materials teach sight recognition of common words and phrases, and develop the habit of phrase reading and wider perception span in reading.

Garrard Press

Grades 3 and 4

**Syllable Game**

There are two sets available. Each set consists of three decks of cards and a direction sheet.

The materials aid in teaching sight recognition of common syllables as well as the rules for syllabication and the habit of looking for parts of big words.

Garrard Press

Grades 3 and 4

**Vowel Lotto**

There are two sets available. Each set consists of ten lotto cards, 60 cover cards and a sheet of instructions.

The materials teach and reinforce the vowel sounds by matching sounds of pictures.

Garrard Press

Grades 2, 3, 4

**Vowels and Vowel Digraphs**

A set of 96 flash cards and 24 charts (8" x 10") with a set of directions.
The materials develop phonetic analysis by providing practice in sounding out the letters or combinations of letters which make up a word.

F. A. Owen
Grades 2, 3, 4

Kits

**Reading Round Table Series**

A set of twenty titles with five copies of each title. The stories and exercises of each book are taped.

This series provides material for recreational reading experiences as well as vocabulary development.

American Book Company
Grades 2, 3, 4

**SRA Reading Labs**

Labs Ia, Ib, Ic are available. Each lab consists of 16 listening skill builders, student copies of *My Own Book for Listening*, 160 power builders, worksheets, power builder key cards and a teacher's manual.

Each lab is a unified program of several comprehension and word-study skills.

Science Research Associates
Grades 2, 3, 4

**Materials for K-4: Visual-Physical**

**Manipulative Material**

**Cyclo-Teacher**

There are two complete sets available. Each set contains five sets of study wheels or cycles and two hand-operated mechanical devices as well as blank answer wheels, instructions and index card, and a teacher's manual. Additional blank cycles are available for preparation of additional wheels.
The materials provide practice in phonic skills, word analysis, word usage and dictionary skills.

Word Book Encyclopedia

Grades 3 and 4

Materials for K-4: Visual-Auditory-Physical

Kits

Hoffman Language Arts Reading System

The phonics program and levels 1, 2, 3 and 4 are all available. Levels 1 and 2 consist of six achievement units and levels 3 and 4 consist of three achievement units. Each achievement unit contains ten study units. Each study unit has film slides, records and other materials for learning activities packaged in a jacket that resembles a record album. A teacher's manual is available for each study unit.

This program features instruction in auditory and visual discrimination, phonic and structural analysis of words, vocabulary development and reading comprehension and appreciation.

Hoffman Information Systems

Grades 1, 2, 3, 4

Learning With Laughter

Kits 21 (ch and wh) and 22 (sh and th) are available. Each kit contains a filmstrip, a record, a teacher's guide and an assortment of other learning materials.

These kits are part of a series of 30 kits, the purpose of which is to reinforce phonic skills and to introduce high-frequency words.

Scott Education Division

Grades 1, 2, 3
Manipulative Materials

Syllable Count

A set of eight large cards with 16 pictures on each card, plus a four-sided top with numbers, and a supply of markers for covering, and a sheet of directions.

These materials provide reinforcement of the more common generalizations dealing with syllabication, as well as accent or stress.

Lyons and Carnahan

Grades 3 and 4

Webster Word Wheels

The set contains eight two-letter consonant wheels, 17 beginning blend wheels, 18 suffix wheels, and 20 prefix wheels. There are five copies of each wheel with directions on each wheel.

The materials provide practice on word-analysis skills through a sound blending attack.

McGraw-Hill Publishing Company

Grades 3 and 4

Transparencies

Context Clues

A set of 12 transparencies and 28 spirit duplicating masters, with a teacher's manual.

The materials review compound words and contractions, introduce syllabication, the murmur diphthongs, the vowel digraphs and diphthongs, homonyms and the commonly used prefixes and suffixes.

Milliken

Grade 3
Long U and Review

A set of eight transparencies and 16 duplicating spirit masters, with a teacher's manual.

The materials develop audio-visual perceptual skills and skill in following directions. The materials carefully integrate the spoken word, overhead transparency and the worksheet.

Milliken

Grades 2 and 3

Phonics Transparencies

A set of 90 transparencies.

The materials introduce and review long and short vowel sounds, digraphs, diphthongs, murmurs, compound words and syllables.

3-M Company

Grades 2, 3, 4

Short U and Review

A set of eight transparencies and 16 spirit duplicating masters with a teacher's manual.

The materials develop audio-visual perceptual skills in following directions. The spoken word, the overhead transparency, and the worksheet are carefully integrated.

Milliken

Grades 2 and 3

Worktext

Building Reading Skills Series

A series of six leveled workbooks with multiple copies of each level. There is an annotated teacher edition for each level.
These materials provide for phonetic and structural analysis, directional attack, auditory and visual discrimination of word elements, acquisition of sight vocabulary, development of word meanings and ability to use context clues.

McCormick Mathers Company, Inc.

Grades 2, 3, 4

Materials for 5-8: Visual

Books

The Checkered Flag Series

A set of eight titles and teacher's manual.

The books provide high-interest, low-difficulty reading material for students in the upper grades who are reading below grade level.

Field Educational Publications, Inc.

Grades 6 and 7

The Deep-Sea Adventure Series

A set of eight titles and a teacher's manual.

The books provide high-interest, low-difficulty reading material for students in the upper grades who are reading below grade level.

Field Educational Publications, Inc.

Grades 5, 6, 7

The Everyreader Series

A set of twenty books.

These books contain many sources of good literature which have been written in a form which appeals to the young reader.

McGraw-Hill Publishing Company

Grades 7 and 8
Invitations to Personal Reading

Levels 5 and 6 are available. Each level contains 25 books plus a teacher's resource book, a set of individual reading record booklets, posters relating to the books and other audio-visual aids such as mobiles.

The materials aim to foster the habit of personal reading, of turning to books for entertainment, information, or other satisfactions.

Scott, Foresman and Company

Grades 5 and 6

Individualized Reading from Scholastic

Levels 5 and 6 are available. Each level contains 100 different titles, a teacher's guide, a teacher's conference notebook, conference cards, informal reading inventory cards, skill supplement, activity cards, reading logs and duplicating masters.

The kits provide materials to develop recreational reading and to further reading interests.

Scholastic Book Services

Grades 5 and 6

Morgan Bay Mysteries

A set of 8 titles and a teacher's manual.

The books provide high-interest, low-difficulty reading material for students in the departmental grades.

Field Educational Publications, Inc.

Grade 6 and 7

Filmstrips

Controlled Reading

Story filmstrips for grades five to eight with teacher guides and lesson plans for each level as well as story booklets. Quiz sheets are provided for each lesson of each level.
The materials provide a left-to-right presentation of reading material at predetermined rates. The left-to-right control provides a way of directly training functional visual skills and directional attack. The technique of covering and uncovering of the material trains the student to comprehend and interpret quickly and in an organized manner.

Educational Developmental Laboratories, Inc.

Grades 5 - 8

**Extending Dictionary Skills**

A set of four filmstrips.

These materials teach the pupil how to use the complete entry, how to find and use exact meanings, how to understand the parts of speech, and how to put dictionary skills to work.

American Book Company

Grade 5

**Kit**

**Reading Skill Cards**

Seven sets of cards with 30 cards in each set.

The materials provide for development in vocabulary and comprehension skills.

McGraw-Hill Publishing Company

Grades 5 and 6

**Worktexts**

**Gates-Peardon Reading Exercises**

A set of 13 different booklets with record sheets and answer keys.
These booklets provide material for developing speed, comprehension of the main idea, understanding directions, and reading to note details.

Teachers College Press

Grades 5, 6, 7

**New Practice Readers**

Seven separate titles leveled from D to G. Answer keys and worksheets are provided.

These materials develop comprehension skills such as direct details, implied details, meaning, opinion, correct antecedents, true statements and similar meanings.

McGraw-Hill Publishing Company

Grades 5 - 8

**Picto-cabulary Series**

A set of 12 titles, three copies of each title. Also included are student worksheets, answer keys, teacher's manual, and final booklet tests.

The materials are designed to stimulate the students' interest in words and to develop their vocabularies.

Barnell Loft, Ltd.

Grades 5 - 8

**Reading Skill Builders**

The series consists of three books each at levels four and six, and two books each at levels seven and eight. There are two sets available.

The materials help develop vocabulary and increase comprehension skills.

Reader's Digest

Grades 5 - 8
Specific Skill Series

Five titles with three ability levels for each title (D, E, F). Record sheets and answer keys for all levels.

The materials help pupils to develop all of their comprehension and word analysis skills.

Barnell Loft, Ltd.
Grades 5 - 8

Word Quiz

A single booklet with multiple copies and an answer key.

The booklet helps develop vocabulary meaning, phonetic analysis and dictionary skills.

American Book Company
Grades 6 and 7

Words Are Important

Only the introductory level books are available.

This book presents a program for word study and vocabulary improvement.

C. S. Hammond Company
Grades 7 and 8

Materials for 5-8: Visual-Auditory

Filmstrips

Goals in Spelling Series

There are two sets available. Each set contains six filmstrips.
The materials review many word attack skills and teach principles of spelling.

McGraw-Hill Publishing Company

Grades 5 and 6

**Instant Words**

A set of 24 filmstrips and a teacher's guide. There are two sets available.

The filmstrips are designed for vocabulary development and reinforcement of the most used words in reading and writing English.

Learning Through Seeing

Grades 5 and 6

**Instant Word Phrases**

A set of 24 filmstrips and a teacher's guide. There are two sets available.

The materials provide practice in phrase reading using the instant words.

Learning Through Seeing

Grades 5 and 6

**Prefix and Suffix Mastery**

A set of 24 filmstrips and a teacher's guide. The first 12 filmstrips are related to prefixes and the last 12 are related to suffixes.

The materials provide examples of the most common prefixes and suffixes with their meanings.

Learning Through Seeing

Grades 6, 7, 8
Reading Mastery

A set of 12 filmstrips with a teacher's manual.

The materials present phrased paragraphs on reading, followed by quizzes. They are designed for comprehension, retention, sequence and rate.

Learning Through Seeing

Grades 5, 6, 7 8

Kit

SRA Reading Labs

Labs IIa, IIb, IIc, and IIIa are available. Each lab contains 16 listening skill builders, a pupil response booklet for listening, 160 power builders, record pages for the power builders, power builder key cards and a teacher's guide.

Each lab is a unified program of several comprehension and word-study skills.

Science Research Associates

Grades 5, 6, 7, 8

Materials for 5-8: Visual-Physical

Manipulative Material

Cyclo-Teacher

There are two sets available. Each set contains five sets of study wheels or cycles, two hand-operated mechanical devices, blank answer wheels, teacher's manual, blank cycles for preparing additional wheels, and an instruction and index card.

These materials provide a program for the reinforcement of phonics, word analysis, word usage, dictionary skills.

World Book Encyclopedia

Grades 5 and 6
Materials for 5-8: Visual-Auditory-Physical

Kit

Hoffman Language Arts Reading System

Levels five and six are available. Each level consists of three achievement units which contain ten study units each. Each study unit contains film slides and records. Study books and readers are provided for each unit as well as a teacher's manual.

This is a unified program presenting materials designed to develop word analysis skills, to build vocabulary and related reading comprehension skills, and to develop listening comprehension.

Hoffman Information Systems

Grades 5, 6

Manipulative Material

Webster Word Wheels

A set of eight two-letter consonant wheels, 17 beginning blend wheels, 18 suffix wheels, and 20 prefix wheels. There are five copies of each wheel. Directions are on each wheel.

The materials provide practice on word-analysis skills through a sound-blending attack.

McGraw-Hill Publishing Company

Grades 5 and 6

Worktexts

Building Reading Skills Series

A series of six leveled workbooks with multiple copies of each level. There is an annotated teacher edition for each level.

These materials provide for the teaching of structural analysis, word meanings, context clues and comprehension.

McCormick Mathers Company, Inc.

Grades 5 and 6
Materials Which Appeal Primarily to the Auditory Modality

Although the materials in this category are listed as appealing primarily to the auditory modality, many of the materials appeal to one of the other modalities. Materials which appeal to a second modality are classified as auditory-visual and auditory-physical. Materials are classified as auditory-visual if the primary appeal is auditory but a visual stimulus is presented as the result of the auditory stimuli. Materials are classified as auditory-physical if the primary appeal is auditory, but a physical response is made to the auditory stimuli.

Materials for K-4: Auditory

Manipulative Material

Group Sounding Game

Fifteen sets of six cards each with directions and answer keys. There are two sets available.

The materials develop the habit of listening to sounds and the letter-sound combinations.

Garrard Press

Grades 2, 3, 4

Records

Pathways to Phonic Skills

Three albums of two records each with 15 lessons in each album.
The materials are designed to develop and extend phonic and word analysis skills as well as to develop thinking abilities essential to understanding.

American Book Company

Grades 1, 2, 3

Tapes

Speech Improvement Tapes

A series of reel-to-reel tapes consisting of 14 lessons on consonants, and 14 lessons on vowels. Each taped presentation is followed by four short teacher-pupil lessons.

The purpose of these tapes is to acquaint the disadvantaged child with all the consonant and vowel sounds, to provide ear-training experience, and to make him conscious of sound differences—especially those sound differences which affect his own speech.

St. Louis Public School

Grades 1, 2, 3

Talking with Mike

Fourteen tapes of 36 lessons with a teacher's guide.

The tapes are designed to help the child who speaks one of the non-standard English dialects to acquire the standard English of the classroom as a second language dialect.

Spoken Arts

Grades K, 1

Materials for K-4: Auditory-Visual

Kit

Audio Reading Progress Labs

Labs 1, 2, 3 and 4 are available. Each lab has 12 cassette tapes containing 30 lessons as well as diagnostic and evaluative lessons. Progress books for students and teacher's guides are provided for each lab.
This audio reading program develops phonetic and structural analysis, vocabulary growth, comprehension and study skills.

Educational Progress Corporation

Grades 2, 3, 4

Decoding for Reading

A set of 16 long-playing records, readalong books I and II and a teacher's guide.

The materials teach the students that written symbols operate as keys or clues to the code of written English.

MacMillan Company

Grade 4

Imperial Reading Program

A set of 40 cassettes, with pupil booklets to accompany each cassette. There are three teacher manuals.

The materials build reading abilities in the areas of readiness, comprehension skills, word attack skills and study skills.

Imperial Productions, Inc.

Grades 2, 3, 4

Learning to Read with Phonics

Three records which correspond to pupil booklets.

These records and booklets provide materials in basic phonic instruction.

Teaching Aids Institute

Grades 2, 3, 4

Listen and Do-Vowels

A set of eleven long-playing records of 22 lessons with 22 duplicating masters and a teacher's guide.
The purpose of the material is to relate the spoken word with its printed form by means of context and the beginning sound. When a pupil meets a new word, he may well know its meaning when he hears the word spoken but it is often difficult for him to recognize the word in its printed form.

Houghton Mifflin Company
Grades 1, 2, 3

Phonics in a Nutshell
There are two complete sets available. Each set contains nine filmstrips and nine long-playing records and a teacher manual.

These materials are designed to provide a complete phonics foundation for the primary child.

Educational Electronics, Inc.
Grades 1, 2, 3, 4

Prime-O-Tec
Sets 1 and 2 are available. Both sets contain 9 titles with 8 copies of each title. Each title is recorded on record and tape. Teacher manuals are provided for each level.

This is a supplemental reading activity which introduces the students to the pleasures of reading books for fun.

Doubleday and Company, Inc.
Grades K, 1, 2, 3

The Road to Reading
A set of 33 reel-to-reel tapes with accompanying ditto masters and a teacher's guide.

The materials teach the beginning sounds of the alphabet and the long and short sounds of the vowels.

Spoken Arts
Grades K, 1, 2
Storytime Favorites

A set of four filmstrips with two records and guides for each of the filmstrips.

These materials provide children with an introduction to story-time classics which will enrich their acquaintance with and their knowledge of great literature.

Society for Visual Education, Inc.

Grades 1, 2, 3, 4

Manipulative Materials

Bingobang

A set of eight large cards with 16 pictures on each card, a deck of 36 small cards, a supply of markers for covering cards and a sheet of directions.

The materials deal with consonant sounds and symbols as they occur at the ends of words.

Lyons and Carnahan

Grades 1, 2, 3, 4

Blends Race

Contains a playing board, a top with five numbered points, a set of six colored markers for moves on the board and a sheet of directions.

This material reinforces two learnings: the fusion of two individual sounds into a single speech sound, and the recognition of certain combined symbols that denote the blended single speech sound.

Lyon and Carnahan

Grades 2, 3, 4

Digraph Hopscotch

Consists of a playing board, a die with single, double, and triple spots repeated, markers for players to move on the board, and a sheet of directions.
The material reinforces the learning of consonant digraphs as they occur at the beginning and end of picture names that the child can readily identify.

Lyons and Carnahan  
Grades 2, 3, 4  

**Digraph Whirl**

Consists of ten large cards with 16 pictures on each card, a spinner indicator with pictures beginning with consonant digraphs, and a supply of markers for covering each card.

The materials reinforce the sounds and symbols of four initial digraphs: ch, sh, th, wh.

Lyons and Carnahan  
Grades 2, 3, 4  

**Full House**

Consists of eight large cards, 80 small picture squares, sheet of directions.

The material provides drill in seeing and hearing variations in the sounds and symbols of vowel digraphs and diphthongs. It also provides a review of vowel sounds.

Lyons and Carnahan  
Grades 3 and 4  

**Group Word Teaching Game**

There are two sets available. Each set contains nine sets of six cards each, with directions and answers.

The materials provide a means of learning the 220 basic sight words.

Garrard Press  
Grades 2, 3, 4
Riddle Riddle Rhyme Time

A set of fifty cards with three riddles on each card. Answer keys and teacher guide are provided.

The materials help develop skill in attacking new words as well as aid in spelling new words. The kit also provides practice in substituting initial consonants.

Dexter and Westbrook, Ltd.
Grades 2, 3, 4

Old Itch

A deck of 69 cards including an Old Itch card.

This deck of cards is designed to develop good listening and speaking habits. Emphasizes auditory perception and accurate imitation of speech sounds.

Lyons and Carnahan
Grades 1 and 2

Spin-A-Sound

Consists of a playing board, a top with five numbered points, a marker of different colors and a sheet of directions.

These materials reinforce the concept that words have definite beginning sounds which may or may not be like the beginning sounds of other words.

Lyons and Carnahan
Grades K, 1, 2

Spin Hard, Spin Soft

Consists of eight large cards with 16 pictures on each card, a four-sided top with pictures, a supply of markers for covering the card and a sheet of directions.

The material teaches that a consonant may have more than one sound depending on the position of the consonant in relation to certain other letters.

Lyons and Carnahan
Grades 3 and 4
Vowel Dominoes

A set of sixty dominoes for long and short vowels.

This material furnishes drill with the long and the short sounds and diacritical markings for the vowels.

Lyons and Carnahan

Grades 3 and 4

Tapes

Consonant Blends and Digraphs

A set of five cassettes with two lessons on each cassette, duplicator worksheets for each lesson and a teacher's guide and lesson plans.

The materials are designed to help pupils gain independence in attacking unknown words.

Ideal School Supply Company

Grades 2, 3, 4

Initial and Final Consonants

A set of ten cassettes with two lessons on each cassette, duplicator worksheets for each lesson and a teacher's guide and lesson plans.

The materials provide for the initial presentation of final consonants and a review of initial consonants.

Ideal School Supply Company

Grades K, 1, 2

Syllable Rule and Accent Clue

A set of eight cassettes with two lessons on each cassette, duplicator worksheets for each lesson and a teacher's guide and lesson plans.

The materials help provide an understanding of syllabication and accent.

Ideal School Supply Company

Grades 3 and 4
Vowel Enrichment

A set of ten cassettes with two lessons on each cassette, duplicator worksheets for each lesson and a teacher's guide and lesson plans.

The materials provide for the initial presentation and review of all vowel sounds.

Ideal School Supply Company

Grades 2, 3, 4

Vowels

A set of ten cassettes with two lessons on each cassette, duplicator worksheets for each lesson and a teacher's guide and lesson plans.

The purpose of the material is to aid the pupil in recognizing the vowel sounds and developing vowel principles that will aid in pronouncing new words.

Ideal School Supply Company

Grades 2, 3, 4

Materials for K-4: Auditory-Physical

Kit

Listening Skills Program

Levels Ia, Ib, Ic are available. Each level consists of twelve cassette tapes and a teacher's guide.

The materials aim to develop auditory discrimination, recall, sequence, ability to follow directions and vocabulary.

International Teaching Tapes, Inc.

Grades 1, 2, 3
Materials for 5-8: Auditory-Visual

Kit

Decoding for Reading

A set of sixteen long-playing records, readalong book I and II and a teacher's guide.

The materials teach the student that written symbols, actually decoding signals, operate as keys or clues to the code of written English.

MacMillan Company

Grade 5

Tape

Syllable Rule and Accent Clue

A set of eight cassettes with two lessons on each cassette, duplicator worksheets for each lesson, teacher's guide and lesson plan.

The materials are designed to help students understand syllabication and accent.

Ideal School Supply Company

Grade 5

Materials Which Appeal Primarily to the Physical Modality

The materials in this category involve the use of all three modalities although the primary appeal for learning is physical. In this category, there are no materials available at Compton Heights Catholic School for grades five through eight.
Materials for K-4: Physical-Visual-Auditory

Kit

SRA Reading Laboratory: Word Games

A set of 44 different games with a teacher's guide, check tests, diagnostic survey and activity books.

The materials help students to learn phonic and structural word-attack skills as well as some basic approaches to spelling.

Science Research Associates, Inc.

Grades 1, 2, 3, 4

Manipulative Materials

Choose and Check

Levels 5, 6, 7, 8 are available. There are five discs or boards for each level as well as a teacher's guide for each level.

The materials provide for language extension and enrichment, concept development, and recognition of letter-sound, part-whole, and place relationships.

Scott, Foresman and Company

Grades 3 and 4

Motivator Activity Cards

There are two separate sets—long vowels and short vowels. Each set has eight laminated picture cards, a crayon, a small cloth, an answer key and a teacher guide.

The material provides reinforcement activity for learning to recognize the vowel symbols and their long and short sounds in words. Each card incorporates the fun and challenge of solving a bingo game.

Society for Visual Education

Grades 3 and 4
Summary

Wide reading on modality and the culturally disadvantaged indicates that although the culturally disadvantaged child may exhibit a particular learning modality, it is often inadequate to meet the demands of his educational situation. The literature also suggests that the culturally disadvantaged learn best by means of a visual or physical modality rather than an auditory modality. Irrespective of which modality is preferred, authorities agree that patterns of modality should be recognized and capitalized upon although those same authorities disagree as to the best method of determining an individual's modality.

The teacher of the culturally disadvantaged should use an approach which emphasizes the primary learning modality while it strengthens or develops the secondary learning modalities. Such an approach would necessitate a thorough knowledge of materials which appeal primarily to a specific modality. It was the purpose of this paper to establish a guide to the Resource Center materials of Compton Heights Catholic School according to modality as a means of assisting teachers in planning a well-balanced reading program.
In categorizing the materials according to grade level it was noted that there were fewer entries for grades five through eight than there were for kindergarten through grade four. In classifying the materials according to modalities it was found that there were more materials with an appeal to the visual than to the auditory or the physical modalities. The quantity of material available according to grade level and modality are shown in the table below.

**TABLE 1**
NUMBER OF MATERIALS AVAILABLE BY GRADE LEVEL AND MODALITY

<table>
<thead>
<tr>
<th></th>
<th>Visual</th>
<th>Auditory</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-4</td>
<td>51</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td>26</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total Entries</td>
<td>77</td>
<td>31</td>
<td>3</td>
</tr>
</tbody>
</table>

These findings indicate that there is a need for more materials on all grade levels which appeal to the physical modality. There is also a need at grade levels five through eight for more materials with an appeal to the auditory modality. It is recommended that the purchase of these materials should be considered.
A List of Publishers of the
Resource Center Materials

American Book Company, 55 Fifth Avenue, New York, New York.

Barnell Loft, Ltd., 111 South Center Avenue, Rockville Centre, New York 11571.

Curriculum Films, P. O. Box 56, Wellesley, Massachusetts 02181.

Dexter and Westbrook, Ltd., 958 Church Street, Baldwin, New York 11510.


Educational Developmental Laboratories, 842 Pulaski Road, Huntington, New York 11743.

Educational Electronics, Inc., 3017 N. Stiles, Oklahoma City, Oklahoma 73105.

Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.

Field Educational Publications, Inc., 2400 Hanover Street Palo Alto, California 94304.

Garrard Press, 510 North Hickory Street, Champaign, Illinois 61820.

C. S. Hammond and Company, 515 Valley Street, Maplewood, New Jersey.

Hoffman Information Systems—Hoffman Electronics Corp., 5623 Peck Road, Arcadia, California 91006.

Ideal School Supply, 8312-8346 Birkhoff Avenue, Chicago, Illinois 60620.

Imperial Productions, Inc., P. O. Box 548, Rt. 54 South Kankakee, Illinois 60901.

International Teaching Tapes, Inc., 55 West 42nd Street, New York, New York 10036.

Jam Handy (Scott Education Division), 104 Lower Westfield Road, Holyoke, Massachusetts 01040.

Kenworthy Educational Service, Inc., 138 Allen Street, P. O. Box 3031, Buffalo, New York 14205.

Learning Through Seeing, Inc., P. O. Box 368, Sunland, California.

Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois 60616.

Milliken, 611 Olive Street, St. Louis, Missouri 63101.

McCormick Mathers, Box 2212, 1400 East English Street, Wichita, Kansas 67201.

McGraw-Hill Book Company, Webster Division, Manchester Road, Manchester, Missouri 63011.


Reader's Digest Services, Inc., Educational Division, Pleasantville, New York 10570.

Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.


Scott Education Division, 104 Lower Westfield Road, Holyoke, Massachusetts 01040.

Scott Foresman and Company, 1900 East Lake, Glenview, Illinois 60025.

Spoken Arts, 137 Hamilton Street, New Haven, Connecticut.

Teachers' College Press, 525 West 120th Street, New York, New York 10027.

Teaching Aids Institute, 423 South Hindry Avenue, Inglewood, California 90301.

3-M Company, Visual Products Division, 3-M Center, St. Paul, Minnesota 55101.

World Book Encyclopedia, 7555 Caldwell Avenue, Chicago, Illinois 60648.
BIBLIOGRAPHY

Books


Periodicals


Walker, Edity V. "In-Service Training of Teachers to Work with the Disadvantaged." Reading Teacher 18 (March 1965): 493-498.


**Microform**


**Yearbook**


**Unpublished Material**