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A REVIEW OF RECENT LITERATURE PERTAINING TO
THE SERVICE OF LAY VOLUNTEERS AND THEIR USE
OF INSTRUCTIONAL ACTIVITIES
FOR THE PRIMARY CHILD

by

Sister Alice Marie Dunphy, B.V.M.

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Grateful acknowledgment to my friends who were always there to encourage me in my work.
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CHAPTER I

THE PROBLEM

Introduction

Education is a prized possession. It is the key that will unlock the door to many things life has to offer. But, unfortunately for some the door to the future will remain locked. Teachers today realize that they cannot do the job to meet all the needs of all the children all the time. The teacher needs time for the thinking and planning essential to developing efficient instructional activities. The teaching act especially at the primary level, involves a complex process of interaction between pupil and teacher. It is difficult for teachers to give individual attention. If the Right to Read is a commitment then teachers must provide a program that will take each child and bring him to his fullest potential. Kline, editor of the Reading Teacher, says, "Whatever interpretation we give this phrase of Right to Read, the right itself will be realized only to the extent that each of us work toward its realization."1

One way this task can be met is by a volunteer teacher aide program wherein the parents become involved with the child and the school.

How do parents fit into the pattern of commitment called for by Commissioner Allen to the Right to Read, Target for the 70's? Obviously, they are expected to commit themselves as individual members of the groups of which they are part in their vocational and avocational lives. This commitment is expected of them, not in their role as parents, but as concerned citizens dedicated to the welfare of individuals and a free society. Beyond this, however, they are called to a special commitment to one right of their own children, the right to read. It would seem logical to assume that a parent, regardless of his own achievements in life, should desire for his child the right to reach the full limits of his capability—no more and no less.¹

The question is then, "How can parents activate their feeling of commitment to this goal?" The answer would be devotion and dedication to a child so his potential could be reached.

Statement of Purpose

It was the purpose of this paper to explore classroom tested instructional reading activities for the volunteer teacher aides to use with students in the primary grades.

Specific Objectives

The writer had the opportunity to experience the benefits of a learning center which employs a minimal number of parent volunteer teacher aides. These aides came daily.

to assist pupils in the primary grades who are experiencing difficulties in reading. Contact with the learning center motivated the writer to explore the literature involving the volunteer teacher aide programs and the utilization of the aides in instructional activities. "It is no longer a question of whether we should use paraprofessionals, but how best to prepare them and use their talents and potentials." Therefore, with this in mind the volunteer aide would use the following:

1. Activities that will help correct individual pupil problems and make reading easier and more effective.
2. Activities that the teacher aide could understand, make and use with pupils.
3. Activities that would meet specific skill needs.
4. Activities that work well with other materials that are used in the reading program.
5. Activities that are suited for the primary child.

Limitations

This paper surveyed literature published in the past four years. There are, however, a few studies prior to that period which were considered significant and therefore

included in this review. The writer also limited herself to a partial list of skill activities needed by a primary pupil. The use of a volunteer teacher aide was restricted to reading and the primary child.

Summary

The writer was optimistic in pursuing the study because its objective would help a pupil to a better understanding of reading and to motivate him to read more. The parent volunteer aide involvement that already existed gave confidence to the writer that such a program for the primary child could not only mean betterment of the school but a happier and well adjusted student who has discovered school can be fun.

Holloway, Director of the Right to Read, states that the Right to Read must be brought to the level of individual classrooms.¹ Today programs are set up for volunteers in education to help realize that all are accountable for the achievement of children. The community, the home, and the school are working toward this one goal. "We are all in this together, and if the child doesn't learn, isn't succeeding, then we are responsible for intervening with the process so that success is inevitable."² And the rewards for our efforts? They are many, but the big bonus lay in hearing a little child cry joyfully, "I can read!"

¹Ruth Love Holloway, "Beyond the Ringing Phrase," The Reading Teacher, XXV (November, 1971), 120.
²Ibid..
CHAPTER II

REVIEW OF RECENT LITERATURE

Definition of Terms

In reviewing the literature on volunteer aides and their relation to the school curriculum and function, the writer found many definitions used by authors. Because of different viewpoints and the various types of aides, the writer would like to use the definitions of only a few authors as they will apply to this review of literature.

Rauch, in his Handbook For the Volunteer Tutor, defines a paraprofessional in the following way:

All personnel within the school who are not licensed teachers but whose services are used to relieve the teacher and other professionals of noninstructional duties or to give special help to children. The term is used interchangeably with subprofessionals. It may refer to both paid and unpaid people.1

Another definition of a paraprofessional that the writer feels applies to this review is "a paraprofessional will provide direct assistance to teachers in carrying through specifics of professional activities. These aides

under the supervision of teachers will tutor individuals or small groups of pupils in specific development."\(^1\)

The teacher aide was defined as "one who works directly with children either in a group situation or individuals performing supportive tasks that may or may not be instructional."\(^2\)

The school volunteer is any unpaid person who offers services to children in or out of school in a school-related program. Her purpose is to free the teacher so she can direct more time to individualized instruction.\(^3\)

In summary, it would be well to state that the aides, paraprofessionals, or school volunteers, as used in this review are all unpaid personnel from the general community, whose purpose is to help the school meet the needs of the children.

Development of Volunteer Programs

We have reached the stage where the paraprofessional or volunteer teacher aide has been accepted on a nationwide scale.\(^4\) "The idea of volunteering is nothing new to

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American institutions. It was part and parcel of our early pioneer societies, and it contributed largely to the seeding and growth of a democratic concept.\textsuperscript{1} School volunteer programs are now being set up throughout our country. The U. S. Department of Health, Education and Welfare has published materials for volunteer programs and the volunteer. The federal government can provide training and assistance to help develop volunteers' talents in areas where they can be of most use—where help is most needed. Volunteers can help get education back to the personal level and make sure that the learning process is a learning process for everyone. Because of this need for help the role of the paraprofessional emerged.

Rationale

The practice of using teacher aides in school systems has grown rapidly in the past decade and is still accelerating. This trend will continue as the pressures of new knowledge and an ever-increasing number of pupils force schools to seek maximum service from fully prepared and certified teachers.\textsuperscript{2} According to a national survey in 1969, one teacher in every four has the services of an aide.\textsuperscript{3}


After a five-year study in twenty-five Michigan schools it was found that the teachers with aides increased their time on lesson preparation 105 percent; recitation, 56 percent; and moving from desk to desk for individual coaching, 27 percent.\(^1\) Boutwell estimates by 1977 the number of teacher aides will be more than one and one half million.\(^2\) Criscuolo even goes so far as to say that we will need ten million tutors by the end of the 1970's.\(^3\) Why? Because of our urgent need of reading remediation and of our commitment for the 70's.

Teachers have finally realized that they can't do it, weren't doing it and they needed help.

Can one afford to do nothing or just wait around hoping for the skilled teacher to appear on the scene? The answer is an obvious "No". There are hundreds of thousands of individuals who need help, and the only persons who can offer this assistance are volunteer tutors. One must attempt to make the most of these dedicated people who have offered their services.\(^4\)

What then is the basic philosophy behind the volunteer teacher aide program? According to the Detroit Public School System:

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Our GOALS are simply to help those children who need our help! We can accomplish this by building a ladder of successful learning experiences in our program to help them meet better the academic and social problems they encounter every day. Our investment in each child can provide for him a more positive self-image based on greater self-confidence and improved competency.¹

The Los Angeles City Schools have stated that their main purposes for tutoring are to improve the educational achievement of the student, to better the student's picture of himself and to increase his life experiences. They add one more which the Detroit Public Schools did not include; that is, to widen the horizons of the student through his contact with a concerned, helpful, more experienced person.²

Both school systems emphasize that tutoring is not teaching. Tutoring simply provides the assistance and support which a concerned parent can and often does provide. Educators have agreed that those not trained for teaching can change a student's picture of himself and his attitude toward school.³

Another type of program is a school district volunteer program supported by funds provided under Title I of the Elementary and Secondary Education Act. Their basic objectives were to provide a more effective utilization of


²Ibid., p. 100.

³Ibid.
teacher time and skills; to establish a program allowing for more individualized instruction; to increase the attainment of educationally deprived students; and to promote greater school-community involvement.¹

The Volunteer Teacher Aide program is not a panacea for all problems in an educational system, but, it is an attempt to bridge the gap between school and community, child and teacher, achievement and potential.

Recruitment

When goals are established for the Volunteer Teacher Aide the community's resources must be utilized in the educational process.

Education has long been the business of the professional educators. However, during the past ten years, the educators have been receiving more and more assistance from people in the local community. At first it was mostly housewives, and students. Today it includes businessmen, retired citizens, and anyone else who has free time and is willing to share it with young people either to assist them in subjects with which they are having difficulty, to enrich them culturally, or to improve their self-image.²

It is important to realize that the volunteers are recruited from a variety of sources--through organizations actively involved in the school system, by other volunteers, by school principals, by teachers, or by learning of the

¹Lenore Sandel, "Organizing the Volunteer Tutor Program," Handbook for the Volunteer Tutor, p. 82.

school volunteer program from the newspapers, radio, television or from one of their friends.¹

The recruitment of volunteer aides ought to be confined when possible to applicants living within the school community. This is important as it opens up a communication channel of great mutual value. When the community understands and accepts the programs in the school and believes them to be good, support will be forthcoming. And the greatest resource in the community are the parents.

When parents participate in activities at the school, additional values accrue, such as additional adult attention pupils get when a parent listens to them read or check vocabulary, and the help a teacher gets when parents construct learning aids. These are important contributions for parents to make; a more important one may be that this kind of involvement is a parent's concrete demonstration of interest in the child's education. What a parent does is a far more effective communicative mode than a statement made without supportive behavior.²

"If you do not enable parents to make a positive contribution, they may contribute negatively. Let us all meet our challenge on the firmest foundation we can provide, that of working together."³

¹Volunteers in Education, p. 2.


Still another great reservoir of volunteers exists that is just beginning to be tapped. These are men and women who will be leaders of tomorrow, college students.

Responding to educators' calls for individualized instruction, especially in assisting those who are educationally disadvantaged or have learning difficulties, college students across the country have organized volunteer tutorial programs and supply many children with the additional motivation, reinforcement and personal attention necessary for learning.¹

The adult student volunteer brings to the classroom his own special expertise and interest. In addition to offering his services he brings a freshness and enthusiasm to the school that can serve to rekindle or ignite interest in the most bored students. Through close personal interaction with the pupil, the volunteer becomes aware of the child's individual emotional and academic problems and needs.²

When the community is involved with the school, the school will more truly belong to the community which it serves.

Criteria for Selecting Teacher Aides

What does one look for in a volunteer? In response to the question, the answer varies. One supervisor replied, "I'm looking for decent, sympathetic human beings who can


²Ibid.
relate to children. Personal qualities and characteristics that reveal an ability to relate to and understand children are far more important criteria than high academic requirements."¹ Since many of the jobs of the volunteer as a reading aide relate to children on a one-to-one basis then it is important that a real liking for children be evident. However, serious consideration must be given to the aide's ability to follow the teacher's plan and directions.

Bazelli states that because an aide does not require a great deal of specialized training, the selection criterion in education might be set at about the high school completion level.² Special talents, skills, experience and maturity should be weighed more heavily than formal credits, at least at the beginning. Some attention ought to be paid to the applicant's ability to articulate, and assume responsibility. Evidence should also be found relating to the applicant's freedom from serious physical and mental health problems.

Few who enter service as teacher aides have extensive training especially designed to prepare persons for the tasks performed by aides. Thus, the personal characteristics of applicants loom important. The characteristics usually sought by schools are: dedicated, compassionate, likes children, flexible, responsive to teachers, able to get along, and personable. A sincere desire to improve one's self, and to learn to perform the tasks assigned will put the new teacher aide in a favorable position for true service.³

¹Rauch, "Using Paraprofessionals as Reading Aides," p. 185.
²Bazelli, "Organization and Training," 207.
³Shank, The Paraprofessionals or Teacher Aides, p. 16.
In a survey of a private school system, the principals were asked what qualifications a teacher aide should possess. In the order of highest preference they appeared as follows: 1) interest and willingness to help out in a school, 2) clerical skills, 3) grade twelve education, 4) ability to work with children, 5) professional attitudes and, 6) refinement and courtesy.¹

Besides the qualifications desired in a volunteer teacher aide and as a source of personal information a written application serves as a criterion for selection. Included is the usual information such as: age, social security number, years of education, and number of children. Of equal importance should be an account of personal experiences of value in a school environment, and personal reasons for offering to serve as a teacher aide.² Sample application forms used by schools are included in the appendix.³

There are many different types of application forms for teacher aides. Some of the samples may serve as a point of departure for an administrator of the program who may wish to develop his own or revise an existing application.

²Shank, The Paraprofessionals or Teacher Aides, p. 13.
³Appendix, pp. 60-72.
The written application serves a two-fold purpose: 1) as a basis for personal interview; 2) as a source of personal data for those applicants accepted.

The value of a personal interview in the selection of persons applying for any position in schools is well known. Such important factors as voice, facial expressions, personal grooming, attitude toward children, sense of humor, poise, and physical size can best be observed in person. These factors are of prime importance for persons who will work in schools and have contact with children.

The personal data of the applicants will speak for itself. However, it would be well for the teacher aide applicant to think in terms of how she can best help, and state these aims in her application.

In addition to the interview it would be of value to take the volunteer teacher aide on a tour of the facilities. Introduce her to teachers and to other aides in the school. It is important that the teachers have some opinion in the selection of aides who will work closely with them.

Caplin also agrees with Shank that applicants are usually interviewed for placement in services that will be most enjoyed by them, and to which they can offer the best of their talents. Satisfactory job placement may well be the most important factor in retaining good volunteers.

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1 Shank, The Paraprofessionals or Teacher Aides, p. 15.
2 Ibid., p. 16.
4 Shank, The Paraprofessionals or Teacher Aides, p. 16.
Orientation and Training

Probably no other position in education is filled by such a broad cross-section of people from the general population. Nor filled by people of whom so few entrance requirements in terms of specific skills or academic preparation are expected. Thus, the importance of becoming educated for the tasks to be performed after acceptance for the position, is the more magnified.1

It is important for each volunteer to know what is expected of him or her at the very beginning. The coordinator of volunteers or the principal should discuss what the job entails. This can take place in the orientation program. The training program which follows the orientation is designed on the "How To" accomplish specific tasks and the development of such skills.

Orientation is designed to explain that the volunteer program involves all the resources of a community in the education of its young. Orientation also established relationships and roles of teacher and volunteer, of administrator and volunteer. The relationship must be one of professional educator and resource.2 This meeting is also designed for establishing rules to which all are asked to subscribe. It will lay the framework within which the project operates.

Training of the volunteer teacher aides must be very meaningful. The program must involve specialists who have a

1Ibid., p. 17.
new approach. Training manuals should be given to each volunteer to acquaint them with procedures. Lecturing should be kept to a minimum. On the job training will be more beneficial than just discussing the activities.

In summary, the writer would say that orientation is to acquaint the volunteer with the policies of the program, its procedures, goals and purposes. The training is what the job will take—what skills—how much time—who will supervise, and how to accomplish specific tasks.¹

A major goal of any training program, in testing a variety of approaches is to improve teaching methods for trainers, teachers, and aides to be used eventually with children. The hypothesis is that the methods for learning that the trainers, teachers, and aides find most useful for themselves will be the ones they transfer to the children.²

The training period for the volunteer aides varies from two weeks to three months.³ But, it is felt that it is more valuable if the training period is an intensive eight or ten hour crash course followed by submergences into service for at least a month with as much supervision as possible and then by periodic reinforcement with in-service training and workshops which are really talk-shops to talk out one's problems. Best results are attained when there is

¹Volunteers in Education, p. 36.
³Ibid., p. 51.
opportunity for reconvening one month after serving, and as frequently thereafter as possible.¹

Koretsky,² Rauch,³ and Nikolai⁴ state that the training should involve both the paraprofessional and the licensed personnel (teachers and supervisors) with whom they will be working. This enables all parties to get to know one another, and to sense the possibilities for working as a team. Emphasis should be placed on realistic, practical classroom situations, using demonstrations and role-playing as teaching techniques. Where possible, the use of multimedia and the analysis of audio and videotaped performances of classroom activities should be essential features of the training program. They further state that the school staff needs as much training or attitudinal orientation as the volunteer.

During the training period for the teacher and the volunteer aide a working relationship must be realized.

Fundamental to efficient use of teacher aides is a cordial relationship between the teacher and the aide serving with her. An understanding of their separate and coordinated roles is of prime import to this relationship. Teachers must be apprised of all relevant information about aides before the aides are assigned.⁵

²Ibid., p. 124.
⁵Shank, The Paraprofessionals or Teacher Aides, p. 2.
The classroom teacher who requests and accepts the services of a volunteer must recognize that a learning process for her volunteer will be involved. Volunteers must be encouraged to discover what it means to accept responsibility and to experience the satisfactions that are involved in doing so. The teacher might proceed to work with a volunteer in this way.¹

The first step is the establishment of objectives; the teacher should ask the volunteer to write out and bring in for discussion his own conception of the responsibilities, his interests, his abilities, which he considers to be primary as his volunteer assignment. From this statement a discussion evolves. The requirements of the job are set by the situation; they need not be seen by either party as personal requirements established by the teacher.

The second step consists of the volunteer deciding for herself the objectives which she feels are important for her to strive toward during a limited period of time. The purpose of this is that the volunteer takes an active part in defining the responsibilities of her job. Throughout the teacher guides and helps the volunteer, rather than assigning responsibilities.

¹Volunteers in Education, p. 117.
The third step will not take place until the expiration of the agreed-upon period for which the objectives have been set. During this time the teacher works with the volunteer in helping her reach her objectives.¹

It is difficult to lay out a specific set of instructions on how to work with volunteers; what to say to them when they report to work, what to say when they are serving in our school; how to greet them, how to express thanks and appreciation; what words you use in establishing communication between them and other volunteers, or between school volunteers and the school personnel; what you can say that will make them feel happy and useful. Even if instructions of that kind were possible, they would be worse than useless. It doesn't matter what words you use to say so—the feeling will come through.²

Crowther, Superintendent of Schools of Los Angeles, says, "Always give School Volunteers something meaningful and constructive to do, and praise them for their efforts and services."³

There are, however, a few general principles by which School Personnel can be guided. According to Crowther,⁴ they are as follows: 1) Continued participation for school volunteers depends upon reward. 2) School Volunteers must see the relationship of the service they do, however small,

¹Ibid., pp. 115-117.
²Ibid., pp. 117-118.
⁴Ibid., pp. 118-20.
to the total effort. 3) Volunteers must be made to feel the importance of their contribution. 4) The first efforts of a school volunteer must be simple enough to insure success. 5) School volunteers must have opportunities to grow and learn. 6) Volunteers must be encouraged to make as many decisions as possible. 7) Volunteers work best in a friendly, warm atmosphere. 8) School volunteers must not be taken for granted. 9) Keep school volunteers informed about developments in and about the school. 10) Care enough about your school volunteers to learn about their strengths.

The role of the volunteer in the school is a very important one. As the significant other in a helping relationship, a school volunteer can make a very valuable contribution to an educational program. The effectiveness of the volunteer, however, depends largely upon the skill with which the classroom teacher guides her.

The Volunteer Reading Teacher Aide

No matter how long the training program, it should be adequate for the volunteer to understand the techniques and materials of the reading program. A suggested list of basic topics is given by Rauch, and should be used for discussion during the training period.

1. The role of the paraprofessional as reading aides
2. The nature of the reading process
3. Why pupils fail in reading
4. Reading jobs of the paraprofessional
5. The fundamentals of reading
6. Encouraging personal and recreational reading
7. Classroom organization
8. Case studies and conferences

Some of the reading jobs of the volunteer aide are:
listening to a child read or tell a story; playing word
games with individuals or small groups; helping children
look up information; supervising work areas and committee
activities; directing remedial drill work; listening to
and evaluating book reports; playing games with children;
correcting workbooks for home assignments; preparing ditto
sheets or other materials to reinforce instruction. There
are many others but the writer wished to limit herself to
these.

It must be understood that the basic educational
principle behind the aide program is reinforcement. Rauch, Arcement, and Wielgal all agree that the aides do not teach.

1Rauch, "Using the Paraprofessional as Reading Aides," p. 187.
2Ibid., p. 188.
3Ibid.
4Sister Genevieve Arcement, "A Teacher Aide Program That
5Jeanne Wielgal, An Effective Teacher Aide Program
They reinforce what has already been taught or use a specific remedial drill for a special difficulty thus helping the teacher provide for individual differences.

Chapter III contains a variety of instructional activities related to reading. These activities may be used by the volunteer to reinforce the skills.

**Evaluation**

The last procedure which is essential to any training program for volunteer teacher aides is a systematic follow-up.

Ongoing supervision of the teacher-auxiliary team is a necessary component of a successful program. The administrator, counselor, coordinator, or the trainer-consultant in the school system also should supervise and evaluate the aide. Evaluation and feedback are essential for improvement and should be built into the program.

The test of a valid and effective training program is whether it is preparing teachers and aides to have harmonious working relationships and whether the teaching-learning process is facilitated. When the child is the focal point, which he is, then the goal of evaluation must be to improve the child's education, values, and attitudes.¹

The follow-up and evaluation report may support decisions regarding methods of instruction to be employed by teachers. It may also be essential for decisions regarding curriculum. Finally, there should be some basis for decisions regarding individual teacher aide reassignment, retention or release.²


²Shank, *The Paraprofessionals or Teacher Aides*, p. 79.
In summary, it would be sufficient to say that a well-conceived and appropriately executed evaluation of teacher-aide services is of value to the administrators, teachers and students because the information will be used for decision-making in the future plans of a much-needed and valued program.

Description of Existing Programs

"Satisfactory School Volunteer activity is the seedbed for growth not only of a democratic society but of an individual life."\(^1\) The activities of the Los Angeles School Volunteer program are planned by and for those citizens who are interested in doing something to make their own lives and the lives of children more pleasurable.\(^2\)

Within the past few years, federal agencies have begun to realize that career opportunities in an increasingly automated society will be found not in industry, but in human service. Accordingly, the government has begun to encourage programs which will establish new entry levels to careers in education. Such programs as the following are examples of what can be done in the light of present needs and resources.

The Los Angeles Volunteer Program

The Los Angeles City Schools Volunteer Program was established in 1968. The program was first set up with a

\(^1\) Volunteers in Education, p. 7.

\(^2\) Ibid.
recruitment committee. The function of the committee was not only to recruit but to carry out the why, who and how of a volunteer program.

There is more to the art of getting School Volunteers than may meet the eye at first glance. Successful recruitment campaigns need more than a company of willing souls with time and inclination to get the job done, although those elements are important.¹

After recruitment, the Los Angeles City Schools set out on an intensive orientation and training program. During the training period tutoring tips were given which emphasized purposes of tutoring, commitment, and general tips for the aide. In-service training as well as everyday evaluation is part of the program.

In 1969, the Los Angeles City Schools further developed their Volunteer Teacher Aide program by preparing and giving training in the utilization of volunteers and their services.

What keeps the Los Angeles program working after four years? Interest in their community, interest in education and a great desire to help.²

The Detroit Public Schools

"They're worth your time," is the theme for the Detroit Public Schools. A definite guide was set up for the purpose

¹Ibid.
²Ibid., pp. 100-4.
of providing volunteer aides with some basic principles, as well as some specific techniques which will help them in their work to better education. The main goal of the Detroit Public Schools was simply to help those children who need help.1

Guidelines were given for all subject areas, and ways to help individual students were presented in training programs. Thus, the core need was the improvement of academic skills. "But, as time went on it became apparent that a set of satellite needs existed with implications beyond success in school, and that alleviating these needs is central to the goals of tutorial activities." 2 The people of Detroit felt the youth of their city were truly worth their time. The program itself has its own director, and the operation of the program is financed by Federal Funds with its emphasis on training of the volunteers. The worth of the program speaks for itself.3

The School Volunteer Project in Boston

The Boston School Volunteer Project began on March 14, 1966. Twenty-eight volunteers were the nucleus for a growing program. At the end of three years the School Volunteer Project emerged as a vital part of the Boston school system. "A total of 453 volunteers served in varying capacities--

1Ibid., p. 57.
2Ibid., p. 99.
3Ibid., p. 100.
generally once a week but often twice and occasionally only once a month--but always serving with great verve and excitement, and generally received with appreciation and more than passing interest."¹

In the Boston School Volunteer program a whole different mode of educating different kinds of student emerged. The program became another arm of the school system from the very beginning.

The operation of the volunteer program is funded by the Federal Government. The government recruits the volunteers, trains them and organizes the program in the city of Boston.²

In conclusion the School Volunteer Project of Boston possesses the potential for changing vastly the educational system of this country. It is not claiming that the volunteer movement alone can reform education, but it can stimulate fundamental reform. "Every human resource must be utilized to the fullest if we are to survive as a nation and to extend our way of life as a functioning democracy."³

The Volunteer Program of Winnetka

The Volunteer program of Winnetka is an independent community agency charged with a twofold responsibility: (a)


²Ibid.

³Ibid., p. 127.
to fill requests from community agencies and school for qualified and responsible volunteers; and (b) to find jobs for members of the community who wish to give of their services.\(^1\) The philosophy is that members of the community can and should be an influence on the established institutions.

The operation of this program is now in its twelfth year. And it has shown that it can take the responsibility for promoting community involvement.

The Volunteer agency headed by a staff make careful evaluations of the volunteer's capability, personality, interest and availability. The agency retains the right to accept or reject a volunteer and to participate actively in training a volunteer for the service he will be performing.

The volunteers of the Winnetka plan perform in the following roles: 1) serving as a seminar leader, 2) working with individual students, 3) preparing instructional devices, 4) developing projects with an entire class.

The rewards to the volunteers in this program are invaluable. "His own zest for learning increases, and he comes away refreshed and reassured that the new generation has vigor and creativity which it will need so much in shaping the world of tomorrow."\(^2\)


\(^{2}\)\textit{Ibid.}, p. 709.
Evaluation of Programs

The volunteer teacher aide program in New York has been in operation since 1964. Out of this plan grew the National School Volunteer Program which established eighteen School Volunteer programs throughout the United States. The success of the programs can only be measured by the continual growth of such organizations.¹

In the New York public school an evaluation of teacher aides was made by the Institute for Educational Development. The results were as follows:

The aide's impact on pupils was gauged by interviews with almost 200 small groups of children. About 90% of elementary pupils said they enjoyed coming to school more now that the paraprofessionals were there. About 90% said paraprofessionals helped teach them to read and almost as many said they liked to read more as a consequence; 75% said aides helped them with homework.²

It should be obvious that remarkable changes and innovations have been taking place in American education as a result of the input of the community at large--interested parents, private foundations, the federal government, and American business and industry--as well as by professional educators. As with virtually every other aspect of our lives, change is occurring at a fantastic rate. To what extent then is America achieving her destiny?³

In summary, if the volunteer program and the volunteer aides have reached the lives of students, then has not that program or aide been of real value?

Utilization of Teacher Aides in Preparing Materials

Schools presently are utilizing more than 100,000 paid and volunteer aides. Utilization of aides has helped give teachers time to teach; time to do what they were educated to do.¹ This means that some students are able to have their learning problems more carefully analyzed and effectively treated; teachers are now giving more individualized instruction. In the effort to meet individual needs the teacher has turned to a wide variety of interesting materials at all grade levels, and with purposeful activities, in order to give pupils the satisfactory experiences in which skills are developed and maintained.² The volunteer aide can render much assistance to the teacher in preparing and using such activities to individualize instruction and meet needs.

Many successful reading teachers create exercises, activities, games and other materials specifically for their own class knowing the needs and personalities of their students, they prepare materials tailored to individual classes and students. They develop sequence of exercises in those reading skills in which they know their students need additional practice. Often such teacher made materials prove more effective for some classes than published materials.³

³Ibid., p. 851.
Costly instructional materials are not necessary. With appropriate instruction, tutors proved capable of developing and creating materials uniquely appropriate for their children.¹

Volunteer teacher aide made materials can help stimulate children's thinking and enhance their learning as well as provide variety. "Children need to be exposed to experiences beyond the textbook. Materials should be used that are encountered daily throughout our lives."² Made materials provide a ready means for motivation. DeRoche suggests such materials as newspapers, magazines, catalogues and telephone directories can be used as meaningful activities.³

Specific Objectives

It has already been stressed that volunteer aides for the most part are not trained teachers. Therefore, the diagnosis of a student and his needs can only be taken care of by the classroom teacher, a reading specialist or a qualified person. It will not be discussed here how the evaluation of a student's need will be done. However, it must be mentioned that the student in coming to the aide will have an evaluation card listing the skills that need


³Ibid., pp. 1-18.
attention. Records insure that some students can be helped by more than one aide. Records also inform the classroom teacher of children's progress. Samples of record cards will be found in the appendix.

Because a volunteer works with a child on a one-to-one basis, stress should be laid on the imaginative presentation of materials and on motivating the child to verbalize and read. "Materials used must be selected with specific objectives in mind. After pupils' needs and deficiencies have been pinpointed through evaluation, then materials must be selected to meet individual needs." 

Purposes of Games

Games provide a way of giving pupils stimulating interesting practice on certain words or skills. Some of the skills of reading instruction which can easily be reinforced by the use of games are: 1) listening skills, 2) word recognition skills, 3) comprehension.

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2 Appendix, pp. 60-72.

3 Volunteers in Education, p. 27.


5 Florence V. Shankman, "Games Reinforce Reading Skills," The Reading Teacher, XXII (December, 1968), 262.
The teacher who uses reading games successfully is one who knows his students as well as the games. He knows which skills each student needs to learn or have reinforced, and he can select the appropriate game from his wide repertoire.¹

No reading class should be without a variety of reading games. . . . when a pupil needs extra practice on a specific skill, it is often possible to find a game that will give this practice. In this way, games may be used as a substitute for much of the drill on words and skills. However, reading games should not be played indiscriminately just for entertainment, or be used as busy work to keep the children occupied. They should be played whenever extra practice is needed or specific words or skill, and they should be chosen to meet specific needs.²

Shankman states that while games give practice in reading skills, one must be aware of their limitations.³ Are they busy-work or play activity? It is difficult to evaluate the effectiveness or value of the games. Therefore, in preparing games careful attention is needed in skill development.

Shankman⁴ and Slobodian⁵ agree that the volunteer aide or teacher assist the students in developing original games, riddles or puzzles to aid them in reinforcing reading

¹Jane J. Slobodian and Herbert Haffner, "Using Games for Reading Improvement," Reading Improvement, VIII (Fall, 1971), 52.
²Gilliland, Materials for Remedial Reading, p. 165.
³Shankman, "Games Reinforce Reading Skills," 263.
⁴Ibid., 262.
⁵Slobodian, "Using Games for Reading Improvement," 52.
skills. Games are never to be considered a bag of tricks, but a means to an end. A good aide or teacher is aware of why a particular game is appropriate and how it will meet the needs and interest of the individuals or groups using it. If games are kept interesting and challenging, they can contribute a great deal.

Why should a volunteer aide be utilized in preparing and using games with students? Because for the student who has met so many failures in his reading experiences it becomes a new way to learn and builds a better self-image.

The name of the game is fun in learning, but more important the name of the game is purposeful learning. The name of the game is teaching with understanding and using games purposefully to accomplish understood goals. The name of the game is changing attitudes of students through understanding of the purpose and use of games, not "conning" students by providing fun as an enticement for learning. The name of the game is total involvement of teacher and student directed at use of games for both recreation and establishment of improved learning strategies. Ultimately, the name of the game is hope, hope for those students who have felt frustrated and beaten in the search for successful experiences in learning.¹

Summary and Conclusions

In this survey of literature the concept of volunteer programs, with respect to its rationale, existing programs and utilization of teacher aide made material was reviewed.

The benefits of Volunteer Teacher Aide programs has been one of the reasons for its growth in our American schools.

¹Ibid.
Programs have been set up throughout our country with the goals for recruitment, selection, orientation and training. The utilization of the volunteer teacher aide has helped to individualize instruction. The teacher is free to do a more thorough job of instruction. The aide is utilized in preparing reading materials and using them in small group situations to reinforce reading skills.
CHAPTER III

TEACHER AIDE-MADE GAMES TO BE USED BY THE PRIMARY CHILD AS A REINFORCEMENT OF READING SKILLS

Introduction

Chapter III will list game type activities for reinforcing reading skills. The objective of this study was to find activities the volunteer teacher aide could prepare and use on a one-to-one basis or in a small group situation.

This chapter will be divided into three major headings: activities for building listening skills, activities for building word recognition skills and activities for building comprehension.

Activities for Building Listening Skills

Listening habits must be established early by consistent practices in purposeful listening. Listening is the basis of all learning. With these points in mind the writer concentrated on developing listening powers through instructional games.

Hide Your Eyes. Children cover their eyes and identify another pupil by listening to the pupil speak.
Match Me. The teacher aide says a key word such as "cat". Each child tries to think of a word that begins with the same sound.

I Built a House. The first player names an article in the house, such as a hammer. Each child must name an article with the "h" sound.

Riddles. A child or teacher aide describes something without giving its name. Use the first person. Example: I am yellow, pigs like me, I grow tall, I am ____.

Speech Detective. To teach listening for a particular sound, emphasize the sound, such as long "i" in "line", "kind", "bite". Then say "You are to play detective and every time you hear this sound, you are to clap." Then read a group of sentences with the long "i" sound.

What Is It? Have children close their eyes. Drop an assortment of objects on a desk. (Pencil, penny, quarter, ruler, etc.) Children try to identify each object by the sound it makes when it hits the table.

What Do I Hear? Have children close their eyes and listen for 15 to 30 seconds to all the noises whether inside or outside of the room. Then have them list them.

Records. Use a record which demonstrates the sound of different musical instruments. Children try to identify each of the instruments.

Listening Walk. Take a walk around the block and try to listen to all the different sounds.

Baseball. This game may be played with two teams. Draw a diagram of a baseball diamond. Place a letter on each base. The first batter of team A starts with the letter in the box at first base. He is asked to give a word ending with this letter, for instance, leaf for the letter "f". If he can do so for each base, a run is scored for his team. If he fails on any base he is out. When the team has three outs the other team gets a chance to bat.

Listen, Don't Peek. The children close their eyes. One child performs an action that has a distinctive sound, ring a bell, knock on the door, beat a triangle, beat a drum, pour water into a glass, and so on. The group listens carefully and tries to identify the sound. What words can pupils think of that best describe each sound heard?

Which One Is It? Tap desk with finger tips and with knuckles—have children watch and listen—close eyes. Tap finger tips
or knuckles and have children tell which. Tap blackboard with pointer and with chalk--have children watch and listen--close eyes. Tap blackboard with pointer or chalk and have children guess which. Wrinkle or tear paper--have children watch and listen--close eyes. Tear or wrinkle paper and have children tell which. Tap toe or heel and have children tell which.

**Rhyming Words.** Take a piece of tagboard 12" x 8". Paste pictures of rhyming words in rows of five pictures to a row. The child is to find and place a button on the other picture in the row that rhymes with the first picture. This same type of game can be used with blends, vowels, prefixes and suffixes.

**Throwing the Ball.** A child throws a ball and says a word. The child catching it must give a word with the same vowel sound. Initial blends may also be used.

**Animal Sounds.** The teacher aide gives the sound of an animal and the child guesses the animal. Reverse the procedure for variety.

**Learn a Sound Game Box.** (A shoe box or other similar type box may be used for this activity.) Make a collection of objects which contain the same sound at the beginning or at the end. Say the name of each object as child listens. Have child repeat the name of each object after you. Ask child to listen to the sound and where it is heard in the word. Mix in objects which do not belong. Have child select those objects which belong to the group.

**Scrapbook of Sounds.** Have the child collect pictures of things beginning or ending with the sound being learned. Write the capital and small letters which represent the sound at the top of the page. Write the name of each picture beside or under the picture which is pasted on the page. When finished, they may be put together to make a scrapbook.

**Travel.** I'm going to Montana. With me I shall take a bag. What other things can I put in my bag that begin with the same sound as Montana? Substitute other sounds so that the game may be adjusted to the child's needs.

**Finding Non-rhyming Words.** The teacher aide pronounces a series of words that rhyme and one that does not rhyme. The children clap their hands when they hear the non-rhyming word. For example, the teacher says, "Right, fight, light, see, might." Sometimes the children may be asked to listen a second time.
Bird, Animal, Fish. The group sits in a half-circle with one person facing them. He starts the game by saying, "Bird, animal, fish-animal" and counts to 10 before pointing to one of the players. This player tries to say the name of an animal before the pointer gets to 10. If fish is said, the person pointed to must name a fish or if bird, he must mention a bird. When the person pointed to doesn't say the name before 10 is reached, he takes the pointer's place.

I Pack My Bag. One child starts the game by saying, "I pack my bag and in it I put apricots," or anything else that begins with "a". The player on the right says, "I pack my bag and in it I put apricots and buns." The next one to the right repeats what they have said and adds something that begins with "c". Each tries to remember what all the others have said down through the alphabet. The child who makes a mistake gets a black mark. The winner is the one with the fewest black marks at the end of the game.

Do As I Say. The children sit in a group with the leader facing them. The leader starts the game by pointing to his chin and saying, "Chin, chin, chin," and then suddenly switches, pointing to another feature such as his eye but continuing to say,"Chin." The group must point to what the leader says and not to what he points. As soon as one of the players makes a mistake, he is the leader.

Simon Says. One person is chosen to be Simon and he gives the orders: "Simon says, thumbs up, Simon says, thumbs down, Simon says, thumbs sideways," with the group following his directions. But if he gives a direction without starting with "Simon says," the group is not supposed to follow the command. The first person to make a mistake takes Simon's place.

Curious Traveler. The teacher aide begins by telling the children that each of them is going to be a "Curious Traveler". The teacher then gives the following directions and the children act them out: "The traveler stood up. He looked to the North. He looked to the South. He looked to the East. He looked to the West. He then turned around and faced the North. Then the West. Then the South. Then he stood on tiptoe to see over his neighbor's shoulder. He smiled at what he saw and sat down.

Listen to the Spelling. The teacher aide assembles a class or group by asking the children to gather in response to hearing their last names spelled. It could also be used by spelling objects in the room. Caution: Always say "capital" before spelling a name.
Tell-A-Tale. Materials needed: a strip of oak tag for each child, on one side of which letters are arranged from left to right to make the caption True Tale. On the reverse side are letters arranged from top to bottom to read Tall Tale. The children are directed to listen while a member of the group tells a story. If a listener believes this to be a true story, he puts in place on his desk the caption True Tale. If a player recognizes it as a tall tale, this is indicated by displaying the Tall Tale caption. If the speaker rambles from one type of story to the other, listeners are to place a hand over the caption. (When this occurs the teacher asks the speaker to finish in one sentence and the games moves on to another "teller").

Test Your Listening. The teacher aide reads a story, or a paragraph. It can be taken from a reader or a library book. Questions are then asked to check listening skills. Ask questions for main idea, details, sequence or for character descriptions.

School Guide. One child pretends he is a stranger and asks another child "Where is the library?" The second child responds, "Go up the nearest stairway to the second floor. Go to the end of the corridor. Turn left. The library is the first room to the right. The room number is ______." Other places may be used in order to listen to understand and give clear, concise directions.

In summary, it should be recognized that the listening games mentioned are not to "sugar coat" education but to provide interest and motivation for learning. The games are not played just for fun but are employed to help pupils learn certain basic skills. It is apparent that listening cannot be taught in isolation—that is, the pupil must listen to or for something.

Activities for Building Word Recognition Skills

The most vital and significant aspect of learning to read is the recognition of words. A good reader is versatile
in his methods of determining the pronunciation and meaning of unknown words. He tries one method after another. The teacher needs to help students master word recognition techniques, such as context clues, phonetic and structural analysis principles, picture clues, configuration aids, and the dictionary. This section of the paper is devoted to developing word recognition skills through instructional games.

**Spin the Magic Wheel.** Cut a circle 6" in diameter. Around the outside of the circle place consonant letters on either side of a cutout window. Make a second circle with vowels written so they will be visible through the window of the first circle. The object of the game is to turn the second circle and make new words.

**Find the Picture.** Distribute a pack of cards to each child. The cards should have pictures of objects or forms from simple to very complicated illustrations on them. The children are asked to match like cards. After they have completed matching their pack of cards the teacher or the leader should ask how the pictures are alike or different.

**Treasure Chest Game.** Make a treasure box. (Use shoe box). Write beginning sounds on cutout "gold pieces" and put them in the treasure chest. The child chooses a cut-out object, takes a gold piece from the treasure chest. If he can match the beginning sound with a gold piece he may keep the treasure. If he cannot he must put the treasure back in the treasure chest.

**Alphabet Game.** Print all the letters of the alphabet on a number of small cards, one letter per card. Three or four of each of the vowels should be included. All the initial blends like gl, tr, et cetera may be included. Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one
for each card collected and ten for each word spelled. Each card should be used only once in spelling a word.

Word Golf. Nine packs of 10 cards each (2" x 3") to represent the 9 holes of a golf course. Words from the children's reading vocabulary may be printed on these cards. One player and one scorekeeper are needed. The object is to get a low golf score. The player takes Pack I and holds the cards face down after shuffling them. He then takes a card from the top of the pack, plays it face up and reads it. If he cannot read it correctly, the scorekeeper marks a 1 on his scoring sheet. The player continues to turn the cards face up and to read them. The number he has read incorrectly is his score for the first hole of the golf game. He continues in this manner through the 9 packs, trying to get as small a score as possible. The pupil may keep a chart of his golf game and in this way he can compare his scores and watch his progress.

Prisoner of War. Place on each of 45 small slips one word having a suffix which has been studied. There should be 9 words having different roots but the same suffix (nation, completion, action), 5 sets in all. Two children place all slips face down on table. One player selects a card, reads the word and places it in front of him. The next player does the same. Whenever a player sees a set developing in front of his opponent which has the suffix similar to the one on the word he has just selected and read, he may claim the entire set from his partner to a position in front of himself. If he cannot read the complete set which he is trying to capture, he must forfeit the one card he holds belonging to that set.

I Spy. Here is a device for skimming and for the enlargement of vocabulary. The teacher may say, "I am going to give you something to look for." As soon as you have found it, say "I Spy" and point it out with your finger. The word I want you to find is near the middle of page 82. Find the word "obtain". Difficult or striking phrases may also be hunted out and read in this way. As soon as the word or phrase has been discovered, it is well for the teacher or children to duplicate the thought content with a synonym or phrase in order to teach word meaning through context.

A Phonetic Game. Small groups from two to six may play this game, using a set of cards with words that illustrate the long and short vowels. Each player is dealt five cards. The rest of the set is placed face down in the center of the table. One card is placed to the right of the center pile, face up. This is the discard pile. Each player tries to build a book of three word cards having the same vowel sounds. As each player takes his turn, he may either draw from the center pile
or, if he sees a card on the discard pile which he can use, he may take it. If he has a card which will not help him build a book, he may discard it on that pile. When he has built a book, he raises his hand. That means he is ready to read his three words. If he reads them correctly, he may lay that book down. The player getting the most books wins. This game may be used for reviewing initial blends, consonant blends and rhyming endings.

Finders. This game is played like "Bingo". Each player has a card marked off into 25 square blocks. A word is printed in each block. Words are printed on a small pack of cards, each the size of a block. The leader shows the words one at a time. The pupil who has the displayed word on his card raises his hand, pronounces the word, points to it, and is given the small card, which he places over the matching word on his card. The pupil who has five words covered in any direction is the winner.

Find a Picture. Collect a supply of old magazines which may be cut. Prepare a set of picturable statements, one statement to a card. Scatter the cards face down on a desk or put in a large box. There may be two teams. Each player draws four or five cards. He then hunts through the old magazines to find illustrations for the statements he has drawn. He cuts out the illustrations. If he finds none, he may draw a picture himself. When one member of a team finishes, he may help another member. The team that illustrates all of its statements first, wins. Example: The dog was looking through the fence.

Make a Story. Cut stories up into single sentences. Put each story into an envelope. Write the following instructions on the outside of the envelopes. "These sentences are mixed up. Arrange them to make a story." The envelope may be given to individuals or to partners. If used as a competitive game, use copies of the same story, or stories of equal length. The player or players assembling a complete story first, wins.

Card Drawing. Print on cards words needing practice. Place the cards face down on the table. Children in the group take turns drawing cards, reading the words printed thereon. If it is misread, a card is returned face down to the bottom of the pack. The winner is the person with the largest number of cards when the stack is gone.

Finding Partners. The teacher aide distributes to half of the class cards bearing word families, and to the other half of the class cards bearing consonants or phonograms. The children with the consonant and phonogram cards walk around
among the other children to see if they can make a word by combining their cards. When a word has been made, the child says, "We made ______ with our cards," until the entire class is paired.

Card Calling Game. On 3" x 5" cards, print words with different vowel sounds, such as "pig", "hat", "wig", "cat", "ran", "sat", "big". Shuffle the cards and give four to each child. A small pack should be left face down on the table. The first player reads a word from any of his four cards. If another player holds a card that contains a rhyming word he must give the card to the player calling for it. The next player receives a chance to call any of his words. When a player fails to get a card from any of the players, he may draw from the pack on the table. If he still fails to get a rhyming word, or if he cannot read the card he has chosen, he must discard the card he called. The player with the most cards at the end is the winner.

Configuration. Cards are prepared containing words which have the same general appearance. (The words may be selected from those with which the children are having configuration difficulties.) Each word appears on two cards. The children are given the cards and asked to find the pairs of words exactly alike. A score may be kept of the words correctly paired.

Endings. Using a circular piece of oak tag, the teacher prints words (nouns, adjectives, or verbs) around its circumference. At the center she affixes five long strips of oak tag, each shaped like the large hand of a clock. Each of these hands bears an ending, er, est, ed, s, and ing. The teacher points to a word and asks the child to select one of the endings on the pointers (or hands) which can be added to the word and make a good word.

With this device, the teacher gives a sentence to the child, using one of the words on the chart, but not in its proper form. The child must select the ending for the word which will make it correct.
Football. On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the word on the first card. If he reads the word correctly, he moves the ball ten yards toward the goal. If he reads it incorrectly, it is considered a fumble and the ball goes ten yards toward his own goal. When a child crosses the opposite goal line, his score is 6. If he reads the next word correctly, he adds one point to his score.

Spin the Platter. Use a large oak tag circle. Around the outer edge paste or staple six or more pictures; apple, chair, house, table, horse, book. (No. 1 illustration below.) Attach a large pointer to the center of the platter so that it spins easily. Print the several sets of corresponding cards and give each player a set. Each player in turn spins the indicator and must find the word from his stack that describes the picture where the indicator stops. Variation: Use words instead of pictures as in illustration No. 2.

Mother Goose Game. How many words can you make from the letters found in the words MOTHER GOOSE? Perhaps this clock diagram may help you. Begin anywhere on the clock and mix up the letters.
Card Match. Make sets of vocabulary cards built around categories (wheels, clothing, shopping) to meet individual needs. Put a picture of the object or action on one side on a card and the word on the opposite side. On another card of similar size put just the word. Have the student match word cards with picture cards. This matching activity is self-instructing. The student can check his responses by looking at the words on the back of the picture card.

The Telephone Game. Collect old telephone books. Using the white pages for alphabetical order, ask the following type questions. "Mrs. Margaret Black's number is listed before and after ______. Which names?" "If you are looking for Robert Smith's number would you find it before or after Louis Smith's?" "If you are looking for Harold T. Jones' number would you look before or after Harold M. Jones?" Add other questions.

Try the Yellow Pages. Ask such questions as "Under which main heading might you find: a) a door to door milkman? b) specialists in swimming pool lighting? c) a health salon? d) Chinese carry-out food service? e) a cab to take you to the airport?"

Newspaper Man. Have the children bring old newspapers to school. Cut out words from various headlines. a) make synonym-antonym games. b) match them to pictures. c) make sentences.

Comic Strip Game. Select a non-continuing strip such as Peanuts or Nancy. Cut each frame and mount on cardboard. Have the child place the cards in correct sequence. To self-check, a word can be written on the back (one letter on each frame). Adapt the comic strip game to cover the captions within each frame. Have the child fill in his own words.

Nine Pins. Begin with a 9" x 12" sheet of paper on which are fastened colored circles about an inch or an inch and half in diameter. The colored circles should be fastened with a brass fastener or a staple so that a slip of paper may be placed underneath it. A word should be printed on each colored circle and a numerical value from 1 to 10 written under each circle. The words used may be those a child is having difficulty with in reading or words which closely resemble each other and cause confusions. A set of small cards is made on which are printed the same words which appear on the colored circles.

Two or more people may play. All the small cards are placed face down on the table. The players take turns selecting a
card and placing it under the colored circle it matches. Score is kept by keeping track of the numbers under the circles. A player must say the word to get credit for it. The winner is the person with the highest score.

Parchesi or Monopoly. Make a two inch margin around a rectangular piece of paper. Divide the margin into spaces in which words needing drill are written. Corner spaces may be used as penalties or rewards as: Move back four spaces. Go to jail. Take another turn. Make a disc of numbers with a spinning arrow to indicate the number of spaces to be moved. A child spins the arrow and moves the number of spaces indicated. The words are read as he moves. If he does not know a word, he must remain on that space until his next turn. The child first completing the way around the board wins. This game could be adapted to giving practice in blends and initial sounds by placing letters and blends on the spaces instead of words. The child makes his way around the board by thinking and pronouncing words beginning with the letters or blends.

In summary, it would be well to state that developing independence in word recognition is one of the most important goals of reading instruction. Since this skill is the center of the reading act, one might well say that it is the most important goal in the primary grades. A child who is inefficient in word recognition cannot expect to be efficient in the area of comprehension. The word recognition games suggested should be employed only where they are appropriate for the realization of specific educational goals. Experience indicates that instructional games do make substantial contributions to pupil learning when the teacher or aide selects and uses them wisely.
Activities for Building Comprehension Skills

It must be realized that the end product of an effective reading program is getting pupils to grasp the meaning of the words which they perceive. Unless a child understands the printed word his reading becomes a mechanical process and is of little use to him in his everyday life situations. Understanding what he reads is called comprehension. Comprehension is a blanket statement. It must be thought of as a global term; it is a process made up of a composite of skills. These skills include reading for details, reading to get the main ideas, differentiating between facts and opinions, reading to summarize and organize, reading to follow directions, reading to predict outcomes, reading to note sequence of events, and reading to understand charts, tables, maps and graphs. Since comprehension is so important in the reading development of children, one should employ every avenue of learning. The following section contains a sampling of teacher-made games to help develop skill in comprehension.

Add a Word Game. Divide a tag board into four columns. Write the first three words, leaving the last space blank. In a separate envelope have the fourth word for each classification. Classification may be color, people, transportation, animals, clothing. The child should then proceed to put the right word in the fourth space.
In the Woods, at the Circus, or at the Farm. Designate one corner of the room as the Woods, another as the Circus, and still another as the Farm. Each child is given one of the following words:

<table>
<thead>
<tr>
<th>Circus</th>
<th>Farm</th>
<th>Woods</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>chicken</td>
<td>butterfly</td>
</tr>
<tr>
<td>lion</td>
<td>calf</td>
<td>owl</td>
</tr>
<tr>
<td>giraffe</td>
<td>pig</td>
<td>rabbit</td>
</tr>
<tr>
<td>tiger</td>
<td>hen</td>
<td>woodpecker</td>
</tr>
<tr>
<td>kangaroo</td>
<td>sheep</td>
<td>caterpillar</td>
</tr>
<tr>
<td>zebra</td>
<td>lamb</td>
<td>wolf</td>
</tr>
<tr>
<td>elephant</td>
<td>goose</td>
<td>deer</td>
</tr>
<tr>
<td>clown</td>
<td>cow</td>
<td>toad</td>
</tr>
<tr>
<td>ostrich</td>
<td>duck</td>
<td>grasshopper</td>
</tr>
<tr>
<td>camel</td>
<td>goat</td>
<td>snake</td>
</tr>
<tr>
<td>bear</td>
<td>horse</td>
<td>squirrel</td>
</tr>
</tbody>
</table>

The teacher aide then says, "Boys and girls, look at your cards. If you do not know the word written on it I will whisper it to you. Think carefully. Would you see what your card tells you about? Does it tell something about the farm, in the woods, or at the circus? Now we shall play that these cards are tickets to take us to those places. When I clap my hands the first time all the children who have tickets to the woods, run to the woods." (Clap hands and children run to the woods.) "When I clap my hands again all those who have tickets to the circus run to the circus corner and stand. The third time I clap my hands those who have tickets to the Farm, run to the Farm corner. When I clap my hands three times, everyone runs home." (Children return to seats.) Then ask children what they saw in the corner where they were. Example: I saw a caterpillar in my corner (woods).

Big Business. Let the class pretend that here are four or five big "businesses" in your room. One company is "owned" by four or five children. Each company wants to advertise what it sells. For example, one firm sells bicycles. From old magazines, the "owners" gather pictures of bicycles. Then they plan how their ad will look in the newspaper. They first make a copy of what they want to say and how they want
the pictures placed in the ad. Then they paste the cutout pictures on a sheet of newsprint, and either print the advertising words or hunt for them in old publications and then paste them with the pictures. Display the ads on the bulletin board.

Scavenger Hunt II. If the children all have the same edition of a newspaper, write a list of objects on the board which can be found in some of the newspaper pictures. Ask the children to find the picture and the page on which the object occurs and then report his findings to the class. Variations:

1. Let one half of the class find and list the objects on the board, while the other half of the class finds the pictures of the objects in their newspapers.

2. Lists of words are given to each pupil. Objects or pictures denoted by the words are placed around the room. The children look for the pictures or objects that match the words on their list. The first child to complete his list wins. (Pictures or objects may be given to the children, but the word cards are scattered about the room.)

3. The class is divided into teams. Each team is given a list of words. Each player in turn finds one thing on the list and passes the list to the next child on his team. The rest of the team may give no help to the hunter. The first team to complete the list wins.

Want Ads. Ask the children to bring in a previous day's newspaper. Each pupil should have a copy of the same edition. Suggest to the class that they look at the advertisements in the classified section and examine closely the ad's content. Let each pupil pretend that he is going to sell some object he owns or that he wants to buy something. Then ask each child to design and make a classified ad to put in a class newspaper.

Who Am I? Two groups each choose a character to portray. This should be a figure in a story which everyone has read recently. Team 1 acts out the character and Team 2 guesses. Team 2 is allowed to confer and decide on their answer. After the character's name has been guessed, the teams reverse roles. The team or group with the greatest number of correct responses wins. Variations:

1. Several names for the character can be given. The opposing team chooses the correct answer from this list.

2. Occupations, animals, or story locations can be used to vary the subject of the game.
Rescue the Princess. Eight players line up at the back of the room. A "princess" is in the "tower"—six steps away. The teacher aide gives questions and multiple-choice answers to each player in turn. If the player responds correctly, he may advance one step. The first one to reach the princess releases her. Variations:

1. Play with two teams of eight children. After a child from each team gives the correct answer, the entire team moves up a step. Each team member has a chance to answer the questions. The first team to reach the princess wins.

2. Use questions pertaining to the order of events with contestants required to arrange them properly.

3. Test sensory impressions with questions such as "Jane (felt, smelled, saw, heard) the fire siren."

Search for Treasure. This game requires two teams. Show, on duplicated sheets or on the chalkboard, a number of sentences from a story. Each sentence is missing one key word. The teams search for the answers in their reading books. The first team to find all the missing words wins.

Keys to a Word. Mount a large picture on an easel or bulletin board. (Or, use the opaque projector.) Describe something found in the picture. The team that names the object first wins a point. Keep team scores.

Riddles. Prepare a number of riddles to read or show. Pupils guess the answers by using the facts given in the riddle. For example, "I have yellow feathers and I can fly. I sing. I was in a story. People liked me. Who am I?" Select someone to keep a record of the correct guesses. Variation:

Put the riddles on separate sheets of paper with a choice of answers. Give one to each child to read silently and then answer aloud with the correct response.

How Does the Story End? The teacher aide reads a story to the class which has been divided into several groups. She stops at the climax, giving a different clue to each group in the form of a word, a picture, or an object. Each group then acts out or pantomimes the rest of the story, using the clue to develop their solution. Humorous stories may be very effective. Variations:

1. Read parts of several recent stories to the groups. Each group picks one story and pantomimes only the ending of it.

2. Divide a story into sections, letting each group act out one section.
I Remember Who. Line up two teams and let each team member answer in turn. The teacher says, "I remember . . . (the teacher aide mentions an event in a story recently read by the class). Do you remember who?" The child must name the character involved in the story incident. Alternate questioning between the teams. The team with the most correct answers wins. Variation:

Reverse the responses by having the teacher aide give the character and the child describe the incident.

Finish the Thought. Prepare several sentences from a story recently read by the group. For this game, read half a sentence and then call on a pupil to finish the thought. Each child who gives a correct answer receives a point. If, after several attempts, no one says the correct answer, let the children find the reference in the story.

Question Drawing. Prepare on slips of paper questions and multiple-choice answers about stories recently read by the pupils. Place these in a box. One child selects a paper from the box, reads it aloud, and then answers the question from the choices given. Let the pupils take turns drawing from the box. Variation:

Teams are chosen who prepare their own questions and multiple-choice answers for the other team. Be sure they make the questions appropriate for the grade level.

Hunting Expedition. Ask pupils to open their reading books to a particular page. Then give some "tracks" (clues) to follow to find a certain word. These may include the first word in the sentence containing the mystery word, the first letter or two of the word, the definition, vowel sound, or ending. The first child to find the word wins. Usually two obvious clues are sufficient.

Questions and Answers. The class is divided into two teams. The teacher aide prepares two sets of cards—one with questions and one with answers. The answer cards are distributed to the class. The teacher aide shows one of the questions. The child with the correct answer comes to the front of the room and reads his answer. He gets one point for recognition and one for correct reading. The team with the most points wins. The questions can be about story incidents, character identification, time sequence, story location, and so on. Variation:

The class holds up questions to go with the answers shown by the teacher aide.
Paragraphs in Order. Prepare some simple stories, each about four or five paragraphs long. Each paragraph can be typed on a 3" x 5" card. The object of this game is to arrange the paragraphs in order. When playing, occasionally put in an odd paragraph that doesn't belong to the story and see if the children are able to discard it. Or, once the group becomes skillful at this game, mix the paragraphs of two stories and see if they can separate them and arrange them properly. Be sure at first to use stories that can easily be put together.

Advertising. Select some ads from magazines and have the children locate and encircle "Glad Words" which are intended to make the prospective buyer want the product. Such words are: truth, freedom, beautiful, charming, highest grade, delicious, exciting. These words encourage the reader to accept the product.

Do the same for "Bad Words". They are such words as: sufferers, complain, disease, peeling, cracks, itching, guilty, odor. By these words, the disgust of the reader is made stronger and he will buy the product in order to get something which will definitely keep him out of an undesirable class.

Hunting for Action. A pupil pantomimes a part of a story just read. The group tries to guess the action he has pantomimed. After guessing they look for that part in the story. The first one to find it reads it to the group.

Meet Peanuts. Tutors can encourage reading and writing through the use of pictures and cartoons from current newspapers and magazines. The use of the cartoon "Peanuts" is an example. This comic strip (as well as others) tells a story with a minimum of words.

Cut the strip apart and have the student put the pieces together in sequence to tell the story. A situation is created where he will need words to write or tell the story. This activity relates the words to a visual experience and makes them more meaningful.

Create this same kind of learning experience by mounting pictures from LIFE, EBONY, TIME, LOOK. The student makes up a story based on the pictures or creates a logical sequence. New words which arise can become a part of the student's vocabulary.
Travelogue. Almost all children like to receive mail. Many of the students with whom a teacher aide works may have never had this experience. The teacher aide can provide it while developing skills in reading and writing.

Help the student to write a letter requesting information. Don't use a simple return coupon at this time. Pick an agency which will respond promptly. Examples are state capitals, chambers of commerce of large cities, tourist bureaus of states of counties, airlines.

Once the information is received, the student can make a scrapbook, write captions for the travelogue, or construct other concrete reminders of the experience. Often students become entranced by letter writing and continue this on their own. Their skills in reading and writing are sharpened, and they see the need for the competence.

Use any new words in ways which will make it possible to have them become part of the student's vocabulary.

Alphabetical Adverbs With Charades. This game has many educational values. Not only does it introduce the child to adverbs, but it fosters creativity and inventiveness and builds vocabulary. It is basically a variation of the preceding game.

Begin with a sentence containing an active verb that can be modified by series of adverbs. These must be added by each player in turn, in alphabetical order, but in a way that makes sense.

Here is one possible start:
"The pilot flew the plane __________.
Player 1: Acrobatically.
Player 2: Bumpily.
Player 3: Carelessly.
Player 4: Dangerously.
Player 5: Enthusiastically.
Player 6: Frantically.

Before revealing his word, each player, with gestures or pantomime, acts it out, and the other players try to guess what it is, using as their clue the initial letter and the charade.

Concentration. This versatile game can be used to teach synonyms, antonyms, homonyms, common phrases, or any desired combination of them. As its name indicates, it promotes concentration and requires a good memory.
A deck of cards, arranged in matched pairs, is prepared by the parent or teacher aide. The pairs of words selected for the cards will depend on what is to be taught and the level of difficulty desired. Thus, if antonyms are to be matched, cards may include, at the elementary level, pairs like fat and skinny, stop and go, night and day, and short and tall, and correspondingly more difficult pairs at a more advanced grade. If common phrases are to be matched, the cards may include spick and span, ham and eggs, willy and nilly, touch and go, to and fro.

The numbers of cards in the deck will depend on the players' powers of concentration. A great strain is placed on their memory if more than forty cards (twenty pairs) are used at one time, but extra sets, with different pairs of words, can be kept in reserve for successive rounds.

All the cards, after being thoroughly shuffled, are spread out, helter-skelter, face down on the table. The first player then picks up two cards at random and shows them to his opponent. If the cards match—i.e., if they make an appropriate pair (synonyms, antonyms, homonyms)—the first player places them face up on his side of the table and scores one point. He may then have another try at finding a matching pair. If he cannot do so, he must return one of them, after showing both to his opponent, face down, to its former place.

The second player now picks one card at random from those lying face down on the table. The player tries to remember the position and the wording of the card that was put down by his opponent in order to determine whether it will match the card in his hand. If, either through luck in picking up his second card or through correctly remembering the location of the card he needs, he succeeds in getting a matched pair, he lays both cards down, face up, on his side of the table, scores one point, and draws again. If, at this point, the second player has used the first player's discard, the second player now draws two cards. At all times, a card that is picked up from the table must be shown to one's opponent in order to give him a chance to memorize its location in case it is put down again.

The game proceeds in this way until the last card has been picked up from the table. The winner is the player with the highest score.

Complications can be added by gradually raising the level of difficulty in matching words in successive rounds and increasing, a pair at a time, the number of cards in the deck with each round. But in that case the back of each card should have written on it a number (1,2,3) as an aid to the players in associating it with the word on its face.
Sentence Treasure Hunt. This is an "action" game for a group of children who won't sit still for very long. It will develop their ability to see words and phrases as functional parts of the sentence, to connect and arrange them meaningfully, logically, and grammatically, and to recognize well-known expressions or sayings.

Take some famous quotation, nursery rhyme, proverb, advertising slogan, or poem, and divide it into a number of words and phrases.

Write these on separate slips or cards and hide them under pillows, behind picture frames, or in various nooks and crannies around the house.

Then, when the children assemble, send them out on a hunt to find the hidden "treasure".

If a player comes upon a word or a phrase, he is to leave it just where he found it, copy it on a sheet or paper, and move on without saying anything, in search of the other parts of the original quotation or poem until he has put them all together. The first to do so wins. The difficulty of the game can be varied according to the length and complexity of the passage selected.

Sentence Dice. This is an excellent way to review the parts of speech as they are used in sentences.

First prepare your "Dice". Use a different cube for each of the major parts of speech: noun, subject pronoun, possessive pronoun, and active verb. Adjective and adverb dice can be added in later rounds.

For example, the subject pronoun cube might have one of the following on each of its six sides: i, we, he, she, they, you. The verb cube could have wanted, stole, enjoyed, got, held, kept. The noun cube might have car, dice, cards, money, candy, ball. The possessive pronoun cube would have my, our, his, her, their, your.

Each player is given a chance to throw the four dice simultaneously. He must then try to make a sentence of the scrambled words he turns up. One point is scored for each sentence. A player who forms one sentence gets another chance to throw the dice. If he cannot form a sentence, he loses his turn.

Additional sets of dice should be held in reserve with other words for each part of speech and with additional parts of speech—articles, adjectives, and adverbs.
Scrambled Sentence. This is a very simple game that teaches the players how to put words together to form sentences, to punctuate correctly, and to connect ideas intelligibly.

According to the age and maturity of the players, select some saying, quotation, or proverb, or make up a sentence on any subject like history or geography. For example, with small children, one might take a Mother Goose nursery rhyme; with somewhat older players, the sentence might describe a person, an animal, a place, or a thing, or it might be a familiar advertising slogan or a statement of some well-known fact of history or common experience.

Break the sentence up into a succession of words, and write these on cards. Make a duplicate set of cards for each player. Now shuffle each set so that the sentence is thoroughly scrambled in every case. The first player to put the sentence together wins the game.

Adjective Match. The best way to learn any part of speech is to play a game with it. This game not only familiarizes the players with the function of the adjective as a modifier of the noun but provides practice in using adjectives appropriately by "mating" them with nouns to make a good match.

The children should understand that adjectives are the artists among the parts of speech. They paint a picture of the noun. Try to find nouns to "paint" with the adjectives.

The first player calls out an adjective—for example "good". The next player must then, within a given time, supply a noun that would be appropriately used with good, like "boy", "book". He scores a point if he does so. Then it is his turn to think of an adjective for the next player to match to a noun.

As long as the adjectives are relatively simple, like broad, first, beautiful, smooth, long, ripe, there is usually no problem in finding a mate for them. If, however, a player cannot think of an appropriate noun or suggests one that does not fit the adjective—like "diffuse table"—he fails to score, and the player first proposing the adjective must supply a fitting noun for it.

Naturally, then, the players will seek to offer adjectives that are not quite so easy to match as the ones mentioned above. The game becomes more complicated if players try to find the right nouns for adjectives like subtle, dubious, sagacious, excruciating, delectable, insatiable, conciliatory, prim, and tawdry. In this way, a parent or teacher aide can gradually raise the level of difficulty by introducing the new adjectives which he would like the children to learn. By the repetition of the adjective in an appropriate context the child will also learn its use.
Scrambled Stories. Children enjoy piecing together stories that have been scrambled. Type a number of fairy tales with which the children are familiar. Make enough carbon copies so that each child can work on a separate story. Some of the children, of course, will be working on duplicate stories. Cut the stories into one-line strips. Mix the strips in a box and put them in a pile on a table.

To unscramble a story, assign one to each pupil. Ask the children to gather around the table. Each one sorts out his story and arranges it in order on art paper.

A contest may be made of this activity by dividing the pupils into teams. Divide them into several teams if you prefer to have them work in small groups. Put each team to work at a separate table and give each the same story to unscramble. The first team to finish wins.

If you wish to use this activity as seatwork, put the strips for one story in an envelope, and give it to the child to unscramble and to piece together.

The activities suggested above are useful for helping children understand the different comprehension skills. The games provide practice in strengthening the readers' ability to understand what he reads and to be able to read independently.

Summary

Instructional games play an important part in developing skills needed for reading. Sometimes a game may help pupils develop an insight that cannot be gained as well by any other method. Instructional games add a sense of visualization to the learning process and often give purpose to learning.1

Furthermore, close observation usually shows that children gain status or experience success through playing worthwhile games. Some basic psychological drives are satisfied through their participation in games.¹

Varied media of all kinds should be used to spark and vitalize the learning program which the teacher aides plan for children. Care in planning the use of games may well be the most attractive media that can be offered to children.²

Finally, teacher-made games must meet the particular needs of children. The games suggested in this chapter were chosen to be used on a one-to-one basis or in a small group situation. These teacher aide made games are only to be used to meet particular needs of children having difficulty in listening skills, word recognition skills, and comprehension skills. Games of dice, cards, checkers, dominoes, hopscotch, bingo, lotto, pointer-spinning and other similar games in this chapter are all popular with children and have been given an educational purpose and value.³

¹Ibid., p. 10.
TEACHER AIDE APPLICATION FORM

St. Anthony's School
Missoula, Montana

Name ___________________________ Phone No. _______

Address ___________________________________________

Date ______________________________

Education: High School __________ College __________

Marital Status _______ No. of Children _______ Ages ________

Volunteer Experience __________________________________

Choice of assignment: Grades 1-3 ______ Grades 4-6 ______

Grades 7-8 ______

Check activities you feel confident in doing:

Office work _____ Library work _____ Learning Center _______

Subject ________ Working with individual children ________

Small groups ________________

When (days and time) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether morning or afternoons:

____________________________________________________

It is understood that I am offering my services to St. Anthony's School without compensation and without any rights to health benefits in case of injury or illness.

(Signed) _______________________________ Volunteer
APPLICATION
For Teacher Aides
Home Town Public Schools

Name ____________________________

Last   First   Middle

Address __________________________ Phone ____________

Social Security Number __________ Age ______

High School Attended _____________ Did you Graduate? __

College Attended __________ Years Completed ____ Major __

Do You Type? ______________ Take Shorthand? ____________

Run Movie Projector? __________ Use Tape Recorder? ____________

Please describe experiences you have had working with children.
(Church, scouts, etc.)

Work experience:

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Character References:

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<td>3.</td>
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REQUEST FOR SCHOOL VOLUNTEER SERVICE

Date

School ___________________ Principal __________________

Miss ___________________ Mrs. ___________________
Mr. ___________________ Room Number __________

Teacher's name - Please print

1. If you would like a School Volunteer to help you in the classroom, please indicate when you would like this help.

Day(s) ______ a.m. to ______ a.m. ______ p.m. to ______

Time ______ a.m. to ______ a.m. ______ p.m. to ______

Please describe the class. (Regular, educationally handicapped, mentally retarded, gifted, compensatory.) This information will help to select the right Volunteer to fit the need.

2. In addition to, or in lieu of a general classroom Volunteer, would you like Volunteer Assistance in any of the following activities?

ONE-TO-ONE or small group guidance
Foreign languages ____ Story-telling ____ Drama
Art ________ Music ________ Library ________

If you have checked one of the above please describe the kind of assistance you have in mind.

3. If you have a particular need other than the specified areas in which Volunteer Assistance would be helpful to you, please indicate below.
APPLICATION
Teacher Aide
Central City School District

Name ____________________________

Last ____________________________

First ____________________________

Middle ____________________________

Address ____________________________

Years at above address ______ Phone ______ Age ______

Social Security No. ____________________________ Marital Status ______

No. of Children ______ Did you graduate from high school? ______

If not, how many years did you complete? ______

Give name and the city of the last school you attended. ____________________________

Have you attended a trade school, a college, a junior college, or served in an apprenticeship for a skilled trade? ______

If yes, list the school, the length of time in attendance and total credits earned: ____________________________

School ____________________________

Time in Attendance ____________________________ Credits Earned ____________________________

If an apprenticeship; did you complete the training? If completed, when and with what firm or union local? ____________________________

date completed ____________________________ firm or local ____________________________

Please list your last two periods of employment:

1. ____________________________ employer ____________________________ years and months ____________________________ type of work performed ____________________________

2. ____________________________ employer ____________________________ years and months ____________________________ type of work performed ____________________________

List two references: ____________________________ name ____________________________ address ____________________________

nature of acquaintance ____________________________ years known ____________________________
Explain briefly why you want to serve as a teacher aide:
URBAN SERVICE CORPS
Public Schools of the District of Columbia
Washington, D.C.

Mrs. Margurite C. Selden
Assistant Superintendent

Mr. Rodney P. Savoy, Jr.
Assistant for Program Development

Urban Service Corps Volunteers

Name ___________________________ Last (please print) First

Home Address ______________________ Zipcode ______ Phone ________

Age (check one): Under 20 ___ 21-40 ___ 41-60 ___ Over 60 ___

Education: High School ______ College ______ Degrees ______

Graduate Work ______ Degree ______ Year ______

Volunteer Experience: _____________________________

Choice of Assignment: Elementary School ___ Junior High ___

Senior ___ Working with individual children ______

Working with groups _____ Testing ________

Working with parents _____ Statistics ____ Other ______

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether morning or afternoon: _____________________________

It is understood that I am offering my services to the D.C. Public Schools without compensation and without any rights to health benefits in case of injury or illness.

(Signed) _____________________________

Volunteer
Volunteers will be placed in accordance with the greatest need as indicated by teachers' and principals' requests. The volunteer's skills and abilities will be utilized to the extent that they are compatible with such requests. In addition, insofar as this is possible, we should like to take into account your special preference. The information requested below is to be used exclusively to assist in making your assignment.

Please express your preferences, checking as many items in each group as you wish:

1. **Would you work in an elementary school?**
   - If so which level? preschool and kindergarten
   - grades 1-3
   - grades 4-6
   - a junior high school?
   - a senior high school?

2. **Would you prefer to**
   - Assist in the classroom as a teacher's assistant?
   - Work with individual children under supervision?
   - Help foreign born students with English?
   - Work with a special interest group after school?
   - Please specify field of special interest
   - Help in a study center after school? during the evening?
   - Clerical work for counselors or other school staff?
   - Work in a school library?
   - Provide piano accompaniment for singing or dancing?
   - Serve as a nurse’s assistant?
   - Plan noontime recreation or enrichment program?
   - Other

3. **In what subjects do you feel most competent?**

4. **Have you been a school volunteer before?**
   - If so, where

**NAME**
# PRIMARY GRADES SKILLS

## Word Analysis and Comprehension

(A check ✓ indicates that the child knows the skill)

Whitefish Bay Curriculum Guide

Whitefish Bay, Wisconsin

Comprehension (check means yes.)

## WORD ANALYSIS

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<tr>
<td>Generalizations:</td>
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<tr>
<td>Silent vowel in diagraphs: oo, ea, etc.</td>
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<tr>
<td>Short vowel in two-letter words</td>
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<tr>
<td>Effect of final e on medial vowel</td>
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<tr>
<td>Short medial vowel</td>
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<tr>
<td>Vowels governed by: r, ir, ur, er, ar, or</td>
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<tr>
<td>Application of vowel elements in accented syllables</td>
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<tr>
<td>Sounds of vowels in unstressed syllables</td>
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### Structural Analysis

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<td>Plural s to nouns and verbs</td>
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<td>Possessive forms</td>
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<td>Verbs ending in ed</td>
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<tr>
<td>Compound words</td>
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<tr>
<td>Verbs ending in s, d, ed, ing, es</td>
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<td>Contractions (one-letter omission)</td>
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<tr>
<td>Plural form: s, es; y to i; add es</td>
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<tr>
<td>Suffixes: er, or</td>
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<tr>
<td>Syllabic division of compounds</td>
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<tr>
<td>Syllabication</td>
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<tr>
<td>Accent and its effect on vowel sound</td>
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<tr>
<td>Prefixes: a, be, un, re</td>
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<tr>
<td>Suffixes: y, ly, self, er, est, etc.</td>
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<td>Generalizations:</td>
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<tr>
<td>Doubling consonant before ending</td>
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<tr>
<td>Dropping e before ending</td>
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<tr>
<td>Le words, VCCV, VCV</td>
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### Vocabulary

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<tr>
<td>Understands basic reader vocabulary at level</td>
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<tr>
<td>Knows Dolch 220 basic words-pronunciation and meaning</td>
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<tr>
<td>Uses context clues to build vocabulary</td>
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<tr>
<td>Classifies pictures, words, etc.</td>
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<tr>
<td>Is developing multiple meaning of words</td>
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### Sentences

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<tr>
<td>Understands sentences</td>
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<tr>
<td>Notes importance of punctuation</td>
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<tr>
<td>Can find parts of sentences to answer:</td>
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<tr>
<td>Who, What, Where? When?</td>
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<tr>
<td>Skims to prove answers to specific question</td>
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<tr>
<td>Is building an understanding of idiomatic expression</td>
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<tr>
<td>Is building an understanding of figurative language</td>
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<tr>
<td>Follows printed directions</td>
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<td>Larger Meaning Units</td>
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<tr>
<td>Can read for a definite purpose</td>
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<tr>
<td>Follows sequence of ideas in a story</td>
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<tr>
<td>Recalls what has been read (orally or silently)</td>
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<td>Can find main ideas</td>
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<tr>
<td>Recalls important details</td>
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<td>Draws conclusions</td>
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<td>Predicts outcomes</td>
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<td>Use of Dictionary</td>
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