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# Reading Enrichment Materials for Teaching Borderline Students

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

READING ENRICHMENT MATERIALS FOR TEACHING  
BORDERLINE STUDENTS

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A Project  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Katie M. Jackson  
August, 1979

CENTRAL WASHINGTON UNIVERSITY  
Graduate School

Final Examination of  
Katie M. Jackson  
B.S. Southern University, 1965  
for the degree  
Master of Education

Committee in Charge

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Student Union Building

Room 206

Tuesday, August 7, 1979

10:00 a.m.

**Please note: This student's biographical information has been redacted due to privacy concerns.**

Courses presented for the Master's degree

Course No.	Course Title	No. of Credits	Instructor	Quarter Completed
ED507	Introduction Graduate Study	3	Davis	Summer 1969
ED570	Educational Foundations	3	Purcell	Summer 1969
PSY420	Psychology of Reading	5	Nelson	Summer 1969
ED467	Philosophy of Education	3	Keller	Spring 1979
ED699	Developmental Project	6	Staff	Summer 1979
*ENG497	Linguistics Classroom	3	Staff	Spring 1971
*ENG497	Aspects of English History	3	Staff	Winter 1971
**ED495	Current Issues in Education	3	Staff	Spring 1972
ED431	Instercultural Education	3	Ware	Summer 1972
ED442	Modern Reading Program, Intermediate	3	Jakubek	Summer 1972
ED426	Studies and Problems in Reading	3	Elijah	Summer 1972
ED441	Interpret Communication	3	Staff	Summer 1973
PSY499	Contemporary Psychology	5	Staff	Summer 1973
ED585	School Supervision	3	DeShaw	Spring 1977
ED539	Educational Games	3	Unruh	Summer 1978
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READING ENRICHMENT MATERIALS FOR TEACHING  
BORDERLINE STUDENTS

by

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August, 1979

Borderline students are always the students who seem to go unnoticed in the classroom. The students' reading levels are not high enough to function at grade level and not low enough to get the extra assistance from the Reading Specialist in the assigned building. Often the students are given just enough reading material to keep them busy.

A reading enrichment program, developed through the use of learning packets and supplemental books, is designed to help alleviate some of the problems these students experience in reading. The learning packet materials were selected to encourage students to appreciate books, learn to read for pleasure, as well as to eliminate some of their reading difficulties.



## Chapter 1

### INTRODUCTION

"The term 'diagnostic teaching' is now widely accepted in the reading profession. Generally, it is a label applied to teaching which emphasizes broad and continuous assessment of student needs through formal and informal means to the end of differentiating reading instruction according to individual needs. This individualization of instruction cannot occur unless the teacher has the information needed to match each learner with the materials and the skill instruction he is ready to handle at a given time" (5:Preface).

Since reading is a major tool of learning, borderline students have difficulties achieving reading skills that are expected of them. These students have been promoted from grade to grade and still possess the reading problems. From these observations we, as educators, should develop a sound reading enrichment program to be used as a supplement to our basal reader. This program will help to eliminate some of the problems these students are encountering year after year. Through implementation of learning packets, and high-interest, low-level reading books as supplemental books in a daily reading program, a teacher can help to alleviate some of the reading difficulties that the borderline students experience.

### Statement of the Problem

There are virtually no enrichment reading materials for the borderline student in the intermediate grades that can be used to meet the needs of the wide range of reading-achievement differences. The present basal reader used in the Pasco system provides very little enrichment activities to help borderline students cope with the difficulties they have in reading. These students go unchallenged year after year, because of the lack of enrichment materials to enhance their progress in reading. Until a few years ago, the reading program offered very few reading games, few ways in which students could develop good verbal expression, confidence and self-esteem in reading, and had no reading contracts for the intermediate grades. Audiovisual materials were not used, nor were learning packets or reading centers.

The enrichment reading materials that are available do not meet the needs of all the students in intermediate grades. There are some enrichment reading materials that will challenge the above-average student. These materials are not readily available nor easily obtained. The teacher finds him/herself at a disadvantage in trying to prepare learning packets. To avoid being at a disadvantage, teacher-made materials are a practical supplementary method of enriching a limited basal reader program. The method described in this project can be utilized by other intermediate teachers who are limited by the lack of materials and time.

### Purpose of the Study

The advantages of using teacher-made and commercial materials in learning packets can be a solution to enrich the Pasco School District basic reading program in the classroom.

The purpose of this project is to determine some of the effective reading enrichment materials that can be used by the Pasco School District. This project will provide a management system that will improve the student's transition from the regular reading group to the enrichment center with less trauma and should enhance the effectiveness of the regular reading program at Mark Twain Elementary School.

This program could be used to determine a successful reading program for the borderline students in the intermediate grades. By developing the format and materials used, the observations and experiences which were made by the teacher, this project will show the organization and formulation of a reading enrichment program. In doing this, the author used such materials as learning packets, plays, SRA lab, and comprehension short stories in conjunction with a high-interest reading center with two groups of reading students that were below grade level.

The procedures used in making learning packets were: (1) to compile reading materials to reinforce skills that the students currently possess; (2) to present a packet of short stories to read and have students find the answers to

questions; and (3) to do plays, creative writing, and study skills that were designed to increase the level of comprehension.

#### Limitation of the Project

While the materials developed may be of use to others, they were developed specifically for six-grade borderline students who experience difficulties in reading.

The main limitation of the project was finding reading enrichment materials. Due to the lack of resources, access to reading materials on hand was very limited for sixth grade use. Locating reading enrichment materials for the sixth grade in Mark Twain School was practically non-existent. Once enrichment materials were located, those materials were not suitable for sixth grade use. The materials were written on levels either too high or too low for usage with the borderline achievers.

Time was another limitation of the project. Being in a self-contained classroom and complying with State mandates on student learning objectives, there were time limits placed on each subject-matter to be covered daily. Thus, the reading groups were somewhat rigid, but still flexible enough for the students to make the transitions that were necessary to draw conclusions about how the project could improve reading levels.

### Definition of Terms

Borderline student. A student who is reading one or two years below grade level; a student who has been experiencing reading difficulties after the completion of first grade; a student who is considered a behavior problem because he/she cannot function on current grade level.

Group 1: Students that are sixth graders and reading on grade level and above.

Group 2: Students that are sixth graders and reading on fifth grade level.

Group 3: Students that are sixth graders and reading on fourth grade level.

Learning packet: A supplementary and reading enrichment activity for borderline sixth grade students; a packet of skill lessons and reading activities designed to increase levels of comprehension.

Student tutors: Three sixth grade students reading above grade level who were gifted, wise and resourceful.

### Overview of Content

Chapter two contains a review of the literature; chapter three will address methods and procedures of the project; followed by the contents of the Project, pages 1-129; chapter four will summarize the project; and chapter five contains recommendations and conclusions.

## Chapter 2

### REVIEW OF LITERATURE

This portion of the project will give different authors' views in the following areas: differences between good and poor readers; causes for reading failures; individualized instruction; diagnostic techniques in reading; and the use of problem-solving strengths in dealing with disabled readers.

Some experts believe it necessary to differentiate the difference between good and poor readers. Jay Samuels states that,

It seems logical to expect that two apparently ready and equally endowed learners will emerge from the same instructional program with no significantly different levels of achievements. It is possible to argue that the basal reader approach, managed by three or four groups, is predicated on this logic: Treat them all pretty much alike and they will come out pretty much alike. In reading, some learners emerge from a program better at word attack skills than at comprehension beyond recall, while other learners will exhibit the reverse of this profile (11:200).

Wiener and Cromer wrote about the problems associated with doing meaningful research on the factors associated with reading difficulty. They pointed out, for example, that,

In some studies, reading is defined as identification of words (correctly saying words), and in other studies it is defined as comprehension. Reading achievement is sometimes described in terms of specific performance criteria (so many words per minute), or in relative terms such as comparison with a normative group (14:628).

Wiener and Cromer went further to discuss various points of view used in the analysis of reading difficulty. They indicated that,

A variety of assumptions can be used as a basis for explaining failures to learn to read: defect, deficiency, disruption and difference (14:630).

Applebee, both supported and expanded the Wiener and Cromer viewpoint. He noted that,

Research has not assigned causes for reading failure, and that research has not developed remedial measures specifically suited to the individual student (1:95).

Applebee saw two causes for this failure:

The first is the lack of a good operational definition of what is being studied, and the second is the problem of research design; the statistical model versus the inferential model which may describe the underlying relationships (1:100).

Two small groups of good and poor readers, ten years old, were studied by Farnham-Diggory and Gregg.

The subjects were given memory span and memory scanning tests in both auditory and visual modalities. The results indicated that short-term memory deteriorated over time in the poor reading group, and further, the good readers seemed less inhibited by the previous stimulus when modalities were shifted. The good readers exhibited equal ability in memory scanning in both modalities, but among the poor readers, auditory speed gradually lagged relative to visual rates (3:280).

Helen Robinson studied a small number of cases on seven different factors. She attempted to identify the "cause" for severe reading difficulty through treatment, education, or therapy with the idea that if the factor under consideration was a cause, then when it "is eliminated or compensated for, improvement in reading occurs." She did

not study successful readers to determine if they might be burdened by the same factor (10:80).

Three possible causes that may have caused failures in reading are environmental conditions, auditory and mental, or emotional handicaps. According to Ruth Strang, Constance M. McCullough and Arthur E. Traxler,

The causes for reading failures are, in fact, a unique combination of causes and environmental conditions which have prevented the retarded reader from developing his reading potentialities. The following factors are often associated with reading retardation: defective hearing or vision; general poor health and low energy level; unfavorable home environment; educational deprivation; emotional problems; and lack of interest in reading. Some of these conditions may, in fact, be either causes or effects of reading difficulty. They are interrelated: success or failure in one line of development may affect several others.

Other causes of reading failure could be undetected visual or auditory defects which may have been the cause of the initial failure in learning to read. Pupils subjected to too much pressure, too much nagging, too much insistence upon perfection, in defense may become antagonistic toward reading, toward teachers, and toward school in general.

If a child is subjected to too much pressure from his teacher or parents, it will enhance his ability to accomplish or overcome the problem he faces. His success depends largely upon the understanding of his teacher and his parents. With this motivation, perhaps the child can overcome the reading difficulties he is presently faced with (12:144-146).

According to Cecelia Pollack,

Mental illness, emotional troubled and troublesome children; aggressive and disruptive or withdrawn children have problems in reading. It was evident that therapy oriented toward their interpersonal relations would do little to enhance the low self-image of these children without simultaneously dealing with their failure in school--failure resulting mainly from their reading problems (9:715).



In research projects, the studies revealed that it was not unusual for many classes to have a wider range of abilities from nonreaders to those who were about two years advanced. The solution seemed to lie in a truly individualized approach to reading--one that would reach the varying needs, interest, and drives of the children in the class. Jeanette Veatch states that,

An individualized reading program provides each child with an environment which allows him to seek that which stimulates him, choose that which helps him develop most, and work at his own rate regardless of what else is going on (13:286).

Dr. Olsen pointed out that,

The healthy child is continually exploring his environment and seeking experiences which fit in with his growth and needs. These seeking tendencies and self-selection of stimulating materials in the environment are basic for learning. Pacing is the teachers' responsibility for providing each child with the materials and experiences at a tempo that insures success at his stage of maturity (8:254).

In contrast,

Individualized reading is concerned with the overall development of the child's reading skills and interests. Skills, habits, and attitudes, consequently, are not to be imposed from without but are acquired at the child's natural pace and in accordance with his readiness (13:288).

Nancy Dworkin and Yehoash Dworkin wrote an article on the Use of Problem-Solving Strengths in Dealing with Disabled Readers: an article which deals with a view of reading. This article will be a part of the appendix for teacher use (see Appendix G).

The views of the different authors reveal that children do have problems in reading, and it is the teachers' responsibility to provide materials that would insure success in reading. May Lazar states,

Some of the problems inherent in organizing for individual reading depend on the way to initiate the program, the influence of class size, preparation of pupils (and their parents) for the new approach, pupil maturity in habits of independent work--individually and in small groups, in-service training and supervisory needs of teachers inexperienced with this method, selection of pupils for this method and suitability of the approach for pupils of varying mental abilities (6:282).

These studies prove that individualized instruction could work if the program is carefully structured and geared to the individual needs of the pupils. The richest kind of learning you can give to a child is on the "one-to-one" basis.

## Chapter 3

### METHODS AND PROCEDURES

The author did the project with enrichment materials and learning packets. This project is a result of the pilot test results and the organization of the reading program for further materials to be developed for the program. The author selected learning packets, and piloted the program with enrichment materials used in learning packets. The students were placed in the three sixth grade teachers' room by the principal. It was the responsibility of the teacher to divide the students into their respective reading groups, using the test results from the California Test of Basic Skills. The test results revealed the reading levels and reading difficulties of each group. Starting in the month of September, the author implemented this pilot project and began gathering data. During this time, the author compiled a list of possible materials that could be used in the learning packet such as stories, plays, word search, reference skills, word-analysis practice, crossword puzzles, and creative writing. The final stage of grouping students for the reading program began in October. Each student signed a contract with the teacher and kept record of his work. The teacher would monitor the students once the reading groups were completed. The teacher would meet with

the two groups four days a week. The students were evaluated at the end of each unit. Reading scores were used from the previous grade level to help determine the grade level at which the students were presently reading. Also, a teacher-made diagnostic test was used to identify students' reading problems (see Appendix A). Learning packets were developed for each group, based on their reading difficulties. Based on the data from the basal reading card and the teacher-made diagnostic test, students below grade level were placed into two distinct groups--Group 2 and Group 3. Group 2 was reading on fifth grade level and Group 3 was reading on fourth grade level.

Procedures for the two groups were developed as a result of the findings of the pilot project. This final project was developed for the entire class. The author did the pilot project to gain knowledge and insight of enrichment materials for the total class.

The use of learning packets was developed to enrich the basal reading program. The learning packets were used to improve the students' reading levels. Most learning packets were designed for completion by students in two weeks or more. Other learning packets were designed to be completed in one week or less. The students could do the learning packets at the reading center or at their desk. The learning packets procedures were flexible enough for the students to work alone or under supervision.

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## INTRODUCTION

The objective of this project is to provide reading activities and skill lessons for borderline students. Coordination was under the direct supervision of three Central Washington University faculty members. The borderline students are sixth grade students reading on fourth and fifth grade levels. The majority of these students experienced difficulties in other subject areas as well as reading.

Materials for the learning packets were selected from supplemental books. The learning packets contain short stories, vocabulary sheets, word-analysis sheets, creative writing, puzzles, plays and reference skills. The learning packet was structured according to reading levels of the borderline students. Each group's learning packets contained information on fourth and fifth grade levels. The learning packets will provide students with an opportunity to improve their comprehension skills.

This project was designed to obtain a year, to a year and a half, student growth in reading. Each learning packet will provide the skills to develop this growth in reading. Most students will be able to do the learning packets without the teacher's explanation. Borderline students will be organized into reading groups for a



smooth flow between the reading center and classroom. They will be able to use the learning packets with minimal teacher supervision.

## PROJECT

This project addresses itself to the possibility of using problem-solving approaches in relation to developing remedial techniques with children experiencing difficulty in learning. My goal was to focus on the remedial techniques and utilize the learning packets as one method to enrich the daily reading program. These learning packets are to be used as supplementary and enrichment reading activities for sixth graders, the borderline students.

### Goals of the Project

1. To develop skills in reading for a purpose, and reinforcing vocabulary through the use of context clues.
2. To appreciate creative expression activities and to enjoy creative writing.
3. To improve study skills through using reference materials, reviewing vowel sounds, sequencing, using compound words, and interpreting short paragraphs.

Organizing and gathering materials for the learning packets was selected for the borderline students on their present reading levels which were 4.0 to 5.0. The learning packets are to be used to reinforce skills that were troublesome for the students. The skills must be easy

enough to comprehend and yet must present the students with a challenge. The learning packets were carefully compiled so that the users would not be discouraged in using the reading center, but rather to encourage the students to use the center once they had left their regular reading group. This will be a part of the classroom reading program. Using the reading center will be constantly stressed and reinforced.

The purpose of the learning packets will be to reinforce skills. They were flexible in that they contained skill lessons as well as lessons for sheer enjoyment.

#### Implementation of the Project

Originally, it was planned to develop activities that would be used only at the reading center. Instead, the project plan had to be altered and used in various ways; therefore, the project will be used through group participation, supplemental reading activities, the reading center, listening center, and the learning resource center.

Because of the limited materials for sixth graders, the few materials that were available were not in use by other teachers. The materials that were chosen and suitable for the project were Reader's Digest Skill Builders, SRA Kit, a collection of reading books and some commercial materials.

The use of one supplemental reader, Reading for Concepts will be used. The students will be given a

teacher-made diagnostic test to determine at which reading level they should be placed (See Appendix A). The book that will be used is one of eight series. It was designed to provide an opportunity for young readers to grow in reading experience while exploring a wide variety of ideas. Reading for Concepts was chosen because at the beginning of the project, it was determined to be the appropriate book to be used with the two groups of borderline students.

### The Skills Tested

The point of the test questions was to build a series of test items that incorporate the range of thinking skills such as: the order of thinking from recall--the simplest thought process, to the most abstract order of thinking and synthesis.

### Application of Bloom's Taxonomy of Educational Objectives to Learning Packets

- Item 1. Knowledge of specific facts.
- Item 2. Recognition of meaning of word in context.
- Item 3. Competence with structural skills--finding an antecedent.
- Item 4. Recognition of implications or inferences.
- Item 5. Ability to make substantiation from content.
- Item 6. Recognition of the meaning of the whole.
- Item 7. Understanding the meaning of words in context.
- Item 8. Recognition of word in context.

These objectives will be tested throughout the book. Another point to consider about using Reading for Concepts is its usage of controlled vocabulary and readability level.

#### Procedure

After the teacher-made diagnostic test, the students will be introduced to their supplemental reader. The following method will be used:

1. Discuss the title and picture clue in the story and establish purposes for reading it.

2. Present difficult words in advance. (There is an index which will direct the teacher in selecting the words expected to cause difficulties at each reading level. Table 1 is an example of a word list.)

3. Have students read the story silently.

4. Test specific reading skills following each story using the tests that follow each story. (Table 2 indicates samples of stories and test.)

5. The teacher and three student tutors will be available as resource persons when the program is begun in the classroom.

This can be part of the materials used in the learning packet which will be presented at a low level of reading.

### Potential Problems

The first problem will be incorporating the enrichment supplemental book and learning packets into the regular reading program. The students may find it very difficult to tie the two reading activities together. Oral discussion and directions by the teacher appear to be very necessary to the two group's success before completing even the simplest task.

The second problem will be getting the students to make the transition from the regular reading group to the reading center in order to do the assigned learning packet. Later in the year, after much guidance and direction, the transition should be easy for students and the teacher will have time to monitor the groups and provide help where it is needed.

The third problem will be time. The reading periods are to be one hour and fifteen minutes, four days a week. Within this time limit, spelling will be included along with other curriculum that involve sixth graders. The students will be given time to complete most of the learning packets in class. The project will be set up so the students can take the learning packets home to complete if necessary.

A very tight and rigid schedule should be used for group discussion and to answer any questions the students may have.

### Record Keeping

While experimenting, the author will use a combination of several methods of evaluation:

1. Grading papers and recording the marks in a grade book.
2. Having students keep records of their reading score (See Appendix D).
3. Maintaining individual contracts.
4. Maintaining individual record form.
5. Keeping group record forms for the entire class.

By the second semester of school, the two groups will be totally individualized. The students will be able to receive more personal time with the teacher. To maintain this kind of reading program, it must be highly organized and must be structured as a traditional classroom.

### Management System

The author used the Wisconsin Design for Reading Skill Development as one type of management system (See Appendix E). The author asked the reading teacher at Mark Twain School for assistance in locating a management system that could be used with two reading groups. After weeks of checking, the only available system that would be appropriate for the two reading groups was the Wisconsin Design for Reading Skill Development. This system could be used

to check comprehension of students. The teacher will use the system periodically to check comprehension of the two reading groups. Therefore, the teacher will be able to concentrate on identified areas of weaknesses.

#### Incentive Awards

Awards can be used as incentives to keep the students motivated. The students will be eager to receive the awards when learning packets have been completed. Maintaining the incentive awards throughout the reading program could be self-motivation for the students (See Appendix F).



## Table 1

## Word List

Words You Will Need

These are words and names that are hard to read. Learn the word in the story. Learn the meaning. Use the word in a sentence of your own. The words are only listed once. You will need the words you learned to read the stories that follow.

p. 14	rushed salary	given
calendar	treasure	movies
luck	uranium	puppets
planets	Africa	stage
telescopes	California	England
trips	Egypt	Judy
	New World	Punch
p. 16	Roman	
mailman	Spain	p. 28
newspaper		age
peddler	p. 22	art
pots	bottles	artists
radio	bulbs	cannot
stopped	candles	flat
telephone	chief	itself
Yankee	fireflies	metal
	flashlights	mobiles
p. 18	heat	modern
dangerous	scientists	museums
everyone	tiny	sculptures
island	Japan	string
proved		wire
rafts	p. 24	America
trip	ancient	
Asia	clay	p. 30
Kon Tiki	holy	curved
Norway	important	fans
Pacific Ocean	later	models
South America	priests	planes
South Sea Islands	special	sharp
Thor Heyerdahl	temple	smooth
	tower	streamlined
p. 20	ziggurants	tests
atomic energy	Sumerians	tunnels
greatest		
paid	p. 26	p. 32
pirate	alligator	fibers
reminds	broom	flax
	curtain	gas

Table 1 (Cont.)

linen	public	cultured
woven	Aztec	dirt
satins	Central America	oyster
Egyptians	Greece	pearls
rough	Rome	
Greeks		p. 44
thread	p. 38	computer
Italy	rust	copies
weaving	Mark Carleton	crab
	Midwest	fuzzy
p. 34	Russia	horseshoe
bamboo	Russian	invented
flute		million
goddess	p. 40	Atlantic Coast
Greek	difference	Surveyor I
hollow	disease	
player	enemies	p. 46
reed	gardeners	auks
shepherds	harmful	become
Pan	insects	buffalo
	partly	hunters
p. 36	praying mantis	laws
added	silkworms	ostrich
continue	spray	passenger
glue		pigeons
jewels	p. 42	protect
masks	beads	shores
mosaic		whooping crane

Table 2

Samples of Stories and Test

- Objectives:
1. To increase the level of comprehension.
  2. To create an atmosphere for the enjoyment of reading.

We Learn From the Past

- 1 Someday you may hear someone say, "as dead as the dodo." The great dodo bird once lived in Africa. Like the ostrich, it could not fly. It was bigger than a turkey. Until the 1600s, there were many dodo birds. But you will never see a dodo now. Hunters killed them all.
- 2 Passenger pigeons once covered the sky when they flew by. Thousands of great auks lined the shores of North America. But you will never see a passenger pigeon or a great auk. Hunters killed them, too.
- 3 Once there were hundreds of thousands of buffalo in America. Thousands were killed. The buffalo almost died out. Then laws were made to protect them. There are about 10,000 buffalo now.
- 4 The beautiful whooping crane began to die out. There are only about fifty left in America. Today, laws protect them and other wild birds and animals as well. We do not want them to become "as dead as the dodo," too.

Find the Answers

1. The dodo bird lived in
  - a. North America.
  - b. South America.
  - c. Africa
  - d. Asia
  
2. The word in paragraph 4 that means take care of or keep from being hurt is \_\_\_\_\_.
  
3. The story says, "The buffalo almost died out. Then laws were made to protect them." The word them means the \_\_\_\_\_.
  
4. The story does not say this, but from what we have read, we can tell that
  - a. it is important to save our wild birds and animals.
  - b. you can see many passenger pigeons in all the zoos.
  - c. we do not need laws to protect our animals or birds.
  
5. Which animal almost died out? (Which sentence is exactly like the one in your book?)
  - a. The turkey almost died out.
  - b. The pigeons almost died out.
  - c. The buffalo almost died out.
  
6. The main idea of the whole story is that
  - a. whooping cranes are beautiful birds.
  - b. hunters have killed off many animals
  - c. thousands of dodo birds live in Africa.

7. The word in sentence 2 that is the opposite of died is \_\_\_\_\_.
8. The word in paragraph 2 that means standing in row after row is \_\_\_\_\_.

## The Big Secret

- 1        For many years, the little atom held a big secret. Men were sure the atom could be put to work. But they didn't know how. They knew that some atoms never change. But some atoms fly apart. When they do, they give off heat. About twenty-five years ago, men learned how to put the atom to work. They made the atomic bomb.
  
- 2        When the atomic bomb explodes, it gives off a great deal of heat in a very short time. Men found ways to make atoms give off heat slowly. Today, this atomic heat runs machines that give us electricity. It runs ships.
  
- 3        Some atoms give off rays. Rays are thin lines of light. The rays can hurt us. But used the right way, they can help us. Doctors use them to make people well. One kind of ray helps farmers grow better food. It even kills bugs.
  
- 4        We know a lot about the atom today. But it still holds many more secrets.

Find the Answers

1. Men learned how to put the atom to work about
  - a. ten years ago.
  - b. fifteen years ago.
  - c. fifty years ago.
  - d. twenty-five years ago.
  
2. The word in paragraph 3 that means thin lines of light is \_\_\_\_\_.
  
3. The story says, "But some atoms fly apart. When they do, they give off heat." The word they means \_\_\_\_\_.
  
4. The story does not say this, but from what we have read, we can tell that
  - a. scientists are still learning about the atom.
  - b. we do not want to know any more about the atom.
  - c. the atom helps bugs grow big very quickly.
  
5. What did men know about the atom? (Which sentence is exactly like the one in your book?)
  - a. They knew that some atoms fly apart.
  - b. They knew that some atoms give off heat.
  - c. They knew that some atoms never change.
  
6. The main idea of the whole story is that
  - a. doctors now can use atoms to make people well.
  - b. man has learned how to put the atom to work.
  - c. we have now learned all of the secrets of the atom.

7. The word in paragraph 3, sentence 2, that is the opposite of thick is \_\_\_\_\_.
8. The word in paragraph 2 that means blow up is \_\_\_\_\_.



### Learning Packets

The use of learning packets as supplementary and enrichment to the basal reader will provide the students with an opportunity to move ahead in reinforcing their reading skills.

The author decided that the learning packet would be the best approach to use with the group of students reading below grade level. Learning packets could help in the areas where most needed. The learning packets were designed so that any group of students can pick one up, and do the packet without explanation. Students can work at their own pace.

The pilot project was supplemental learning packets used to enrich the reading skills of borderline students. The author used the learning packets in various ways: first, for improving comprehension and word-analysis practice; second, for creative writing; and third, for historical information. The learning packets should be constantly changed to keep the interest level high. The teacher should have the insight to know when to change and how to keep the reading program interesting.

Rather than putting every learning packet in the project as an exhibit, the author gave other examples to show a variety of learning packets (See Appendix B and Appendix C). The following materials were used in the order in which they are listed in the paper:

## CONTENTS

	Page
Buried Gold	21
Creative Writing and Reference Skills	44
Stuart Little	87
The Double Decker	100

**Please note: Some content in this graduate project has been redacted due to copyright concerns.**

## Chapter 4

### SUMMARY

In summation, this project will provide reading enrichment activities and skill lessons for the borderline achievers. Through the individualized program, the students will be able to increase their comprehension skills and develop study skills while doing the learning packets. If the pilot project results can be maintained, students should gain one to one and one half years of growth as indicated in test results of the California Test of Basic Skills. A variety of enrichment materials will be used to keep the students interested in doing the learning packets. There should not be any group pressure because the students will be functioning at the same levels. They function together as integral parts of the program through performance, small groups, and positive attitudes toward the management and management system. The students are expected to be positive because they will be experiencing success in reading.

In summary, the pilot experience gave the author much insight into preparing the final project. For instance, in the fourth quarter, the students were totally familiar with the project. On alternate days, Group 2 would do learning packets and Group 3 would be with the teacher for group discussion of the basal story and skill lesson. After

completing each task, the students were free to play any game, do free reading, or complete the learning packets for the rest of the reading period.

## Chapter 5

### RECOMMENDATIONS AND CONCLUSIONS

Development and implementation of this project could be the ultimate goal in improving levels of comprehension for borderline students. The primary emphasis of putting together learning packets will be to keep the packets simple, but stimulating, and to keep the students interested. Materials must be readily accessible for teacher use. In order to assure maximum effectiveness, the teacher needs to be highly organized and should plan well in advance before you start the program. Avoid being unprepared because it would cause nothing but chaos during the reading period.

Through the continued development of these learning packets and highly motivated skill lessons, the teacher can spark self-motivation on the part of the students. Group interactions will be the integral part of the project. Ideally, this project should be used in a reading cluster group and not a self-contained classroom. In a reading cluster group, you basically will have most students on the same reading level and the teacher could devote her time for that reading period. Although the project was developed for the sixth grade, it could easily be used in a fifth/sixth grade combination room. With some adjustments the project could be used with primary grades.

This project will provide a sound reading enrichment program for borderline students. It should be incorporated into the regular reading program. Learning packets and supplemental readers are to be used to stimulate the students' interests and to increase their comprehension skills.

The project was developed to help students who had experienced nothing but failure and who had been written off as behavioral problems to have the experiences of feeling and seeing success. By improving study skills and building self-esteem when none were there, the student level of comprehension will be increased and behavioral problems decreased.

The students who participated in the pilot project developed a positive attitude about reading. The awareness level began to rise, and the students began looking at reading groups as a learning activity rather than just another reading lesson for the day. In the implementation of the final project, it is anticipated these results will continue.

There have been many studies on how to deal with children who experience reading problems. No one has found the absolute answer. As educators, we continue to find ways and methods that will meet the needs of the borderline students and use the method that best works with the group of students being taught. Learning packets can be one way

of helping these students cope with their problems in reading.

Usually when one endeavors to put together a new project where there is no prior experience to make a judgment about the project, a context of mental perimeters seems to set in the mind about the nature of the project. These perimeters appear to be creative thoughts of what to expect of the new project. This project, at first, followed the pattern described in the foregoing statements. Once the project was initiated and put into use, these perimeters faded in lieu of reality. Responsibilities were much greater than expected, and there was no set procedures to follow in constructing the project. But the teacher was there as a resource to provide guidance to the students. The students readily accepted the move into the new phase of the reading program. Directions and explanations were given with input from the students. After two quarters into the project, a feeling of excitement had settled in on the students. The teacher and the student-tutors were the most resourceful people the students had been in contact with during the pilot project.

Some of the most rewarding experiences were developing the project and observing the success the students were experiencing. Being there when the students asked questions and helping them to find the solutions to their problems was rewarding. Developing the project and seeing the end-result of the project was very gratifying.



BIBLIOGRAPHY

APPENDIXES

APPENDIX A

TEACHER-MADE DIAGNOSTIC TEST

TEACHER-MADE DIAGNOSTIC TEST  
FOR READING

Name \_\_\_\_\_

Directions: Add the suffix y to each word. Draw a line under the root part of the word. The first one is done for you.

1. windy
2. dust
3. rock

Directions: Add the suffix on to each word. Write the new word on the line. The first one is done for you.

- eat 1. He has eaten his lunch.  
 beat 2. Our team was \_\_\_\_\_ today.  
 give 3. Tom had \_\_\_\_\_ his toys away.  
 fall 4. John had \_\_\_\_\_ out of the tree.

Directions: Write new words by adding er and est to these words.

	<u>er</u>	<u>est</u>
1. sweet	<u>sweeter</u>	<u>sweetest</u>
2. warm	_____	_____
3. brave	_____	_____
4. safe	_____	_____

Directions: Use one of the words ending in est in a sentence.

1. \_\_\_\_\_

Use one of the words ending in er in a sentence.

2. \_\_\_\_\_

## TEACHER-MADE DIAGNOSTIC TEST

## FOR READING

Name \_\_\_\_\_

Directions: Add the suffix y to each of these words. In some of them you will need to double the last letter. The first two are done for you.

- |          |               |
|----------|---------------|
| 1. trick | <u>tricky</u> |
| 2. fog   | <u>foggy</u>  |
| 3. star  | _____         |
| 4. mud   | _____         |
| 5. sun   | _____         |
| 6. sand  | _____         |

Directions: Write the complete words for each contraction on the line.

- |   |       |
|---|-------|
| 1. You can't take out books today.        | _____ |
| 2. There aren't too many people here now. | _____ |
| 3. She couldn't go to the store.          | _____ |
| 4. I'd like to meet her.                  | _____ |
| 5. I've read this before.                 | _____ |

Directions: In each row, draw a line under the two words that mean the same as the first word.

- |           |          |          |          |
|-----------|----------|----------|----------|
| 1. he's   | he is    | here is  | there is |
| 2. what's | where is | what is  | will not |
| 3. don't  | do not   | does not | can not  |
| 4. aren't | am not   | will not | are not  |
| 5. it's   | I am     | it is    | is not   |

Directions: Write a sentence using a contraction. Then write it again using the complete words.

- |    |       |
|----|-------|
| 1. | _____ |
| 2. | _____ |

Directions: Match each word in column A with a homonym in column B. Use the letter.

Column A	Column B
_____ 1. would	_____ a. meat
_____ 2. pair	_____ b. sea
_____ 3. won	_____ c. one
_____ 4. cent	_____ d. pear
_____ 5. piece	_____ e. scent
_____ 6. sun	_____ f. son
_____ 7. meet	_____ g. wood
_____ 8. see	_____ h. peace
_____ 9. knew	_____ i. their
_____ 10. there	_____ j. new

Directions: Write the correct homonym in each blank.

1. Mother keeps jars of fruit in the cellar.
2. The buyer will pay the seller.

Some one who sells something is a \_\_\_\_\_.

A place underneath a house is a \_\_\_\_\_.

APPENDIX B

EXAMPLE OF LEARNING PACKET A

**Please note: Some content in this graduate project has been redacted due to copyright concerns.**



APPENDIX C

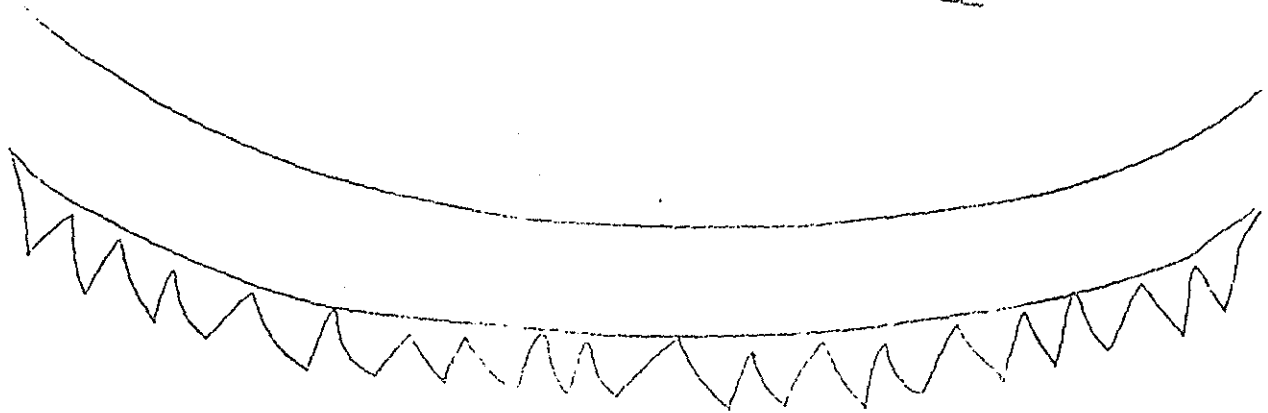
EXAMPLE OF LEARNING PACKET B

CURIOUS and COMMENDABLE

CHARACTER

Gallery

by \_\_\_\_\_



### Directions:

- 1) Choose a book or short story to read.
- 2) Read your story carefully. Find out who the characters are.
- 3) Ask yourself:
  - What happens to the character?
  - What are the characters like?
  - How do they feel?
  - What do the characters look like?
- 4) When you finish reading:
  - a) Choose three characters.
  - b) Draw a portrait of each.
  - c) Tell about each character below the picture.
  - d) Follow the directions on the "judgment of character" sheet.
  - e) Do Simple Synonym Says.
- 5) When writing your descriptions try to use as many describing words as possible (adjectives). Tell all you know about the character!

Story chosen (title): \_\_\_\_\_

Author: \_\_\_\_\_

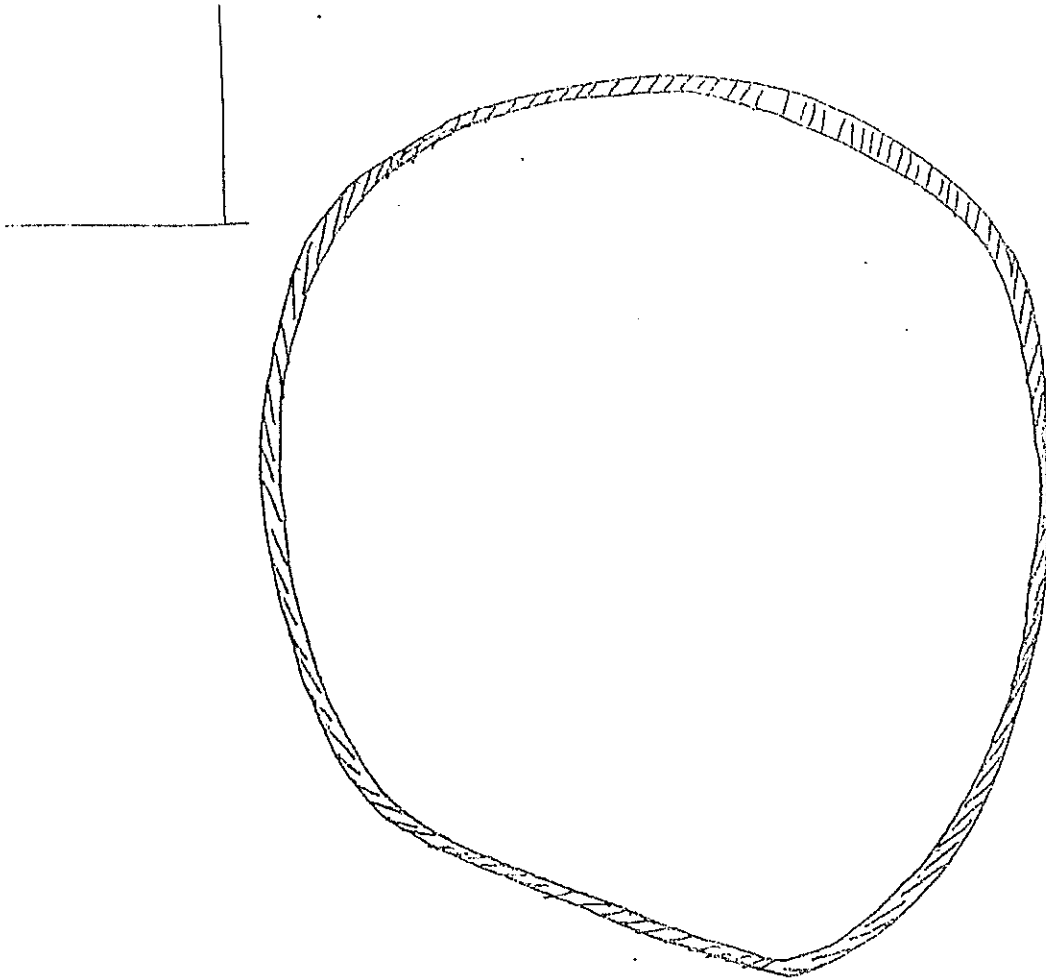
I agree to complete this contract on the date written below. I understand I must reach a mutual agreement with my teacher before choosing a story for this contract.

Student's signature \_\_\_\_\_

Teacher's signature \_\_\_\_\_

Date begun \_\_\_\_\_

Date due \_\_\_\_\_



Character's name: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1) Which character in the story did you like best? Give reasons why. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Which do you like best: a make-believe character or a true-to-life character? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Write a paragraph about a true-to-life character you know. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Write a paragraph about a make-believe character you heard about. (a character other than one in your story.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Simple Synonym Says

- 1) Choose 10 describing words from your story or book. Words like big, small, and dirty for example. Write them in the space below.
- 2) Find a synonym (word that means the same as another word, but spelled differently) for each of the 10 words you found. Write the synonyms next to each word.
- 3) Write the sentences from the story that had the words you chose. Underline the words you chose in the sentence.
- 4) Write a new sentence for each synonym you found.

<u>Words from book or story</u>	<u>Synonyms</u>
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____
6) _____	_____
7) _____	_____
8) _____	_____
9) _____	_____
10) _____	_____

APPENDIX D

EXAMPLES OF INDIVIDUAL RECORD FORM,  
READING SCORE SHEETS,  
AND GROUP RECORD FORM

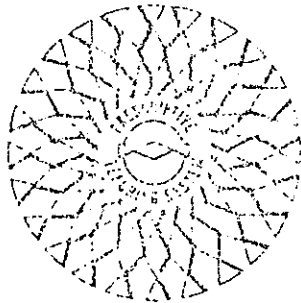
DESCRIPTIVE TEACHING SYSTEM

PROGRESS REPORT

Pupil's	Last Name	First	Initial	Advancement for Week	Month	Day	Year	Sex
---------	-----------	-------	---------	-------------------------	-------	-----	------	-----

OBJECTIVES	Date						

COMMENTS	



EVALUATION

**SATISFACTORY**

Has mastered the various objectives for this report period.

**UNSATISFACTORY**

Not attempted but not mastered the entire objectives for this report period.

**FAIL**

No observable response toward the entire objectives during this report period.

Signature	DESCRIPTIVE TEACHER	Date
-----------	---------------------	------



### Your Reading Scores Concept I

	fact	vocabulary	antecedent	inference	confirming content	main idea	vocabulary-opposites	vocabulary	Total for Page
Question	1	2	3	4	5	6	7	8	
Page 15									
17									
19									
21									
23									
25									
27									
29									
31									
33									
35									
37									
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81									
83									
85									
87									
89									
Totals by question									

### Your Reading Scores Concept II

Question	fact	vocabulary	antecedent	inference	confirming content	main idea	vocabulary-opposites	vocabulary	Total for Page
	1	2	3	4	5	6	7	8	
Page 95									
97									
99									
101									
103									
105									
107									
109									
111									
113									
115									
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161									
163									
165									
167									
169									
Totals by question									



APPENDIX E

MANAGEMENT SYSTEM

**Please note: Some content in this graduate project has been redacted due to copyright concerns.**

APPENDIX F

INCENTIVE AWARDS

**Please note: Some content in this graduate project has been redacted due to copyright concerns.**

APPENDIX G

FOR TEACHERS' USE



Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

. INFORMAL READING INVENTORY

October: Instructional Level \_\_\_\_\_ Rate \_\_\_\_\_ Vocabulary Level \_\_\_\_\_  
April: Instructional Level \_\_\_\_\_ Rate \_\_\_\_\_ Vocabulary Level \_\_\_\_\_

Teachers Report

Oral reading:

Comprehension:

Other observations:

Classroom progress:

Second Semester Plans

Teacher:

**Please note: Some content in this graduate project has been redacted due to copyright concerns.**