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Pre-Reading Visual Exercises for Disadvantaged Children

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PRE-READING VISUAL EXERCISES FOR
DISADVANTAGED CHILDREN

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Ina Mary Rutherford
August, 1969
APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years there has been much concern about the problems and difficulties of disadvantaged children. Pre-school programs such as Head Start, New Nursery School, and academic pre-school projects have been instituted in an attempt to alleviate social, cultural, and intellectual deprivation. These short term programs can only partially remedy a situation that has been the child's total existence since birth.

As these children enter grade one from various pre-school programs there is a need for continuing the specialized teaching procedures initiated in these pre-school programs. The children who have no formal pre-school experience require, even more, a program tailored to their specific needs.

"For the disadvantaged child," write Frost and Hawkes, "only the best we have to offer--teachers, programs, and services--can significantly alter the course of failure" (11:8). According to Deutsch, "The failure of children to learn is the failure of the schools to provide curriculums consistent with the experiential backgrounds of children and their abilities and disabilities" (7:39). When disadvantaged
children enter grade one they are often deficient in the experiential background required for formal reading. It is necessary for the school to compensate for their limited background of experience and provide them with a meaningful program at the pre-reading level. Present pre-reading materials, while adequate for most middle class children, are insufficient and, in many instances, inappropriate to meet the specific needs of disadvantaged children.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to create tapes and accompanying materials for auto-instruction in developing visual discrimination skills at the pre-reading level. The tapes and materials were specifically designed to meet the needs of first grade children from a low socio-economic environment in Calgary, Alberta.

Many of these children entering grade one did not understand the concept of same and different and their color discrimination was at a low level of development. They required individual instruction and materials to help overcome these disabilities. The materials available were inadequate and class size prohibited effective individual instruction. Tapes were chosen for two reasons. First, tapes can effectively individualize instruction. Second, the essential components of visual discrimination which these
children lacked were conducive to taping when the tapes were accompanied by meaningful materials.

**Importance of the study.** In Calgary, many disadvantaged children entering grade one require extensive instruction in pre-reading skills. These children also need much individual or small group work. The materials available are inadequate for this extensive pre-reading program and inappropriate for individualized work.

From these observations it is apparent that a need exists for materials which are more meaningful and auto-instructional. James Hymes says that every trick and device known must be used to spur children on when they are ready (19:15). According to Wittich and Schuller, "the tape recorder is a modern-day genie at the beck and call of the learner and teacher" (31:292). Morlan writes, "Tapes ... have their place in instruction of the disadvantaged youngster" (21:32). He adds that this child usually enjoys manipulating recording devices because he tends to be oriented toward physical and motor activity (21:32).

Tapes with accompanying materials help fulfill the need for additional teaching materials in visual discrimination at the pre-reading level and individualize this particular instruction. In his most recent book, Spache outlined an eclectic list of some related training materials
for visual perception (27:212-217). Although the list was extensive it did not include tapes or any materials which introduced the terms "same" and "different" in a comprehensive manner.

Tapes help children to listen and they provide interest and excitement. Content, vocabulary, pace, and directions can be controlled. Children have no difficulty operating certain tape recorders such as cassette models. Tapes are inexpensive, easily made, easily stored, portable, and reusable. As a learning device in pre-reading activities, tapes constitute a relatively new medium of instruction for disadvantaged children in Calgary. At the present time no such tapes are available.

Limitations of the study. The following are the limitations of the study:

1. The tapes were specifically designed for children entering grade one from a low socio-economic area in Calgary. They were not designed to meet the needs of all disadvantaged grade one children.

2. No provision was made to test these tapes with children.

3. The tapes were limited to visual discrimination of size, shape, color, and limited detail at a very elementary level of development in pre-reading skills.
II. DEFINITIONS OF TERMS USED

Formal reading. Process of obtaining meaning from printed symbols. Reading involves word perception, comprehension of ideas presented by the author, reaction to these ideas, and assimilation of these ideas with previous knowledge and experience (20:113).

Pre-reading activities. Activities which aid in the expansion of language, auditory, and visual skills essential to formal reading.

Disadvantaged child. Child who comes from a low socio-economic environment and has experienced very limited intellectual, cultural, and social stimulation.

Visual discrimination. The process of distinguishing one object from another.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of the thesis is organized in the following way:

Chapter II reviews the literature.

Chapter III describes the procedures used in developing the materials.
Chapter IV presents the summary, evaluation and recommendations.
CHAPTER II

REVIEW OF THE LITERATURE

The three major readiness factors to be developed in pre-reading are auditory discrimination, visual discrimination, and language skills. Literature pertaining to the importance of visual discrimination at the pre-reading level is presented. A brief résumé of the characteristics of disadvantaged children and the inadequacies of present grade one teaching materials is given.

I. VISUAL DISCRIMINATION

There is a pervasive belief that the ability to discriminate pictures and word forms is closely related to the acquisition of reading skills. Although there is only limited evidence available concerning the importance of visual discrimination for beginning reading, several reading authorities list this ability as an essential factor. Sister Nila, as cited by Smith and Dechant, places it second on her list of the four chief factors related to reading readiness (24:100). Experiments maintaining careful controls produce conflicting results (14:2). However, several reading specialists assert the importance of training children in accurate visual discrimination.
Carter and McGinnus state that before children can discriminate the configuration of words they must be taught to observe likenesses and differences in objects and symbols (4:80). Tinker feels that several pre-reading activities require accurate color perception. Many kindergarten and first grade children must be trained in color discrimination because this ability is often not well established for these children (29:77). Tinker further adds that visual discrimination begins early and progresses from observing gross likenesses and differences to observing finer likenesses and differences in objects and pictures and then in symbols and words (29:90). "Learning to read requires rather exacting visual discrimination" (29:93).

Bond and Wagner are strong advocates of training children in accurate visual discrimination and state their views quite succinctly:

Direct training should be given in seeing likenesses and differences in pictoral and geometric patterns and letter and word configurations. The pictoral and geometric configurations may range all the way from those in which the likenesses and differences are very apparent to those in which they are somewhat subtle. For some children who have poor visual discrimination, additional exercises of the picture and letter variety prove helpful in overcoming these deficiencies (2:27-28).

Hester maintains that when children are reading they see words as a series of ink marks--most of these marks comprising geometric forms. From this observation she concludes that the child must be able to differentiate
these geometric forms if he is to read. However, Hester says that the beginning level in visual discrimination is that of distinguishing between concrete objects. And, she adds, there are some children entering the pre-reading activities who have not yet reached this beginning ability in visual discrimination (17:56).

According to Carrillo children should be able to "recognize likenesses and differences in shape, size, position and color" and to "observe relatively small details in these discriminations" (3:5). Smith states her views on beginning practice in visual discrimination by suggesting that the child first match colors as "the simplest and one of the most attractive activities for pre-reading children" (25:471). She further says that the next step after matching colors is matching pictures and that children should have some practice in various types of matching activities before they engage in those matching activities which include letters (25:472).

"Good habits of visual observation . . . must be taught," cites Gray, and adds that "a major skill needed for beginning reading is the ability to see likenesses and differences" (13:138). Heilman maintains that one of the major objectives of beginning instruction in reading is the development of visual discrimination. "The child's need to make fine visual discrimination is self-evident since the
symbols which are to be read are visual stimuli" (16:52). It is important to note that Heilman says, "Maturation cannot be hastened, but visual discrimination can be sharpened through experience and practice" (16:54). Further to this point Heilman states, "The school must provide as much of this experience as is needed" (16:54).

Visual discrimination has several component parts. The list which is included here is a composite of suggestions and levels presented by various leading authorities in reading. The list follows a sequential pattern beginning with the easier or gross discriminations and advancing to the more difficult or finer discriminations. Color, size and detail are implicit in most of the levels. The pre-reading level consists only of those components up to and including the discrimination of letter forms. The list from Carrillo (3), Heilman (16), Hester (17), Monroe (20), Smith (25), and Tinker (29) is as follows:

1. matching colors
2. seeing likenesses and differences in concrete objects
3. seeing likenesses and differences in semi-concrete objects
4. seeing likenesses and differences in semi-concrete objects with finer discriminations
5. seeing likenesses and differences in semi-abstract figures such as geometric forms
6. seeing likenesses and differences in geometric forms with finer discriminations
7. seeing likenesses and differences in alphabet letters
8. matching letters with other letters
9. matching letters with words
10. seeing differences in shapes of words
11. seeing differences in lengths of words
12. finding identical elements at the beginning, middle, and end of words.

II. CHARACTERISTICS OF DISADVANTAGED CHILDREN

Pre-school experiences. The disadvantaged child has a limited background of experience and opportunity. Much of his linguistic ability is at a relatively low level of development and the language he uses may be non-standard English. Occasionally English is not spoken in the home. Very often he lives in noisy, overcrowded housing amid chronic economic stress. Free adult time is quite limited and the child is neither encouraged to ask questions nor to demand answers. Thus he has not learned to utilize the adult as an information source.
Deutsch postulates that a child from this background "has few opportunities to manipulate and organize the visual properties of his environment" (9:178). He has too few articles of various shapes, sizes, and colors with which to play. His toys might be so limited that they include only a ball, a broomstick, a doll, or a toy gun. There is especially a scarcity of such objects as books, pencils, crayons, puzzles, and scrap paper, and these are the tools with which he is confronted in school (9:176). "Consequently many of these children enter school disadvantaged in their ability to utilize the typical school setting" (15:3).

Instructional needs. Children of cultural and intellectual deprivation require particular guidance in developing conceptual and verbal skills. They need intellectual stimulation and opportunities to improve mental processes. In order to develop their feelings of self-confidence and security, maximum opportunities for successful experiences must be provided. Manipulative materials are vital to continuing mental and emotional development. Since these children have diverse strengths and weaknesses, varied abilities and disabilities, individual or small group instruction is necessary. "It is important to respond to each child individually," Deutsch writes, "because with these children there tends to be a major deficiency in the whole area of self-identification" (8:148).
Gunderson, in her *Research in Reading Readiness*, notes, "Almost all authorities in the field firmly advocate a period of readiness before reading instruction is introduced" (14:7). She continues by stressing the fact that underprivileged children particularly benefit from readiness activities (14:7).

Tinker feels that children must reach a certain stage of intellectual and emotional maturity in order to begin formal reading. They must be interested, have acquired certain attitudes, and have profited from background experience (29:73). Although Hildreth does not use the term disadvantaged, she says that slow learners, immature children, and bilingual children from poor homes may need to spend most of grade one on pre-reading activities (18:182).

**Inadequacies of present grade one materials.** "Methods and materials," says Bloom, "which have served the average child well do not seem to help the culturally disadvantaged child acquire the vital . . . skills" (1:20) Various studies clearly indicate that many of these children beginning grade one are already behind in the skills required for school success (7:37). The small measurable initial differences between the culturally advantaged and the culturally disadvantaged children increase considerably as these children progress through the elementary school (1:20). Chall, writing
about grade one, states that the materials in the basal reading programs are devised for ordinary middle class children who do ordinary things (5:292). Carrillo notes that elementary teachers are more and more distressed by the shortage of meaningful materials to be used with children from low socio-economic environments (3:vii).

Gates says, "We should now frankly recognize that the typical basal program is incomplete, rather poorly organized . . . and less than perfect" (12:108). Spache writes concerning readiness workbooks:

In our opinion the workbooks do not, and cannot accomplish their avowed purpose of providing essential pre-reading training for most pupils. Their treatment of the important readiness traits is too brief, too superficial, and too stereotyped to serve the needs of any large number of pupils (27:235-236).

It is apparent from these observations that present materials are inadequate to meet the needs of disadvantaged children entering grade one. Most of the pre-reading activities for the development of visual discrimination are presented in workbook form. These books often contain concepts and drawings which are outside the experiences of these children. In addition, many of these pupils are unfamiliar with handling books. Consequently, each child requires teacher guidance whenever workbooks are used. Furthermore, most of these children do not understand the concepts of same and different and their color discrimination is at a relatively low level of development.
The school is the most promising agency for providing compensation for these children with a limited background of experience. For it is the schools which can most efficiently program and organize the necessary stimulation for learning, maturation, and acculturation (7:37). "There is a pressing need," write Olson and Larson, "for urban educators to develop sensible curricula for culturally deprived children" (22:175). Gates claims, "Professional students in reading should not be confined to evaluating the creations of others. They should become inventive leaders" (12:114).
CHAPTER III

PROCEDURES USED IN DEVELOPING THE MATERIALS

The nature of the group for whom the individual taped lessons were prepared and the materials used in the preparation are described in this chapter. The criteria for the selection of the content of the individual taped lessons is given. The format of the visual exercises is described in their five levels of development and the procedure used in evaluating the individual taped lessons is related.

I. NATURE OF THE GROUP

The author became aware of the lack of instructional materials for pre-reading development while teaching Grade One in Victoria Elementary School in Calgary. This school serves an area nine blocks by six blocks and is designated by the city of Calgary as a low socio-economic community. The area is located on the edge of the downtown core and the Stampede Grounds. It is isolated by the railroad tracks on the north and the Elbow River on the east and the south. Eighty-seven percent of the buildings were constructed prior to 1920 and many of the buildings need to be repaired extensively or to be demolished. The Victoria community is a low income area and thirteen percent of the city's welfare families live here.
There are many new Canadians in the area; the main ethnic groups represented are from the Middle East, Italy, Portugal, and Germany. Many new Canadians tend to live in the area because of inexpensive housing and easy access to the city center. Approximately one-third of the school population changes every year while at the same time there is a core of long-term residents. Many of these long-term residents are welfare families. A sizeable settlement of Lebanese families, who were originally brought to Calgary by the Canadian Pacific Railroad in the early 1940's, live in the community.

When many of the young children from this area enter school they are threatened by the confinement of the classroom and are unable to operate in a group situation. About seventy-five percent of the children who enter grade one in Victoria School each year are unprepared to cope with the language environment of the classroom and the formal, intellectual demands of reading material. Some children speak no English; some speak English haltingly as a second language; still others use non-standard English. In this group are children who encounter pencils, crayons, and paints for the first time. They are unable to write their names, count to five, or give their home addresses. Furthermore, they have never been exposed to books, puzzles, or educational toys.
The readiness books presently available in Calgary contain concepts and demand a vocabulary which are not a part of their background. Some of these children are unable to differentiate the back of the book from the front, the left side of the page from the right side, and the top of the page from the bottom. Furthermore, they are unable to identify verbally many of the pictures on the pages. The beginning concepts are introduced at a higher level than these children have attained and the sequential development of skills moves too rapidly and in too few steps. Consequently, each child needs direct teacher guidance with each page. This is a need which is impossible for one teacher to fulfill.

These children also require many face-to-face encounters with their teacher. They have short attention spans during many class activities. They constantly require encouragement and reassurance. In order to help free the teacher for more personal encounters with these children, it was decided to program some of the pre-reading skills for visual discrimination into individual taped lessons. These auto-instructional lessons would provide one-to-one relationship between the child and his teacher's voice. These exercises would also help provide a less competitive environment. Further, these lessons would help fulfill the need for successful mastery of equipment and materials. What is put before these children and how it is put before them
are of utmost importance. These children are perfectly capable of learning but they need a program which builds systematically upon their existing conceptual and linguistic structures.

II. DESCRIPTION OF THE MATERIALS USED

The lessons were recorded on individual cassette tapes. Felt cut-outs approximately two inches in height and in plain colors of red, blue, green, brown, or yellow were used to accompany three of the tapes. The felt cut-outs were designed to be placed two at a time on a small individual felt board. Laminated work-sheets containing black and white pictures, geometric figures, and alphabet letters were used to accompany eleven of the tapes. The pictures were cut out of various readiness books, phonics books, and coloring books. The geometric figures and alphabet letters were made by the author with a black marking pen. The work-sheets, sized 8 1/2 by 11 were mounted on white card stock and laminated on both sides. An attractively colored marking pen was provided with each of the laminated work-sheets. These work-sheets were non-consumable because the child erased the answers upon completion. Five of the lessons contained a dittoed seatwork paper which culminated each level of development. The ditto masters were prepared by the author.
III. CRITERIA FOR SELECTING THE CONTENT

Choice of pictures and vocabulary. The choice of pictures, felt cut-outs, and vocabulary for these individual taped lessons was based on the author's two years of teaching experience in Victoria School and on previous teaching experience gained in a low socio-economic area in Toronto. The author used only those pictures and felt cut-outs which the children could identify verbally. The felt cut-outs were used to introduce and reinforce the terms "same" and "different" through color, shape, and size. Black and white pictures were used so that children would notice shape, size, and detail and not discriminate solely on the basis of matching colors. Black and white pictures were chosen on the basis of MacKinnon's findings as reported by Spache, "MacKinnon's detailed account of reading behaviors of beginning readers shows that simple, uncluttered pictures, depicting the nouns only, promote much better reading . . . ." (26:216).

A green star was placed at the beginning of each row on the laminated work-sheets to help establish left-to-right progression and to build the following vocabulary: top, bottom, row, beside, next, first, middle, second, last, and green. The green star also served as a point of contact for general directions and for corrections. The color green was
chosen because of the city child's identification of green with the traffic signals.

The vocabulary which these children use and understand formed a basis for the tapes. Their vocabulary can be built upon when appropriate situations are carefully created for this purpose. Frost writes, "The attainment of literacy for most disadvantaged children can be ensured through a program of continuity built upon the oral language of the child" (10:274). Ware postulates that probably the greatest single factor handicapping these children for a successful reading experience is their oral language (30:280).

The use of the teacher's own voice, even with its imperfections, enables the child to identify with her. His reaction may be, "That's my teacher saying 'Hi!' to me." Each tape starts with "Hi there!" which is the signal to begin and ends with "Good-bye" which is the signal to turn off the recorder.

**Visual discrimination skills developed.** In the review of the literature the need for the development of visual discrimination skills at the pre-reading level was made apparent. The skills must be organized in terms of difficulty progressing from gross discrimination of simple forms to the refined discrimination of abstract symbols such as alphabet letters.
Visual discrimination has several component parts. For the purpose of this paper a list for the sequential development of these skills was compiled from a composite of suggestions and levels presented by various reading authorities. This list was presented in the second chapter.

Color, size, and detail were implied by most of the authors. The individual taped lessons were based on the sequential skill development propounded by these reading specialists. The portion of the list, used as a basis for preparing the tapes in this thesis, is reproduced as follows:

3. seeing likenesses and differences in semi-concrete objects
4. seeing likenesses and differences in semi-concrete objects with finer discriminations
5. seeing likenesses and differences in semi-abstract figures such as geometric forms
6. seeing likenesses and differences in geometric forms with finer discriminations
7. seeing likenesses and differences in alphabet letters.

IV. PROCEDURE

Fourteen individual taped lessons were developed. See Appendix A. The individual taped lessons are divided into five levels and are developmental in nature. Much
emphasis is placed on the first three levels of development. In these levels the children are introduced to the terms "same" and "different" and given opportunities to make both gross and finer discrimination of semi-concrete objects. The fourth level includes two tapes and deals with gross and finer discrimination of geometric forms. The remaining two tapes deal with discrimination of alphabet letters. Before the child can begin level one he must be able to identify the pictures, operate a cassette recorder, place felt cut-outs on a felt board and make an X. These skills will be taught by the teacher before the child begins work on the individual taped lessons.

**Level One**

This level includes three lessons which introduce the term "same" and develop the discrimination of gross likenesses in semi-concrete objects.

**Tape one.** This tape introduces the vocabulary word "same". The child is directed to place two like felt cut-outs at a time on the felt board.

**Tape two.** This tape orients the child to the work-sheet for gross likenesses. Each row of the work-sheet contains two pictures both of which are alike. The child is directed to place an X on both pictures in each row.
Tape three. This tape provides the child with an opportunity to discriminate gross likenesses in semi-concrete objects. The child is directed to place an X on the two like pictures in a row of three pictures. Upon completion of tape three, the child marks a seatwork paper similar to the taped lesson. This paper is placed on the teacher's desk for assessment.

Level Two

This level includes four lessons. The term "different" is introduced and the discrimination of gross differences in semi-concrete objects is developed.

Tape four. This tape introduces the vocabulary term "different". The child is directed to place two felt cut-outs at one time on the felt board. Each pair of felt cut-outs differs in color, size, or shape.

Tape five. This tape provides the child with an opportunity to discriminate gross differences in semi-concrete objects. The child is directed to place an X on the picture which is different in a row of three pictures.

Tape six. This tape provides a further opportunity for the child to discriminate gross differences. The child is directed to place an X on the picture which is different in a row of three pictures.
Tape seven. This tape introduces gross to finer discrimination of size in work-sheet form. The child is directed to place an X on the bigger of the two pictures. Upon completion of tape seven the child marks a dittoed seatwork paper by placing an X on the picture which is different in each row. The paper is placed on the teacher's desk for assessment.

Level Three

This level includes three lessons. The terms "same" and "different" are reinforced and finer discrimination of likenesses and differences in semi-concrete objects is developed.

Tape eight. This tape reinforces the vocabulary terms "same" and "different". The child is directed to place two felt cut-outs at a time on the felt board. Two sets are the same and three sets differ in size, color, or shape.

Tape nine. This tape provides the child with an opportunity to discriminate finer likenesses in semi-concrete objects. The child is directed to place an X on the two pictures in each row which are the same.

Tape ten. This tape provides the child with an opportunity to discriminate finer differences in semi-concrete
objects. The child is directed to place an X on the picture which is different in each row. Upon completion of the tape the child marks a dittoed seatwork paper similar to the taped lesson. This paper is placed on the teacher's desk for assessment.

Level Four

This level includes two lessons which develop discrimination of gross and finer differences in geometric figures.

Tape eleven. This tape provides the child with an opportunity to discriminate gross differences in geometric figures. The child is directed to place an X on the geometric pattern which is different in each row.

Tape twelve. This tape provides the child with an opportunity to discriminate finer differences in geometric figures. The child is directed to place an X on the geometric pattern which is different in each row. Upon completion of the tape the child marks a dittoed seatwork paper similar to the taped lesson. This paper is placed on the teacher's desk for assessment.

Level Five

This level includes two lessons which develop discrimination of differences in alphabet letters.
Tape thirteen. This tape provides the child with an opportunity to discriminate capital alphabet letters. The child is directed to place an X on the letter which is different in each row.

Tape fourteen. This tape provides the child with an opportunity to discriminate lower case alphabet letters. The child is directed to place an X on the letter which is different in each row. Upon completion of this tape the child marks a dittoed seatwork paper by placing an X on the alphabet letter which is different in each row.

The fourteen individual taped lessons are presented in Appendix A by means of tape scripts and xeroxed or photographed copies of accompanying materials. Each lesson is numbered and titled. The tape script is presented first. The lines ___ represent the place on the exercise where the child is expected to make a response. Each pause is indicated by the word pause enclosed in parenthesis and should be considered approximately five seconds long. The word whisper, enclosed in parenthesis, precedes any sentence which is whispered by the recorder.

V. PROCEDURES FOR EVALUATION

Central Washington State College, Ellensburg, Washington, has provided students with two paths to follow
as they complete thesis requirements. One path permits the student to research, and report in traditional format, his findings about an educational problem. The second path permits the student to undertake a creative project under the direction of a faculty member. Usually these projects result in such things as paintings, sculpture, films, or filmstrips. The student receives credit for his thesis on the basis of the creation. He also is expected to write a brief report, using traditional format, about his creation. One final requirement for students following the second path is that provisions must be made to evaluate the end product.

Since this thesis falls in the second category, the writer made provisions to meet this evaluation requirement. Arrangements were made to have the members of two Reading Readiness classes at Central Washington State College evaluate the materials. Individual taped lessons one, five, eight and ten were presented to these classes on July 17 and July 24, 1969. Many of the members of the classes were experienced teachers. The range of experience within the classes was from zero to twenty-three years. The members of the classes were asked to rate the lessons on a scale from one, which was low, to five, which was high.
CHAPTER IV

SUMMARY, EVALUATION, AND CONCLUSIONS

I. SUMMARY

The author prepared fourteen individual taped lessons to develop visual discrimination skills at the pre-reading level. The lessons were specifically designed for use with disadvantaged grade one children in Calgary, Canada. The exercises followed a sequential pattern of development. The lessons were divided into five levels progressing from gross discrimination of simple forms to the finer discrimination of alphabet letters. The individual taped lessons were evaluated by two Reading Readiness classes at Central Washington State College. The lessons were incorporated in the thesis by means of tape scripts and xeroxed and photographed copies of the accompanying materials.

II. RESULTS OF EVALUATION

Two Reading Readiness classes at Central Washington State College evaluated individual taped lessons one, five, eight, and ten on July 17, and July 24, 1969. The thirty members of the classes rated the tapes on a scale from one, which was low, to five which was high. The results are tabulated as follows:
Individual Taped Lesson | High | Average | Low |
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Some of the comments made by the members of the classes are presented in Appendix B.

III. RECOMMENDATIONS

1. It is recommended that any future individual taped lessons of this type be pre-tested on a group of children in order to have a more valid evaluation of the lessons.

2. It is recommended that the following new motor-sensory programs be considered for use at the pre-reading level:

   RUTH CHEVES PROGRAM/1
   DUBNOFF SCHOOL PROGRAM/1
   ERIE PROGRAM/1
   FAIRBANKS-ROBINSON PROGRAM/1 LEVEL/1
These programs are created and supplied by The New York Times and merit consideration. The programs were located by the author at the end of her research. These programs have instructional materials which could easily be adapted to the tape approach used in this thesis project.

3. It is recommended that individual taped lessons be developed in the area of auditory discrimination and language skills at the pre-reading level. These two programs could be used concurrently with the lessons for skill development in visual discrimination.

4. Although the sequential development of the levels was carefully planned there will be children who require greater development within each level. It is, therefore, recommended that either additional exercises be developed in each level following the format of these lessons or that analogous exercises be prepared. The analogous exercises might take the form of a learning package incorporating at least three or four different activities for further development within each level.

5. As it was not possible to purchase short enough tapes to record only the taped lesson, an unused portion of the tape remained. It is suggested that music such as the Spanish Flea be recorded on this unused portion. The child could be invited to move creatively to the music if he so
desired. In this way a formal activity requiring concentrated effort could be followed by an informal activity calling for active participation.

6. These tapes were prepared for individual or small group instruction. Where the tapes are to be utilized in small group instructional situations, it is anticipated that a listening post with individual headphones would be used.

7. Permission is granted to teachers to use any portion of these lessons. However, copyright permission was not obtained from United Feature Syndicate, Inc. to use the comic strip characters. At least one of these characters appears in lessons three, five, six, seven, nine, and ten.
1. Bloom, Benjamin, Allison Davis, and Robert Hess (eds.). 
Compensatory Education for Cultural Deprivation. 

2. Bond, Guy L., and Eva Bond Wagner. Teaching The Child 

3. Carrillo, Lawrence W. Informal Reading-Readiness 
Experiences. San Francisco: Chandler Publishing 

Individuals to Read. Boston: D. C. Health and 


6. Dechant, Emerald V. Improving the Teaching of Reading. 

7. Deutsch, Martin P. "Facilitating Development in the 
Preschool Child: Social and Psychological 
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Education Association of the United States, Washington, 

8. Deutsch, Martin. "Nursery Education: The Influence 
of Social Programming on Early Development," 
The Disadvantaged Child: Issues and Innovations, 
Joe L. Frost and Glenn R. Hawkes, eds. Boston: 

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Learning Process," Mental Health of the Poor, 
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Children," Issues and Innovations in the Teaching of 
Reading, Joe L. Frost, ed. Glenview, Illinois: Scott, 


APPENDIX A

INDIVIDUAL TAPED LESSONS
LESSON ONE

INTRODUCTION OF VOCABULARY TERM "SAME"

Hi there! How are you? _____ Good! Let's play with the felt cut-outs. Do you have them out on the table? _____ Good! Do you have your felt board? _____ Good! I think that you are ready to play this game.

Find the two stars. (Pause) Put the stars on the board. (Pause) Touch the stars. Both the stars are blue. One star looks just like the other star. We say the stars are the same. Why don't you whisper that with me? (Whisper) The stars are the same. Good for you. Take the stars off the board. (Pause)

Now find the green boats. (Pause) Put the green boats on the board. (Pause) Touch the boats. Both the boats are green. One boat looks just like the other boat. We say the boats are the same. Why don't you whisper that with me? (Whisper) The boats are the same.

This is fun isn't it? Take the boats off the board and find the yellow apples. (Pause) Put the apples on the board. (Pause) Touch the apples. One apple looks just like the other apple. Both the apples are yellow. Touch your nose if you think the apples are the same. I'm still touching my nose. Yes, the apples are the same. Why don't you whisper that with me? (Whisper) The apples are the same. Good!
Take the apples off the board and find the brown fish. (Pause) How many fish are there? Two fish. Put them on the board. (Pause) Touch the fish. Does one fish look just like the other fish? Yes. Are they the same color? Yes. What can we say about these fish? (Whisper) They are the same. Good for you! Whisper with me the fish are the same. (Whisper) The fish are the same.

Good! Take the fish off the board. (Pause) We haven't talked about the trucks yet. Find the red trucks and put them on the board. (Pause) How many trucks are there? Two trucks. Are the trucks the same color? Yes, both the trucks are red. Touch the trucks. One truck looks just like the other truck. Hold your hand up high if you think the trucks are the same. Yes, your hand should be up high! The trucks are the same. Why don't you whisper that with me? (Whisper) The trucks are the same.

Good for you! That's all for today. We'll play again some other day. Put the felt cut-outs away. Shut off the recorder and take out the tape. Good-bye.
FELT CUT-OUTS
LESSON TWO

ORIENTATION FOR GROSS LIKENESSES

Hi there! I see you are ready to play a game with me. Do you have your picture card in front of you? ____ Good! Do you have your marking pen? ____ Good! Let's start.

Look at your card. Find the flags and touch them. They are at the top of the page. Do you see the green star beside the flag? ____ Good! Put your finger on it. When we say the names of the pictures we always start with the green star. Let's say the names of the pictures in the first row. Ready? Flag, flag. Look at those flags carefully. Does each flag have a leaf? ____ Yes. What can we say about the flags? (Whisper) They are the same. Put an X on each flag. Do it now. (Pause) Did you make two X's ____ Good!

Now I want you to move your eyes down to the watches. They are in the next row. Put your finger on the green star beside the watch. Move your finger to the watch beside the star. Now move your finger to the next watch. Look at the hands on both those watches. Tell me something about those watches. (Whisper) They are the same. Put an X on each watch. Do it now. (Pause) Clap your hands if you made neat X's. You are doing well.

You are ready to move your eyes down to the next row. What do you see? ____ Elephants. Put your finger on the
green star. Now move your finger to the elephant beside the star. Count the elephants. One, two. How many elephants? Two elephants. Look at them carefully. Look at their trunks and look at their tails. Tell me something about the elephants. (Whisper) They are the same. Put an X on each elephant. Do it now. (Pause) What neat X's!

Move your eyes down to the next row. Where will you put your finger? On the green star. What do you see in this row? Fans. How many fans? Two fans. Look at each fan carefully. Stamp your foot if you think the fans are the same. That was a good stamp! Yes, the fans are the same. Put an X on each fan. Do it now. (Pause) Did you make two X's? Good!

Now we have reached the bottom of the page. This is the last row. You are a good worker. Put your finger on the green star. Now move your finger to the first truck. Move your finger to the next truck. Tell me something about those trucks. (Whisper) They are the same. Clap your hands if you should put an X on each truck. You sure know how to clap your hands! Yes, put an X on each truck. Do it now. Good!

You have finished the game. Did you have fun? It's time to put everything away. Don't forget to put the top on the pen. Clean off the work-sheet. Shut off the recorder and take out the tape. I'll see you again soon. Good-bye.
Hi there! Here we are again. Do you have your picture card? ____ Good! Do you have your marking pen? ____ Good! I think you are ready to play.

When we start a page we always look at the top. What is up at the top of your paper? ____ Scissors and a clock. Put your finger on the green star and let's say the names of the pictures. Ready? Scissors, scissors, clock. Two of those pictures are the same. What are they? ____ Yes, the scissors are the same. Put an X on each pair of scissors. Do it now. (Pause) Did you put an X on the clock? ____ No. Why not? (Whisper) It is not the same.

Move your eyes down to the next row. Put your finger on the green star. Now say the names of the pictures. Ready? Milk bottle, whistle, milk bottle. What two pictures are the same? ____ Yes, the milk bottles. One milk bottle looks just like the other milk bottle. Hold your hand up high if the you think you should put an X on each picture of the milk bottles. I'm glad to see your hand up in the air. Yes, put an X on each picture of the milk bottles. Do it now. (Pause) How many X's did you make? ____ Two X's. Good for you.
Where will you move your eyes now? (Whisper) Down to the next row. Where will you put your finger? (Whisper) On the green star. You are ready to read the pictures: mailbox, bike, bike. Stand up if you know the two pictures which are the same. Why don't you stretch while you are standing up. (Pause) That was a good stretch. Now sit down and put an X on the two pictures which are the same. Do it now. (Pause) I hope you put an X on the two bikes. Good! Did you put an X on the mailbox? ______ No, it is not the same.

You are working quickly. I think you are ready to move your eyes down to the next row. Put your finger on the green star. Read the names of the pictures. Ready? Hat, girl, hat. Put an X on the two pictures which are the same. Do it now. (Pause) Which pictures are the same? _____ Yes, the hats. Did you put an X on each hat? _____ Good!

Now you have reached the bottom of the page and the last row. Put your finger on the green star. Now read the pictures. Ready? Charlie Brown, Charlie Brown, Violet. Open you mouth like Charlie Brown if you think the two pictures of Charlie Brown are the same. Yes, your mouth is open and you look just like Charlie Brown. What will you put on each picture of Charlie Brown? _____ An X. Do it now. (Pause) Did you close your mouth or do you still look like Charlie Brown?
Take the seatwork paper out of the bag. Put an X on the two things in each row that are the same. I'll repeat that. Put an X on the two things in each row that are the same. When you have finished the paper, put your name on it and put it on my desk. Don't forget to put your things away. Shut off the recorder and take out the tape. Good-bye.
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LAMINATED WORK-SHEET
Please Note: One image has been redacted due to copyright restrictions. Reference: https://schulzmuseum.org/terms-conditions/
LESSON FOUR

INTRODUCTION OF VOCABULARY TERM "DIFFERENT"

Hi there! I see you have the felt cut-outs on the table beside you. Do you have your felt board? ___ Good. We are ready to play our game.

Find the brown fish and the green duck. (Pause) Put them on the board. (Pause) Touch the fish. Touch the duck. Does the fish look like the duck? ___ No. Is the fish the same color as the duck? ___ No. We say they are different. Why don't you whisper that with me? (Whisper) They are different. Take them off the board before the duck eats the fish.

Now find the blue star and the telephone. (Pause) Put them on your board. (Pause) What color is the telephone? ___ Red. Look at the star and the telephone. Touch each of them. Is a star the same as a telephone? ___ No. Is the star the same color as the telephone? ___ No. We say they are different. Why don't you whisper that with me? (Whisper) They are different. Take the red telephone and the blue star off the board. (Pause) You are a really good listener. I think you are ready for the next two cut-outs.

Find the rabbit and the leaf. (Pause) Put them on the board. (Pause) What color are they? ___ Green. Is a leaf the same as a rabbit? ___ No. Touch your nose if you think the rabbit and the leaf are different. I'm still
touching my nose. They are different. Why don't you whisper
that with me? (Whisper) They are different. Take them off
the felt board. (Pause)

Now find the two dolls. (Pause) Put them on your
board. (Pause) Touch the dolls. They are both dolls but
something is different about them. How are they different?
(Whisper) They are different colors. Because they are
different colors we say they are different. Whisper with me
the dolls are different colors. (Whisper) The dolls are
different colors. Which doll do you like best? Take it off
the board. (Pause) Now take the other doll off the board.
(Pause)

Now find the balls and put them on your board.
(Pause) What color are the balls? Yellow. Look care-
fully at these balls. They are both the same color but there
is something different about them. What is different?
(Whisper) One ball is big and one ball is little. We say
they are different sizes. Clap your hands if you think the
balls are different. Yes, the balls are different sizes.
Why don't you whisper that with me? (Whisper) The balls
are different sizes. Take the little ball off the board.
(Pause) Take the big ball off the board. (Pause)

Our game is over for today. You have played the
game well. It's time to tidy up. Shut off the recorder and
take out the tape. Good-bye.
Hi there! Here we are again. Today you will need a pen to play this game. Do you have a pen? _____ Good! Now put the picture card in front of you.

Look up at the top of the card. What is up at the top of the card? _____ A chair. Good! Put your finger on the star. What color is the star? _____ Green. Let's say the names of the pictures in the top row. Ready? Chair, chair, comb. Which picture is different? _____ The comb is different. Put an X on the comb. Do it now. (Pause) That was a good X. Now you are ready for the next row.

Put your finger on the green star. Let's say the names of the pictures. Are you ready? Dog, key, key. One of those pictures is different. Which picture is different? _____ Yes, the dog is different. What will put on the dog? _____ An X. Okay, mark an X on the dog. Do it now. (Pause) Good for you.

Let's look at the next row. Where will you put your finger? _____ Yes, on the green star. Now say the names of the pictures. Clown, turtle, clown. Take your pen and put an X on the picture which is different. Do it now. (Pause) You should have an X on the turtle. Clap your hands if you put an X on the turtle. Good for you.
You are really doing well. Let's move to the next row. Where is your finger? Yes, on the green star. Look at those pictures. What are they? Yes, they are trucks. How many trucks? Three trucks. Is one truck different? Yes. Mark an X on the truck which is different. Do it now. (Pause) Let's see if you put an X on the truck which is different. Put your finger on the green star. Now put your finger on the truck beside the star. Is it different? No. Does it have an X on it? No. Look at the next truck. Is it different? Yes. Does it have an X on it? Yes, that truck is little. It is different. If you put an X on it clap your hands.

Now let's look at the last row. Put your finger on the green star. Here is Snoopy and he's playing with the children. Put your finger on the picture of Snoopy beside the star. Now look at the next picture. Look at the last picture of Snoopy. What did he catch? The ball. What flew off his head? Yes, his hat. Put an X on the picture of Snoopy which is different. Do it now. (Pause) Did you mark Snoopy with the ball in his mouth? Good! That picture is different.

You have done a good job. Our game is over for today. Clean the work-sheet and put it away. Don't forget the pen. Shut off the recorder and take out the tape. Good-bye for now.
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LESSON SIX

FURTHER APPLICATION OF GROSS DIFFERENCES

Hi there! I see you are ready for another game. You have your picture card in front of you and you have your pen so let's begin.

Eyes at the top of the page! Finger on the green star! Let's say the names of the pictures. Ready? Wagon, wagon, girl. Which picture is different? _____ The girl. Put an X on her. Do it now. (Pause) You made a neat job of that X and now you are ready for the next row.

Put your finger on the green star. Name the pictures. Ready? Letter, pin, letter. Put an X on the picture which is different. Do it now. (Pause) Stamp your foot if you put an X on the pin. Good for you.

Move your eyes down to the next row. Put your finger on the green star. Name the pictures. Ready? Money, money, flag. Put an X on the picture which is different. Do it now. (Pause) Stretch your hands up high if you marked the flag. Good for you! The flag should have an X on it. If that money were real money what would you buy with it? _____ (Pause) Would you? I think I'd buy a really big ice cream cone. You are working well.

Move down to the next row. Put your finger on the green star. Count the fish. (Whisper) One, two, three.
How many fish are there? ___ Three fish. Put an X on the one which is different. Do it now. (Pause) Let's see if you marked the one which is different. Put your finger on the green star. Move your finger to the first fish. Is it different? ___ Yes. Did you put an X on it? ___ If you didn't put an X on the first fish do it now. How is that fish different? (Whisper) It is big. Stamp your foot if you put an X on the big fish. Good!

Now you are ready for the last row. It is at the bottom of the page. Put your finger on the green star. Who is in this row? ___ Linus. What does he have in his hand? ___ His blanket. Look at each picture of Linus carefully. (Pause) Put an X on the one which is different. Do it now. (Pause) Let's see if you marked the picture of Linus which is different. Put your finger on the green star. Now move your finger to the first picture of Linus. Is this picture different? ___ No. Move your finger to the next picture of Linus. Is this picture different? ___ Yes. He is looking at you. Close your eyes if you put an X on the picture of Linus looking at you. Good! Open your eyes! Tell me, do you take your blanket to school? ___ I didn't think so.

Our game is over for today. We will play another game very soon. Clean off your work-sheet and put it away. What will you do with the recorder? ___ Shut it off. Don't forget to take out the tape. Good-bye.
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Hi there! Here we are again. Are you ready to play a game? Good! Put your picture card in front of you. Do you have a pen? _____ Good! I think we can begin.

Look up at the top of the page. Put your finger on the green star. What is in the first row? _____ Two boats. Move your finger to the boat beside the star. What size is that boat? (Whisper) Big. Put an X on the big boat. Do it now. (Pause) Look at the next boat. What size is it? (Whisper) Little. Do not mark the little boat.

Move your eyes down to the next row. Put your finger on the green star. What is in this row? _____ Two combs. Move your finger to the comb beside the green star. Put your hands on your head if you think that comb is big. I have my hands on my head. Yes, that comb is big. Put an X on it. Do it now. (Pause) That's a neat X. Now look at the other comb. What size is it? _____ Yes, it is little. Do not put an X on the little comb. You are doing well.

Look at the next row. Put your finger on the green star. What is in this row? _____ Two telephones. Move your finger to the first telephone. What size is it? _____ Little. Do not put an X on it. Move your finger to the next telephone. Clap your hands if you think this telephone is
big. I like the way you clapped your hands. Put an X on the big telephone. Do it now. (Pause) Good for you!

Move to the next row. Put your finger on the green star. Look carefully at the two pictures of Snoopy. Which picture is big? Put an X on it. Do it now. (Pause) Let's see if you marked the big Snoopy. Put your finger on the green star. Move your finger to the first Snoopy. Is this Snoopy big? ____ Yes. Did you put an X on the first Snoopy? ____ If you didn't put an X on it, do it now. Look at the next Snoopy. What size is he? ____ Little.

You are a good worker. You are ready for the last row. It is at the bottom of the page. Put your finger on the green star. How many pencils are there? ____ Two pencils. Open your eyes wide and look at those pencils. Which one is big? Put an X on the big pencil. Do it now. (Pause) Let's see if you marked the big pencil. Put your finger on the green star. Move your finger to the first pencil. What size is it? ____ Little. Does it have an X on it? ____ No. Move your finger to the next pencil. This pencil is big. It should have an X on it. Shake your head if you put an X on the big pencil. Good for you!

You have played well and now you are ready for the seatwork paper. Take it out of the bag. Look at the pictures in each row and put an X on the one which is different. When you have finished the paper, put your name
on it and put it on my desk. Don't forget to put away your things. Shut off the recorder and take out the tape.

Good-bye.
Hi there! I see you have all the felt cut-outs on the table beside you. Do you have your felt board? ____ Good. We are ready to play our game.

Let's start with the dolls. (Pause) Put them on your board. (Pause) Look at them very closely. Are they both dolls? ____ Yes. Are they the same color? ____ Yes. What color are they? ____ Green. Is one doll bigger than the other doll? ____ No, they're both the same size. What can we say about the two green dolls? (Whisper) They are the same. Good for you! Take off the dolls. (Pause)

Now find the leaves. (Pause) Put them on the board. (Pause) What color are the leaves? ____ Green. Look closely at the leaves. Are they different sizes? ____ Yes. How are they different? (Whisper) One leaf is big and one leaf is little. What can we say about the leaves? (Whisper) They are different. You are doing very well. Take the leaves off the board. (Pause)

Now I have something funny for you. Find the turtle and put it on the board. (Pause) What color is the turtle? ____ Red. Now find the green boy and let him ride on the turtle. (Pause) Can the boy sit on the turtle? ____ Yes. Give him a ride on the turtle. (Pause) Are the turtle and the boy different colors? ____ Yes. Are they different
sizes? ____ Yes. What can you tell me about the turtle and the boy? (Whisper) They are different. Okay, give the boy another ride because he really likes to ride on the turtle. (Pause) That was a good ride. Now take them off and find the apples. (Pause)

Put the apples on the board. (Pause) Put your hands behind your back if you think the apples are the same. I can't see your hands. Yes, the apples are the same. Touch the apples. Are they the same size? ____ Yes. Are they the same color? ____ Yes. What color are they? ____ Yellow. What can we say about the apples? (Whisper) They are the same. Why don't you whisper that with me? (Whisper) The apples are the same. Take the apples off the board. (Pause) I hope you didn't eat one of those apples!

Now we have the boats left. Put them on the board. (Pause) Look at them carefully. Is one boat bigger than the other boat? ____ No, they are both the same size. Are they different colors? ____ Yes, one boat is yellow and one boat is green. What can we say about the boats? (Whisper) They are different. Why don't you whisper that with me? (Whisper) They are different.

You have done very well. I'm pleased with you. It's time to put this game away. Do you know where to put the felt cut-outs? ____ Good! What will you do with the recorder? ____ Shut it off. Don't forget to take out the tape. Let's play another game soon. Good-bye.
FELT CUT-OUTS
LESSON NINE

APPLICATION OF FINER LIKENESSES

Hi there! How are you today? _____ Good! Are you ready to play a game with me? _____ I see you have your picture card in front of you. Do you have your marking pen? _____ Good! You don't need anything else so let's begin. Today we are going to mark things which are the same.

Put your finger on the green star in the first row. Let's count the flags. One, two, three. How many flags are there? _____ Three flags. Look at the flags closely and mark the two flags which are the same. Do it now. (Pause) Did you make two X's _____ Good! Let's see if you marked the two which are the same. Put your finger on the green star. Move your finger to the first flag. What size is this flag? _____ Big. Is it the same as the other two flags? _____ No. Does it have an X on it? _____ No. Move to the next flag. Now look at the last flag. Are these two little flags the same? _____ Yes. What size are they? _____ Little. The two little flags should have X's on them. Stand up if you put X's on the two little flags. Good! Now sit down.

Move your eyes down to the next row. Put your finger on the green star. Now move your eyes across the page and
look at each picture of Lucy. Find the two pictures which are the same. Put an X on them. Do it now. (Pause) Did you make two X's? I'm glad. Now let's see if you marked the two Lucy's which are the same. Look at Lucy's mouth. In two pictures she has her mouth open. Those two pictures are the same. They should have X's on them. The X's are on the first picture and the last picture. Clap your hands if you put the X's on the pictures of Lucy with her mouth open. Good for you!

Move your eyes to the next row. Put your finger on the green star. Look at the buses. Count them. One, two, three. How many buses are there? Three buses. Put X's on the two buses which are the same. Do it now. (Pause) Did you make two X's? Good! Put your finger on the green star. Move your finger to the first bus. What size is it? Big. Is there another big bus? Yes. The two big buses should have X's on them. The first bus is big. The middle bus is big. Look at the last bus in the row. What size is it? Little. There is no X on the little bus.

Let's move down to the next row. Put your finger on the green star. Look at each picture of Linus. Look carefully at his face. Put X's on the two pictures which are the same. Do it now. (Pause) Have you finished? Good! Look at Linus's tongue. In two pictures his tongue is
sticking out. Each of those pictures should have an X on them. Stand up if you put X's on the pictures of Linus with his tongue sticking out. (Pause)

Now sit down and look at the last row at the bottom of the page. Put your finger on the green star. Look at the pictures of Snoopy. Find the two which are the same. Put X's on them. Do it now. (Pause) Let's check your work. Put your finger on the green star. Move your finger to the first picture of Snoopy. Look at his feet. He is walking. What size is he? ______ Little. Look at the next two pictures. These two pictures are the same. They should have X's on them. Shake your head if you put X's on the big pictures of Snoopy. Good for you!

Our game is over for today. We'll play another game soon. Clean off your work-sheet. Shut off the recorder and take out the tape. Good-bye for now.
LESSON TEN

APPLICATION OF FINER DIFFERENCES

Hi there! Here we are again. Today you will have to watch the pictures carefully. There are some tricky ones.

Do you have a pen? _____ Good! Is your work-sheet in front of you? _____ Good! Are your eyes wide open? _____

Okay, look up at the top of the page. Put your finger on the green star. Let's do the first row together. What do you see? _____ Yes, swings. How many swings? ____

Three swings. Find the one which is different and put an X on it. Do it now. (Pause) I will give you a hint. Look at the rope. (Pause) Okay, put your finger on the star. Now put your finger on the first swing--the one beside the star. Is it different? _____ Yes. Did you put an X on it? _____ Your X should be on the swing in the middle.

Look at the next row. Put your finger on the green star. Charlie Brown has a pen. Count the pictures of Charlie Brown. One, two, three. How many pictures are there? ____

Three. Which one is different? Look carefully. Put an X on the one which is different. Do it now. (Pause) Look at Charlie Brown's paper. (Pause) One paper has marks on it. That picture is different. Did you put an X on it? ____

It is the picture in the middle.
You are doing quite well. I think you are ready for the next row. Put your finger on the green star. How many keys are in this row? ___ Three keys. Look at each key. Which key is different? (Pause) Look carefully. (Pause) Find the key which is different and put an X on it. Do it now. (Pause) Now put your finger on the green star. Move your finger to the first key. Is this key different? ____ Yes, it is a little key. It should have an X on it. If you don't have an X on the first key, put one on it now. (Pause)

Okay, move your eyes down to the next row. Put your finger on the green star. How many clocks are there? ____ Three. What do clocks tell us? ____ Yes, they tell us the time. Look carefully at each clock. (Pause) One clock is different. Find the clock which is different and put an X on it. Do it now. (Pause) Put your finger on the green star. Now move your finger to the first clock. Is it different? ____ No. Move your finger to the next clock. Is it different? ____ No. Move your finger to the last clock. Look at the hands on the clock. Is this clock different? ____ Yes. It should have an X on it. If you don't have an X on it, put one on it now. (Pause)

And now you are ready for the last row. Put your finger on the green star. Here is Lucy. Look at the three pictures of Lucy. Which picture is different? (Pause) Look carefully. (Pause) Find the picture which is different and put an X on it. Do it now. (Pause) Okay? Put your
finger on the green star. Now move it to the first picture of Lucy. Look at her mouth. Look at her feet. Is this picture different? ___ Yes. It should have an X on it. If you don't have an X on it, put one on it now. (Pause)

There is a seatwork paper in the bag. Did you see it? Good! Put an X on the picture which is different in each row. Put your name on the paper and put it on my desk. Put the work-sheet away. Shut off the recorder and take out the tape. You have been a good worker! Good-bye.
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Please note:
Three images have been redacted due to copyright restrictions.
Reference: https://schulzmuseum.org/terms-conditions/
Hi there! Today we have a game which is different than the ones which we have been playing. This game does not have any pictures. It has circles, squares, triangles and rectangles. Are you ready to begin? Good! Put your card in front of you and take the top off your marking pen.

Look at the first row. It is at the top of the page. Put your finger on the green star. Now look at each of those patterns. Move your eyes all the way across the page. One of them is different. Find the one which is different and mark it with an X. Do it now. (Pause) Let's see if you marked the one which is different. Put your finger on the green star. Now move your finger to the first pattern. That is called a triangle. Is it different? No. Move your finger to the next figure. What is that called? A circle. Is it different? Yes. Did you put an X on it? Good! It should have an X on it.

Move your eyes down to the next row. Where will you put your finger? Yes, on the green star. Now move your eyes across the page. Look at each pattern carefully. Find the one which is different and put an X on it. Do it now. (Pause) Let's see if you found the one which is different.
Put your finger on the green star. Now move your finger to the first pattern. That is called a square. Is it different? No. Move your finger to the next figure. It is another square. Is it different? No. Move your finger to the next pattern. That is called a rectangle. Is it different? Yes, it is different. Clap your hands if you put an X on the rectangle. Good for you. I'm glad to see that you are watching carefully.

Move down to the next row. Put your finger on the green star. Move your eyes across the page. Find the pattern which is different. Put an X on it. Do it now. (Pause) Hold your hand up high if you think that you marked the one which is different. Let's see. Put your finger on the green star. Now move your finger to the first pattern. What is that pattern called? Yes, it is a circle. Is it different? No. Move your finger to the next circle. Is it different? No. Move your finger to the next circle. Is it different? No. Move your finger to the last pattern. It is a triangle. Is it different? Yes, you are right. A triangle is different than a circle. The last pattern should have an X on it. Were you right? Good! Keep up the good work.

You are ready for the next row. Put your finger on the green star. Now find the pattern which is different in that row. Put an X on it. Do it now. (Pause) Let's see
what pattern you marked. Put your finger on the green star. Now move your finger to the first pattern. That is called a square. Is it different? ____ No. Move to the next pattern. That is a square too. Is it different? ____ No. Move your finger to the next pattern. Do you remember what that is called? (Whisper) A triangle. Is it different? ____ Yes, it is different. Does it have an X on it? Yes. Shake your head if you put an X on it. I'm pleased with the way you are listening.

I think that you are ready for the last row. Do this row by yourself and stand up when you are finished. Remember to put an X on the one which is different. (Pause) I see that you are standing up. Good for you. Now sit down and let's see if you marked the one which is different. Put your finger on the green star. Now move it to the first pattern. What is that pattern called? (Whisper) A triangle. Is it different? ____ Yes, it is different. You should have an X on the triangle. Stamp your foot if you put an X on the triangle. Good. Do you know what those other patterns are called? (Whisper) Diamonds.

You certainly know how to play this game. We have had fun. Now it is time to tidy-up. What will you do with the work-sheet? ____ Yes, clean it off. Don't forget to take the tape out of the recorder after you shut the recorder off. Good-bye for now.
Hi there! I see that you want to play another game with me. Good! I'm ready. Are you? _____ Good. Let's begin then.

Put your picture card in front of you. Look up at the top of the page. Where will you put your finger? _____ Good. Today you will have to look inside the patterns to find the one which is different. Let's count the triangles in the row. Ready? One, two, three, four. How many triangles are there? _____ Four triangles. One of these triangles is different. Let's do the first row together. Move your finger to the first triangle. What does it have inside it? (Whisper) A line. Look at the next triangle. What does it have inside it? _____ A line. Look at the next triangle. What does it have inside it? _____ A line. Now look at the last triangle. What does it have inside it? _____ Nothing. Is it different? _____ Yes. What will you put on this triangle? _____ An X. Good. Do it now. Okay, I think that you are ready to do the rest of the paper.

Move your eyes to the next row. Put your finger on the green star. Now look at each of those circles. Look inside them. Find the one which is different. Put an X on it. Do it now. (Pause) Let's see which one is different.
Put your finger on the green star. Now move to the first circle. Look at that line. It is going up and down—from the top of the page to the bottom. Is that circle different? _____ Yes. Did you put an X on it? _____ Good for you. Look at the rest of the circles in that row. Those lines are going from one side of the page to the other side.

Move your eyes down to the next row. Hold your hand up high in the air if you can do this row by yourself. Good! Put your hand down and find the square which is different. Do it now. (Pause) I see you are looking carefully inside each square. (Pause) Let's see if you marked the one which is different. Put your finger on the green star. Move your finger to the first square. What is inside that square? _____ An X. Is that square different? _____ No. Look at the next square. Does it have an X inside it? _____ No, it has only part of an X. Is it different? _____ Yes. Did you put an X on the second square. Good for you. Why don't you pat yourself on the back. You are really doing well.

Move down to the next row. Put your finger on the green star. Now find the pattern which is different. Stand up when you are finished. (Pause) Did you remember to look inside the pattern. This pattern is called a rectangle. Ah, I see you are standing. You must be finished. Sit down and let's check your work. Put your finger on the green star.
Move to the first pattern. How many lines are inside this pattern? ____ Two lines. Is it different? ____ No. Move to the next rectangle. How many lines are inside it? ____ Two lines. Is it different? ____ No. Move to the next rectangle. How many lines are inside it? ____ One line. Is it different? ____ Yes, it is different. Did you put an X on it? If you didn't put an X on it, put one on it now!

I like the way that you are listening. Let's do the last row. Put your finger on the green star. These are diamonds. Clap your hands if you think that you can find the one which is different. ____ Good! Hold your hand up when you are finished. Look inside each diamond carefully to find the one which is different. (Pause) Okay, put your hand down and let's check. Where will you put your finger? ____ On the green star. Yes, we always start on that side of the page. Move your finger to the first diamond. What is inside it? ____ An X. Is it different? ____ No. Look at the next diamond. What is inside it? (Whisper) Part of an X. Is it different? ____ Yes, it is different. Does it have an X on it? ____ Yes. Shake your head if you put an X on the second diamond. Good!

Did you like playing that game? ____ There is a seatwork paper in the bag. Take it out. (Pause) Put an X on the pattern in each row which is different. Mark the different pattern! When you have finished, put your name
on the paper and put it on my desk. I know that you will remember to shut off the recorder and take out the tape. Let's play another game soon. Good-bye.
LAMINATED WORK-SHEET
LESSON THIRTEEN

DISCRIMINATION OF CAPITAL LETTERS

Hi there! Here we are again. This time we are going to play a game with letters. These letters are big and we call them big letters or capital letters. Do you have your marking pen ready to use? Good! Let's begin.

Put your finger on the green star in the first row. Look carefully at those letters. One of them is different. Find the letter which is different and put an X on it. Do it now. (Pause) Let's check and see if you found the letter which is different. Put your finger on the green star. Now move your finger to the first letter. Do you know the name of that letter? ____ A. Is it different? ____ No. Look at the next letter. Is it different? ____ Yes, that letter is different. Did you put an X on it? ____ That letter should have an X on it. Touch your nose if you put an X on the second letter. (Pause)

Okay, you are ready for the second row. Put your finger on the green star. Look carefully at each of those letters. Hold your hand up high when you have marked the letter which is different. (Pause) Remember to look at each letter. (Pause) I see your hand is up in the air so you must be finished. Let's check your letters. Look at the
first letter. It is right beside the green star. Is it different? ____ Yes, it is different. Did you put an X on it? ____ If you didn't put an X on the first letter do it now. (Pause)

You are a fast worker. Move your eyes to the next row. Where will you put your finger? ____ On the green star. We always start our work on that side of the paper. Look carefully at each of those letters. Find the one which is different and put an X on it. Do it now. (Pause) Stamp your foot if you think that you put an X on the letter which is different. Let's find out! Put your finger on the green star. Now move your finger to the first letter. Is it different? ____ No. Move your finger to the second letter. Is it different? ____ No. Move your finger to the third letter. Is it different? ____ No. All those letters are called B's. They're all the same. Now look at the last letter. Is it different? ____ Yes, it is different. Did you put an X on it? ____ It should have an X on it. Clap your hands if you put an X on the last letter. Good for you!

You are working so well that I think you can do the next row by yourself. (Pause) It is a funny row. (Pause) Stand up when you have finished. I see that you remembered to put your finger on the green star first. (Pause) While you are standing up, you might as well have a stretch. OHHHHH!
That feels good! Sit down and let's check your letters.


What letter is that? Yes, an X. Did you put an X on that X? Good for you! Does it look funny? Did you laugh when you made your X on top of the letter X?

And now you are ready for the last row. Put your finger on the green star. Open your eyes wide and look at those letters carefully. (Pause) One of them is different. (Pause) Find the letter which is different and put an X on it. Do it now. (Pause) I see that you are being very careful. Good. Let's check and see if you found the letter which is different. Put your finger on the green star. Now move your finger to the first letter. Is it different? No. Move your finger to the second letter. Is it different? No, it is the same as the first letter. Move your finger to the third letter. Is it different? Yes, it has a line at the bottom and the other letters have a line at the top. It should have an X on it. Wiggle your toes if you put an X on the third letter.

I can't see your toes wiggling inside your shoes, but I know you wiggled them. Once again it is time to put this away. You are a good player and a good listener. Be sure to tidy-up carefully and put everything away in the right place. Don't forget to take the tape out of the recorder. Good-bye for now.
Hi there! How are you today? I sure like to see your big smile. It makes me smile too. I see that you have your work-sheet in front of you and your marking pen in your hand. I guess you are ready to begin. You have been doing so well!

Find the first row. Put your finger on the green star. Look at each of those letters. Find the one which is different. Put an X on it. Do it now. (Pause) Let's check your work. Put your finger on the green star. Now move it to the first letter. Is it different? No. Move your finger to the next letter. Is it different? No. That letter is the same as the first letter. Move your finger to the third letter. Is it different? Yes, it is different. It should have an X on it. Did you put an X on the third letter? Good for you.

Do the second row by yourself. (Pause) Stand up when you are finished. (Pause) I see that you are looking at each letter carefully. Good for you. (Pause) Okay, sit down and let's check your work. Put your finger on the green star. Now move your finger to the first letter. Touch your nose if you think that letter is different. I'm still touching my nose. Yes, that letter is different. The first letter should have an X on it.
Move your eyes down to the next row. Put your finger on the green star. Find the letter which is different. Put an X on it. Do it now. (Pause) That was a neat X you made. Let's check and see if you put it on the letter which is different. Put your finger on the green star. Now move your finger to the first letter. Is it different? No. Move your finger to the next letter. Is it different? Yes. Did you put an X on it? Good. What is different about that letter? (Whisper) It has a line on it.

Do the next row by yourself. (Pause) Be sure to look at the letters carefully. (Pause) Stamp your foot when you are finished. (Pause) You sure can stamp your foot! Let's check your letters. Put your finger on the green star. Now move your finger to the first letter. Is it different? No. Move your finger to the second letter. Is it different? No. Move your finger to the third letter. Is it different? No. Move your finger to the last letter. Is it different? Yes. Did you put an X on it? I'm glad that you have an X on the last letter.

Hold your hand up if you think you can do the last row by yourself. It is a tricky row. Okay, put your hand down. Find the letter which is different in the last row. (Pause) Put an X on it. Do it now. (Pause) I see that you put your finger on the green star first. Look again carefully and see if you chose the letter which is different.
(Pause) I see that you are ready so let's check. Put your finger on the green star. Now move your finger to the first letter. Is it different? ___ No. Move your finger to the next letter. Is it different? ___ No. Move your finger to the third letter. Look at that letter carefully. Is it different? ___ Yes. Did you put an X on that letter? ___ If you didn't put an X on that letter do it now. Clap your hands if you think that you did a good job on this work-sheet. (Pause)

Once again it is time to put your things away. Did you see the seatwork page in the bag? ___ Good. I want you to take that page out of the bag and find the letter in each row which is different. Do you think that you can do that? ___ Good, I knew you could. Put an X on the letter which is different. When you have finished the paper, put your name on it and put it on my desk. You have been a good worker. Shut off the recorder and take out the tape. Good-bye.
APPENDIX B

COMMENTS MADE BY THE MEMBERS OF THE READING READINESS CLASSES
I. MEMBERS WITH MORE THAN THREE YEARS OF TEACHING EXPERIENCE

**Individual Taped Lesson One**

1. Flannel board goes well with tapes.

2. If child places fish or trucks pointing a different way they may not appear the same.

3. Reinforcement continuous.

**Individual Taped Lesson Five**

1. Like your comments aside to children in order to relax them.

2. Children should tell how or why the picture is different.

3. Clapping hands for turtle is a good idea. I would try to include more action like this.

**Individual Taped Lesson Eight**

1. Good combination of likenesses and differences.

2. Your humor makes it fun.

3. Good reinforcement.

**Individual Taped Lesson Ten**

1. You gave them a chance to do something more difficult before giving them a clue.

2. Good listening experience--combining tapes for giving instruction.
3. Should finish each row when marking. This way child has a chance for greater comparison of likenesses and differences.

**General Comments**

1. I like the lessons because they are individually oriented.

2. Looks like this approach could be used for entire correlated program.

3. Even though I'm in fourth grade I can see many uses, with adaption, for my Spanish children!

II. MEMBERS WITH THREE YEARS OR LESS OF TEACHING EXPERIENCE

**Individual Taped Lesson One**

1. Meets objective with high interest level and good involvement.

2. Tape could be slowed down a little, but the materials and presentation are excellent.

3. Small steps. Few ideas.

**Individual Taped Lesson Five**

1. Directions are very clear. Good reinforcement of correct answer.

2. Good use of things to keep them actively involved (clap your hands).

3. Too much dialog regarding the final picture with Snoopy in it.
Individual Taped Lesson Eight

1. Size of leaves are too similar.

2. I like the way you whisper the answer and then re-invite them to join you.

3. Excellent reinforcement. Definitely would give the child success.

Individual Taped Lesson Ten

1. Self correcting with the help of the teacher is good.

2. Good progression.

3. Good feedback.

General Comments

1. I really feel that you have a great tool for individualizing instruction.

2. All the tapes seemed a little fast (talking).

3. All too often teachers start above where their children are; this is a positive attempt to alleviate this.

III. MEMBERS WITH NO TEACHING EXPERIENCE

Individual Taped Lesson One

1. I think that your felt cut-outs are a good idea but can be misleading or confusing to a child.

2. The word "same" was introduced quite thoroughly.
Individual Taped Lesson Five

1. I like the praise given and reinforcement for correct answers or identifying (the correct pictures) for them if they didn't know.

2. Trucks and dogs should be more different to discriminate.

Individual Taped Lesson Eight

1. Directions are quite clear. The re-teaching is good.

3. Green should be a standard color.

Individual Taped Lesson Ten

1. The varied objects of differences are good--it challenges the pupil.

2. I think it is good to go over each picture and explain exactly what is different.

General Comment

1. I'll teach primary next year and can see how children could use the tapes. Good for child to learn to follow directions too.