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Upon being asked "Why do you read orally?" a group of pupils answered "To let the teacher see if we know our lesson". When they were queried as to how that teacher knew by hearing them read aloud they replied, "She sees if we can say all the words".

While oral reading is a teacher check and a pupil check it alone can only reveal what the children replied, i.e. ability to say the words. Teachers are aware that occasionally a ~~fm~~ fluent word caller comprehends little and that many times questioning reveals that they have really interpreted very little of what has been read. However, it is in a measure a check and while the teacher is conscious of it as such it is more desirable that pupils have other purposes, aims or goals for oral reading. ~~The question is, Why read orally?~~ Thus the question, Why read orally? presents itself. The pupil is conscious of an immediate aim, the teacher has in mind this immediate aim and an ultimate aim.

The first which is common to both is to read:

- To give pleasure to others
- To portray a word picture
- To portray character
- To impart information

The second which is by no means a secret for the teacher alone but which is generally of less concern to the pupils is that the children shall become good oral readers. To achieve the technique of rendering orally such selections as may be required of one in life it is well to keep certain teaching standards in mind.

1. Know the selection. (Mastery of mechanics)
2. Keep correct posture. (Holding book with one hand not necessary. Sometimes it is too large, sometimes too new, etc. Pages should be turned with right hand from top of page without wetting the thumb or forefinger.)
3. Show poise. (Ease, happiness)
4. Remember the audience. The audience should remember the reader, too. They should not look on their books and snap fingers or gasp or otherwise annoy the child who is reading.
5. Use good expression. Children should be taught that emphasis upon certain words, attention to punctuation, inflection of voice, and facial expression lend power to the audience to interpret their oral reading. Often times simple exp and example should be given by teachers and pupils to illustrate the value of the above.
6. Portray the picture to the audience. Many of our most beautiful pictures are word pictures. Number one above and expression as in number 5 are essential to this. We are made to weep, to frown, to laugh, to contemplate to by the words. Our mouths water at the description of some ~~in~~ delicious

Incisious food we are made to shiver at the thought of a bitter pill. Children should be taught to "say the words" with a new purpose.

7. Portray the character to the audience. Much of what has been said in number 6 applies here. Children must first feel the character situation (understanding) before they can portray them.
8. Develop a long eyespan. But I say unto you that one cannot "show poise", "remember the audience", use good expression" or "portray the picture" unless he has ability to pick up big eye-fuls of words. Practice alone can develop this ability. Easy reading is one of the best means. Speed tests is another remedial measure.

There must be a period of preparation for oral reading when the lesson may be

1. Silent - The pupils read to choose a story, to choose the funniest, most beautifully part or the part liked best. They may read silently either for the purpose of preparation for oral reading, for informing. Combination silent and oral. The pupils read silently "to find" then read the answer orally. They may read conversation to discover traits of character or to get expression. They may read selections orally in preparation for the final rendition then teacher and pupils act as judges and offer suggestions.