

EXPERIENCES FOR PUPILS	MATERIALS WHICH MAY BE USED	SKILLS WHICH THE INDIVIDUAL ACQUIRES
<u>5. The Stage at Which Reading Interests, Habits, and Tastes Are Refined</u>		
Following lines of reading for "broadening," for vocations, or for hobbies	Library facilities, such as card catalogues, reference books, readers' guides, magazines, newspapers	Uses books habitually aside from school work Uses library efficiently Selects intelligently authors, books, parts
Presenting ideas to others	Formal texts	Shares casually results of his reading in class discussions of a particular problem
Challenging a line of thought	Literary collections	Pursues regularly definite lines of reading
Preparing a plan of action	Source materials (Add others)	
Considering varied points of view (Add others)		

4. The Stage at Which Experience is Extended Rapidly and Increased Power, Efficiency, and Excellence Are Acquired

Reading for pleasure	Dictionary	Enjoys a library
Reading for contribution to class discussion	Fiction	Can organize and present results of reading
Reading for problem solving (Add others)	Encyclopedias Textbooks Biography Poetry collections Newspapers Magazines (Add others)	Can make a good sentence outline Can take satisfactory notes Can go to specialized books for information Can use several books at a time while investigating Can use study helps Can select parts for a purpose

3. The Stage of Rapid Progress in Fundamental Reading Attitudes and Habits

Reading in books for different purposes	Readers, science books, story books	Uses reading to seek facts, directions
Making class newspaper	Children's magazines	Is learning to be accurate in vocabulary so as to get meaning
Making original stories and poems	Newspapers	Is learning to read both silently and orally
Writing original plays	Children's own stories, poems, plays	Is learning to enter into discussions
Holding class discussions (Add others)	(Add others)	Is learning to solve some problems and feel success Uses reading to verify statements Looks for important points in materials read Draws conclusions from his reading and relates the newly acquired information to past experience Uses tables of contents and indices to locate materials quickly Has some ability to select and evaluate materials needed Can organize what has been read Is growing in ability to find and use references Beginning use of dictionary Can use library to find books

2. The Initial Stage in Learning to Read

Using books for own pleasure	Pre-primers, primers	Looks at pictures and reads whole sentences from pre-primer materials
Reading to group	First readers	
Reading to teacher	Library books	Develops more power in oral language expression
Reading directions, class plans, etc. from bulletin board (Add others)	Experience charts	Tells original stories
	Daily plans	Moves eyes from left to right in reading
	Weekly Readers (Add others)	Does not reverse letters or words
		Is learning initial sounds
		Reads without pointing
		Reads in sentence units without halting
		Reads with fluency and expression
		Enjoys reading
		Is learning to read independently
		Has developed many ways of mastering new words
		Understands what he reads
		Can give central thought from reading
		Pronounces words clearly
		Sits quietly when reading--does not move feet, hands, or body
		Is beginning to use reading ability in a functional way

1. The Stage at Which Readiness for Reading is Attained

Telling experiences	Experience charts	Talks fluently in sentence wholes.
Asking questions	Picture books	Relates an experience or story in good sequence
Painting pictures	Name cards	Shows interest in books and stories
Taking trips	Labels for objects	Often asks, "What does it say?"
Dramatizing stories (Add others)	Blackboard (Add others)	Is beginning to become conscious of likenesses and differences in symbols
		Can think through problems of simple difficulty
		Works steadily at a job until it is finished.
		Has a growing interest span.
		Can recognize words and phrases
		Learns to read charts quickly and fluently.

RESULTS OF QUESTIONNAIRE---WORKSHOP

1. ORGANIZATION

1. One general meeting a day--beginning or end of day to review or evaluate.
2. More group meetings--by grades. or subject matter fields.
3. Good group leaders who will keep the discussion moving along in the plan set up.
4. Some general meetings --inspirational speakers.
5. More specific problems with workable materials coming from the groups for actual class use.

11. SPEAKERS --Not a great deal of theory, but practical helps

1. Consultants from text book companies--or special fields.
2. Inspirational speakers for general meeting.
3. Speakers from Virginia teacher training schools and colleges.
4. V.E.A. or N.E.A.--professional growth and ethics.
5. Few--limited to time to speak and ones that will give definite information for the group as a whole.

111. SOCIAL ACTIVITIES

1. Informal "coke" sessions--those teaching same grades, subjects, etc.
2. Noon luncheon--eating generally or in groups to further discuss problems or for just informal visiting.
3. Recesses--relaxation periods.
4. Evening get-together--old teacher-new teacher party.
5. Evening of drama or music.
6. Dinner at the inn.
7. Square dancing--card party.
8. Picnic.
9. Group singing--more of this.
10. Scenic films.
11. Concert of recorded request music.
12. More music of all kinds.
13. No social activities needed--came to work.

IV. SPECIFIC PROBLEMS

1. Reading

- a. Demonstrations of techniques, methods and how to motivate or build background for presentation of the lesson.
- b. Teaching the dictionary.
- c. Vocabulary building.
- d. Set up more specific teaching program in Reading--classes for learning how to better teach Reading.
- e. Plan a reading readiness program.
- f. How to meet the reading needs of different levels.
- g. Independent seat work--worthwhile assignments to challenge the child.
- h. Aids for slow readers.

2. Social Studies

- a. Definite uniform plan for units in the grades.
 - b. Better use of current materials in teaching the Social Studies.
 - c. Exchange of ideas for getting ~~verve and variety~~ into the teaching of history.
3. Eighth grade teachers work together to plan work.
 4. High School teachers work together by subject field.
 5. Guidance program.
 6. Physical Education and Health program.
 7. Art and Music program---integration with other fields.
 8. Uniform plan for Science teaching and areas--grades 8,9
 9. Mathematics--high school.
 - a. Number readiness--grade 1
 10. Help in outlining definite plans for work in each grade--more uniformity in the county--more correlation within each school.
 11. Extra curricular activities.
 12. Extra learning or enriching materials for the exceptional child.

13. Needs of the slow learning child and how can we meet these needs.
14. How to take care of two or more grades in a room--
how to present subject matter to a class of 30
(high school) when there are three ability groupings--
how to grade such a class.
15. Visiting teacher program.
16. Parent-teacher relations--panel discussions, etc.