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AN ABSTRACT OF  
A HANDBOOK ON READING  
FOR  
TEACHERS OF PRIMARY GRADES  
IN  
STAMFORD, CONNECTICUT

A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF DANBURY STATE COLLEGE

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE

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This Thesis consists of a preface, four chapters and a bibliography.

In the preface the need and purpose of the study are stated. The writer hopes to waken the reader to a realization of the necessity for teaching reading in a sequential pattern, to the need to fit the materials to the child, and to the exciting job of teaching reading at the primary level.

The first chapter, "Reading in the Stamford Schools" is in three parts. The first section is devoted to what makes a good reading program. That is followed by the necessary steps in a reading lesson and lastly the writer discusses the basal systems used in Stamford.

In Chapter Two, "Reading Inventory", the writer tells about a quick method of spotting weak readers and also talks about the I. R. I. (Individual Reading Inventory). The latter is sufficiently detailed to aid a teacher in preparing one for her class.

The third chapter is titled "Aids in Teaching Reading". In it are tests for lower primary grades, tests for upper primary grades, word attack skills, games to strengthen word attack skills and vocabulary. All these sections are developed sufficiently in order to give the reader a deeper understanding of these areas. A few suggestions for strengthening weaknesses in these areas are also given.

The last chapter, called " Judging a Good Reading Program", covers six areas--physical aspects of a classroom, differentiated

program in reading, attitudes in the classroom, necessary strands in total reading program--vertical organization, content advisable for all children at every level, skills to be taught in reading. It provides a speedy check by which a teacher can evaluate the reading program in her room.