

**THE VALUES AND USES OF CHARTS**

**in a**

**PRIMARY READING PROGRAM**

**THE ABSTRACT OF THE THESIS**

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**by**  
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## The Abstract of the Thesis

### THE VALUES AND USES OF CHARTS IN A PRIMARY READING PROGRAM

Teaching every child to read successfully is the utmost goal of every elementary school teacher. However, the problems of children with a lack of readiness for reading, of non-readers, of non-promotions due to failure in reading, and of deficiencies in reading programs still exist. With the publication of many books, periodicals, articles and the teacher's manuals for textbooks, as guides, one would expect that any teacher could devise a reading course of study that would be complete and beneficial for each child involved; but this is not true.

Educators are continually searching and experimenting to discover a better way of teaching reading. There does not seem to be a "best" way to present reading to a class, but many ways which supply variety, offer stimulation and motivation, and provide the necessary reading skills to a program.

This thesis presents one possible means of teaching reading in a concrete manner by applying the findings of research and experimentation in the use of charts. These charts based on children's experiences provide ways to teach beginning reading and ways of finding individual differences. They are also means of enriching the existing reading curriculum.

The variety and uses of charts are almost limitless and so are the forms and types. But for analysis, the writer preferred to classify the type of charts into fixed categories because the form of a chart may be determined chiefly by its function. Some of the charts discussed in the thesis include: The Experience Chart, The Picture Chart, The Calendar and Weather Chart, several

types of Phonics Charts, the Vocabulary Chart, and The Summary Chart among others.

It is recommended that the teacher devise the materials with the children because it is the teacher who knows what materials and what types of charts will truly benefit her group. Whatever the purposes of the teacher in using the various types of charts, she will find that charts provide a personal and a colloquial record of the children's experiences, their knowledge, and things accomplished throughout the school year; they may be a diagnostic device for the teacher in gaining valuable insights concerning each child's general background or language and home environment; and that they can not or should not be limited solely to the reading program. Because of the many ways in which charts may be used they can be easily incorporated in all areas of the school curriculum. However, the improvement of reading is the primary purpose of these charts described in the thesis.

The construction of a chart is as important as the knowledge and reading materials to be presented. If a chart is not well made the value of this type of material may be lost because children will not be attracted to it; neither will they have scientifically printed material with the sentence and phrase structure that beginning readers should have. In order to help teachers meet certain specified standards, the writer included in this presentation suggestions for making chartmaking easier, simpler, and clearer for primary teachers.

It has been the writer's hope that this material on charts and how to make and how to use them will help teachers understand better the place and contribution of charts in the primary reading program. Charts have value in every grade from the pre-book reading period

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to and concurrent with book reading. It has not been the intention of this writer to encourage the sole use of charts in a reading program. A reading program using only charts and other improvised materials related solely to experiences and other activities could prove to be just as narrow and limiting as using textbooks exclusively.