



Tutors teach information related to the current unit of study. Photo by Robert Finken

for letter recognition and sight words, various arts and crafts, puppet shows, models and dioramas, dramatics, and various holiday activities (e.g., letters to Santa, valentine exchange).

This tutoring program has had many positive effects on my Chapter 1 students. The middle schoolers have gained greater self-confidence which has led to better performance in their content classes. Because of the research involved in planning their teaching activities, my students have improved their library skills. Positive attitudes have been fostered toward reading and writing as the students realized their own skills have improved. They have developed leadership skills by directing their groups, and they now appreciate some of the frustrations teachers experience when lessons do not go well or when students are not attentive.

This tutoring program has resulted in bonds among the elementary students, the middle school tutors, and the teachers involved. We all look forward to the monthly meetings. The younger students are finding positive role models in the older students, and their reading and writing skills are enhanced by the positive attitudes that are fostered.

Coleman is a reading and language arts teacher at Goodrich Junior High School in Lincoln, Nebraska.

Using wordless picture books with disabled readers

Honré Frank Gitelman

For the past few years in my Chapter 1 program, I have used wordless picture books to complement the basal readers used in first-grade classrooms. Wordless picture books contain familiar experiences to which students can respond. The pictures prompt students to speak, read, and write because the pictures stimulate the students to tell the stories in their own words.

Procedures for using wordless picture books with groups of children are straightforward and may span a series of lessons such as the five presented here. To begin, select a book which has an inviting title and an appealing cover. For example, students enjoy Tomie dePaola's *Pancakes for Breakfast* because it is humorous, imaginatively illustrated, and full of surprises. If wordless books are not available, mask the text in an appropriate picture book by placing strips of paper over the text. Encourage students to predict the story as they read the pictures. Allow ample time to discuss the pictures before turning each page. Together, discuss puzzling concepts, match up pictures of characters with their names in the story, and continually help students predict future events based on facts they have learned in the story.

Following the initial discussion of the story, the students are ready to generate a written text. After the story title has been printed on paper, ask the students to print their names beside it. This act is meaningful to them because they see themselves as authors.

Starting with the first page, ask each student in turn to dictate a sentence for each picture while the teacher serves as the scribe. When a sentence sounds confusing, encourage the group to clarify it, so that it will be understandable to everyone. Finish writing the text in this manner.

Begin session two by orally reviewing the story. The teacher turns the pages as the story is retold. Next, each student receives a copy of the story. While one student reads a sentence aloud, the others follow along silently.

Practical teaching ideas

The teacher supplies forgotten words quickly in order to maintain an even pace. Students reread their story several times in order to develop oral reading fluency and to become totally familiar with the story.

Start session three by asking the students to retell the story while looking through the book together to make sure the important details have been stated. Next, the students reread their story as they did in session two. During this session, the students also demonstrate their understanding of the text by accurately and quickly underlining one word in each sentence selected by the teacher.

In the fourth session, each student selects a favorite sentence from the story. Then the student copies it on the lower part of a sheet of paper, signs his or her name, and draws a picture to illustrate it in the remaining space. When the work is completed, the students read the sentences and discuss their pictures.

In session five, have the children record their stories on a cassette recorder. When the recording is completed, schedule a suitable time for the students to discuss their work with their classmates. They will read their story aloud and play the recording which then becomes a part of the classroom library. In addition, place their pictures on a bulletin board for visitors to see.

Wordless picture books prepare students for a solid foundation in reading because they stimulate oral communication and foster literacy.

Gitelman teaches Chapter 1 reading at Bethesda Elementary School in Durham, North Carolina.

Fold-a-books

Gerry Bohning

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Do you have a sheet of paper handy? Any size will do. Now, get ready to introduce your elementary students to the fun of making and writing fold-a-books. Fold-a-books are simple ori-